

FY2025-2027

**EDUCATION ASSOCIATION OF
CHARLES COUNTY (EACC)**

AND

**CHARLES COUNTY
BOARD OF EDUCATION (CCBOE)**

NEGOTIATED AGREEMENT

WORKING TOGETHER TO ACHIEVE EXCELLENCE FOR EVERY STUDENT.

Table of Contents

PREAMBLE	4
ARTICLE 1	5
GLOSSARY	5
ARTICLE 2	7
RECOGNITION.....	7
ARTICLE 3.....	8
GRIEVANCE PROCEDURE	8
ARTICLE 4.....	10
BOARD RIGHTS AND RESPONSIBILITIES.....	10
ARTICLE 5.....	11
ASSOCIATION RIGHTS	11
ARTICLE 6.....	15
EMPLOYEE RIGHTS	15
ARTICLE 7	17
EMPLOYEE ASSIGNMENT	17
ARTICLE 8.....	19
VOLUNTARY TRANSFER.....	19
ARTICLE 9.....	21
INVOLUNTARY TRANSFER	21
ARTICLE 10	22
VACANCIES AND PROMOTIONS	22
ARTICLE 11	23
MAINTENANCE OF CLASSROOM CONTROL AND DISCIPLINE.....	23
ARTICLE 12.....	255
NON-TEACHING DUTIES	255
ARTICLE 13.....	266
WORKING HOURS AND WORKLOAD	266
ARTICLE 14.....	344
PERSONNEL EMPLOYMENT PROVISIONS.....	344
ARTICLE 15.....	366
SALARIES	366
ARTICLE 16.....	399
EXTRA PAY FOR EXTRA DUTY (EPED).....	399
ARTICLE 17	444
TUITION REIMBURSEMENT AND STAFF DEVELOPMENT.....	444
ARTICLE 18.....	466
HEALTH AND LIFE INSURANCE PACKAGES	466
ARTICLE 19.....	48
EMPLOYEE LEAVE PROVISIONS.....	48
ARTICLE 20	554
COMPLAINTS CONCERNING SCHOOL PERSONNEL	554
ARTICLE 21	565
EMPLOYEE FACILITIES	565
ARTICLE 22.....	57
EMPLOYEE EVALUATION.....	57

ARTICLE 23	709
PLANS FOR PROFESSIONAL GROWTH.....	709
ARTICLE 24	70
REDUCTION IN FORCE	70
ARTICLE 25	72
COLLABORATIVE DECISION-MAKING	72
ARTICLE 26	73
IMPLEMENTATION RESPONSIBILITY	73
ARTICLE 27	74
PRIVATIZATION	74
ARTICLE 28	75
ACADEMIC FREEDOM	75
ARTICLE 29	76
DURATION AND SEVERABILITY	76
APPENDIX 1	77
SALARY SCALES.....	77
APPENDIX 2	81
FY 2021 EXTRA DUTY PAY STIPENDS	81
APPENDIX 3	82
PROFESSIONAL PRACTICE FOR TEACHERS	82
APPENDIX 4	945
PORTFOLIO RUBRICS	945
APPENDIX 5	1045
JOINT COMMITTEES	1045
APPENDIX 6	1067
VICE PRINCIPAL AND ADMINISTRATIVE INTERN PORTFOLIO RUBRIC.....	1067

PREAMBLE

- A. The Board and the Association firmly believe that the primary function of the Board and its professional staff is to ensure each student attending Charles County Public Schools will receive a high-quality educational program. The Board recognizes that all certificated/licensed positions in a school system are an integral part of the education profession. The Board and the Association believe that the objectives of the educational program are realized to the highest degree when mutual understanding, cooperation, and effective communication exist between the Board and its professional staff.

ARTICLE 1

GLOSSARY

- A. Association – The Education Association of Charles County (EACC).
- B. Board – The Charles County Board of Education (CCBOE).
- C. Business day-days that the school system is open for normal operations.
- D. Confidential Employee – An individual whose employment with the Board requires knowledge of the Board's position in negotiations.
- E. Employee – Certificated/Licensed professional employees.
- F. Leadership Position – a position paying a salary differential excluding the positions of Superintendent, Chief(s), and Executive Director(s) or equivalent. Leadership positions may also include any 10-month position that requires the employee to spend more than 50% of their time during the student day performing regularly scheduled office administrative functions.
- G. Per Diem Rate – an employee's per diem rate is their annual salary including step, longevity, and stipends for the given year divided by the total number of paid days stipulated in Article 13 for that employee's current job assignment plus paid holidays designated in the annual Charles County Public Schools (CCPS) operational calendar. Eligible stipends will be those that are specifically identified in this agreement as earnable income for the purposes of pension. The per diem rate may be prorated if less than a full day is worked.
- H. Retired Rehired – refers to Unit I and Unit II certificated employees hired by Charles County Board of Education. These individuals will have the same rights, benefits, and salaries conferred on all other certificated employees by the Negotiated Agreement between the EACC and the Charles County BOE except as noted within the contract.
- I. Self-Directed planning (for elementary and secondary) is defined as engaging in professional-related activities (examples include lesson planning, grading, returning phone calls, and collaborating with grade level or same content colleagues, etc.) Taking care of non-work related, personal matters during this time should not be a routine practice.
- J. Superintendent – the Superintendent of Charles County Public Schools or designee.
- K. Employee-a CCPS certificated/licensed staff member encompassing all Unit I or Unit II staff.
- L. Unit I Members – refers to administrative interns, classroom teachers, counselors, librarians/media specialists, teachers of J-ROTC, resource teachers, IEP facilitators, speech therapists, audiologists, occupational therapists, and physical therapists.

M. Unit II Members – refers to directors, coordinators, principals, **assistant** principals, supervisors, specialists, assistant supervisors, psychologists, and pupil personnel workers.

N. Workday – any day that the unit member is scheduled to be on duty.

ARTICLE 2

RECOGNITION

- A. The Board recognizes the Association as the exclusive negotiating agent for all certificated employees of the CCPS system, with regard to all matters relating to salary, wages, hours and other working conditions. The Superintendent and those persons designated by the Board to act as its representatives in negotiations pursuant to the Negotiations Law are excluded.
- B. The Association recognizes its responsibility to represent fully and equally without discrimination all the members of the unit in the administration of this agreement.

ARTICLE 3

GRIEVANCE PROCEDURE

A. Definitions

1. Grievant. A "Grievant" shall mean 1) an employee of the Board of Education of Charles County or 2) the Education Association of Charles County filing a grievance.
2. Grievance. A "grievance" is a claim in writing that there has been a violation, misinterpretation, or misapplication of the terms of this agreement.
3. Employer. "Employer" shall mean the Board of Education of Charles County or its administration.
4. Days. "Days" shall mean working days, as specified in Article 13, Paragraph B of this agreement.

B. Procedures and Levels

Within twenty (20) days following knowledge of the act or condition, which is the basis of the complaint, the grievant may file a grievance with the administrator who made the decision on the issue being grieved. All grievances shall be submitted in writing and signed by the grievant.

By mutual agreement of the grievant and the supervisor, the time limits stated herein may be extended to allow the collection of pertinent information and in the interest of prudent resolution of the grievance.

Level 1. The administrator being grieved, or his or her designated representative, shall have five (5) days to give a written decision after receipt of the grievance.

Level 2. If the grievance is not settled at Level 1, within five (5) days the grievant may move it to Level 2 by a written notice to the appropriate Chief. The Chief or his or her designated representative shall have ten (10) days to give a written decision after receipt of such notice.

Level 3. If the grievant is not satisfied with the decision rendered by the Chief or his or her designated representative at Level 2, he or she may appeal to the Superintendent within five (5) days of the receipt of the decision of the Chief or his or her designated representative. The Superintendent or his or her designated representative will respond within fifteen (15) days after receipt of the appeal.

Level 4. Any grievance concerning the interpretation, application, or alleged breach of any provision of this agreement that has been properly processed through the grievance procedure as set forth above and has not been settled, may be appealed to arbitration by the Association by serving written notice to the Board within fifteen (15) business days after the Superintendent's answer at Step 3 of the said grievance procedure. If the Association fails to serve such notice of its intention to arbitrate within this time limitation, it shall be deemed

to have waived the arbitration and the grievance shall be considered settled. No individual employee shall have the right to invoke this arbitration procedure.

C. Arbitration

1. The parties further agree to accept the arbitrator's award as final and binding upon them. If the grievance is not submitted to arbitration within the above stated time limit, the grievance shall be deemed to be waived and shall not be subject to further discussion or appeal.
2. The arbitrator shall have no authority to add to, alter, amend, or modify any provision of this agreement or to make any award which will in any way deprive the Board of any of the powers delegated to it by law and not encompassed in this agreement.
3. The Association and the Board shall each bear its own expenses in these arbitration proceedings, except that they shall share equally the fee and other expenses of the arbitrator in connection with the arbitration of the grievance.

D. Association Representation

All employees shall have the right of Association representation at each step of the grievance procedure. Any grievant may represent themselves through Level Three of this procedure. When the grievant is not represented by the Association, the Association shall be notified and shall have the right to be present and to state its views at all stages of the grievance procedure. Only the Association may process grievances through arbitration.

E. No Reprisals

No reprisals shall be invoked against any employee for processing a grievance or participating in any way in the grievance procedure. Documents, dealing with the grievance procedure shall be kept in a separate grievance file. Such grievance documents shall not be kept in employee personnel files.

ARTICLE 4

BOARD RIGHTS AND RESPONSIBILITIES

Subject to the provisions of this agreement, the Association recognizes the Board's rights and responsibilities as contained in the Board of Education of Charles County policies, rules, regulations, and procedures. The State Board of Education bylaws and declarative judgments, and the Annotated Code of Maryland (Education Article) including the non-negotiable portions of the Blueprint for Maryland's Future. Copies of the Education Article of Maryland, the Board of Education of Charles County policies, and the State Board Bylaws are available on their respective websites.

The Board of Education shall engage in good faith negotiations with the EACC concerning all mandatory subjects of negotiations, including specifically salaries, wages, hours, working conditions, and other terms and conditions of employment.

Upon request, the Board shall provide the Association with all information including but not limited to budgetary, financial, and other documents that the EACC has determined are necessary to negotiate and enforce the collective bargaining agreement.

Negotiations for a successor agreement shall begin no later than October 15 unless it is mutually agreed to start on a different date.

ARTICLE 5

ASSOCIATION RIGHTS

- A. The Board agrees that it will not discriminate against any employee with respect to wages, hours, or other conditions of employment by reason of his or her membership in the Association, or collective professional negotiations with the Board, or his or her institution of any grievance, complaint, or proceeding under this agreement or otherwise with respect to any terms or conditions of employment.
- B. The Board and the Association agree to furnish each other in response to reasonable requests all available information or documents required for negotiations and enforcement of the collective bargaining agreement.
- C. Duly authorized representatives of the Association and their respective affiliates shall be permitted to transact official Association business on school property at all reasonable times, provided that such transactions shall not interrupt the normal school operations. Representatives of the Association will sign in and out of the school buildings; however, the Board Administration will not impede the ability of association representatives to communicate with unit members, provided they do not disrupt instruction.
- D. The Association will have the right to have placed in the Superintendent's packet for all new employees' materials prepared by the Association. The Association also will be given a place on the agenda of a minimum of 45 minutes at any orientation program held for new employees. The Association will also be notified of and be granted opportunities to participate in any onboarding meetings or activities for a minimum of 20 minutes.
- E. The Association will be given the opportunity to make recommendations to the Superintendent concerning the school calendar prior to its adoption. A copy of materials for general distribution pertaining to the calendar shall be forwarded to the President of the Association. The Association will have the right to appoint representation from both Unit I and Unit II to the CCPS Calendar Committee.
- F. The Association President will be released full-time to attend to the responsibilities of the position. The position will be considered as a twelve (12) month position. The number of workdays will be consistent with the workdays for a 12-month employee in either Unit I or Unit II depending on the position of the president-elect. The Association will pay all salary costs and the Board will provide fringe benefits at the rate of the position and on the same salary scale that the released Association president held in the school system when assuming released Association president responsibilities.
- G. If the Association's full-time release President becomes unable to serve due to a serious illness or serious personal matter, another EACC Board of Directors member may be released full-time to attend to the responsibilities of the position in the President's stead. The Association will pay all salary costs and the Board will provide fringe benefits of the chosen

Board of Directors member instead of the President. The Association President will then return to an employee status on leave, FMLA, or disability, as appropriate.

- H. On returning from his or her **release position**, the Association President will have the same rights for job placement as an active employee.
- I. The Association President's designee/s shall be granted leave to conduct Association business. The following conditions govern the leave:

The leave shall not exceed more than seventy-five (75) days in one fiscal year.

1. The Association obligates itself to forward a check to the Board amounting to the salary of a certified substitute teacher multiplied by the number of full-time equivalent workdays of leave.
 2. The length of a workday shall be as defined in Article XII, Section A of this document.
 3. The leave shall be taken in not less than one-half (.5) day increments.
 4. The notice of leave shall be given to the appropriate administration at least 24 hours prior to the date and/or time the leave is to commence. In using Association leave, every effort will be made by the EACC not to interfere with the administration of state or federally mandated tests.
 5. At least fifteen (15) days of Association leave will be available for use by the EACC Treasurer, at the Association President's request, to conduct official Association business.
 6. With appropriate notice prior to the use of release dates, the EACC President will forward to the Assistant Superintendent of Human Resources a list of dates and designees to be released on Association leave as the need arises. Any requests for Association leave will also be sent to the immediate supervisor of the member who is being granted release to conduct Association business.
 7. During negotiations between the Board and the Association, the Board agrees to waive the cost of substitute coverage (up to a maximum of 16 coverage occurrences) to allow Unit I members of the Association team to participate in contract negotiations that occur during the workday.
- J. The Board will provide payroll deductions of dues for the United Education Profession in the following manner:
 1. The Board shall deduct dues from employees' salaries for the Education Association of Charles County, Maryland State Education Association, and the National Education Association as said employees voluntarily authorize such deductions by means of an appropriate Board-approved written authorization form. The Association shall collect and compile all completed authorization forms and submit them to the Board on or before September 30th of each school year.

2. Deductions will be withheld starting with the first pay period of October and ending the last paycheck in June, in equal payments, generally twice per month. An employee who begins payroll deductions after the first paycheck in October may not elect to have dues deducted in more payments than the number of pay periods remaining in that school year.
 3. An employee whose contract is terminated during the school year shall have deducted from his or her final salary payment an amount equal to his or her remaining dues authorization.
 4. The Board shall forward the United Education Profession dues to the Association within a reasonable period of time following each deduction date. The Board will provide the Association with a list of those employees from whose paychecks Association dues are being deducted.
- K. The Board will provide payroll deductions on behalf of an employee for a Board-authorized credit union. Said employees will voluntarily authorize such deductions by means of an appropriate Board-approved written authorization form.
- L. The Board will provide payroll deductions of premiums on behalf of an employee for the long-term disability insurance program administered by the Association, in accordance with Board approved administrative procedures.
- M. The Association will have the right to place a reasonable amount of materials in the school/office mailboxes, including staff email boxes.
- N. The Association will be provided one bulletin board in the staff lounge, mailroom, and/or teacher's workroom of each site for Association use.
- O. The Association will have the right to use the interschool courier service for the distribution of Association materials when such materials are properly packed and addressed. The Board reserves the right to refuse to deliver any materials or communications which it considers to be illegal or libelous.
- P. The Board will allow for payroll deduction of voluntary contributions by employees for MSEA's Fund for Children and Public Education. The deductions will be forwarded to the EACC office. The EACC will coordinate with the staff of the Board's Office of Finance and Business to determine the procedure that imposes the least administrative burden.
- Q. Employees will be presented with a form jointly approved by EACC and the Board as part of the hiring process paperwork. The form will identify the cost and benefits of EACC membership and provide an opportunity for employees to choose to authorize dues deduction or to opt out of membership, waiving the benefits of membership. All new employees will be required to submit a completed form to the Board, which will forward copies of the completed forms to the EACC.

- R. Association Building Representatives and members of the Executive Board of the Association shall be permitted to leave their school at the conclusion of the student day to attend a meeting of the Representative Assembly held once a month locally. Exceptions to the monthly limitations may be made providing such request is made by the Association at least three (3) days in advance of the meeting.
- S. Employees will not be prevented from wearing clothing/apparel identifying membership in the Association as long as it complies with expectations for professional dress.
- T. Within fifteen (15) **business** days following the approval of a leave of absence that puts an employee in an unpaid status, the Department of Human Resources shall notify the Association of the name of the Association member(s) taking the leave(s) and the length of the leave(s).
- U. When appropriate the Association will be afforded the right to have representation from both Unit I and Unit II on system-wide committees. Meeting minutes and final recommendations of any system-wide committee will be forwarded to the Association President to be shared with employees no later than the week that any such committee presentation will be shared with the Superintendent or the Board of Education.
- V. Whenever possible, the Board will provide a monthly electronic transmission of bargaining unit data to the Association and MSEA including name, identification number, salaries (range, pay level), certifications, position classification/title, home and work site addresses where the employee receives inter-office or United States mail, home and work site telephone numbers, personal cell phone number, and work and personal email addresses.
- W. The Association President or their designee has the right to be on the Board agenda each month during their regular meetings in order to provide perspective and updates on the work and concerns of the Association on behalf of the employee bargaining units represented in this agreement.
- X. The Association and the Board agree that regular communication between the executive leadership of both organizations is important to the operations of the school system.
- Y. A CCPS/EACC Collaboration Council shall be established, jointly chaired by a designated representative from CCPS and the EACC President. The purpose of such council shall be to develop annual goals and objectives regarding communication of initiatives and changes in existing practice, and for clarification of current application of policies, regulations, or standard operating procedures within each respective organization. It shall be the responsibility of the designated co-chairs to appoint up to six (6) representatives (not including the President, Superintendent, UniServ Director) from each organization, establish a quarterly meeting schedule at a minimum, and jointly agree on agenda items prior to each meeting. The Collaboration Council will begin each school year with an initial meeting during the month of July or August. The date will be established by the Superintendent and President of EACC or their designees.

ARTICLE 6

EMPLOYEE RIGHTS

- A. The participation or non-participation in religious, political, or education association activities of an employee conducted outside duty hours and off school property shall not be grounds for discrimination with respect to his or her professional employment.
- B. An employee will have the right by appointment to review the contents of his or her personnel file and to make copies of any documents contained therein. He or she will be entitled to have a representative of the Association accompany him or her during such review.
- C. Upon request of the employee, the school file kept by the principal or school administrator on an employee must be emptied of notes, correspondence, and all other materials except for formal observations and evaluations signed by the principal and the employee when either the principal or the employee leaves the school so as to not be prejudicial to the incoming administration. Such requests must be made in writing to the Office of Human Resources prior to the start date of the new administration.
- D. No material derogatory to an employee's conduct, service, character, or personality will be placed in his or her personnel file or school file unless the employee has had an opportunity to review such material. The employee will acknowledge that he or she has had the opportunity to review such material by affixing his or her signature to the copy to be filed with the expressed understanding that such signature in no way indicates agreement with the contents.
- E. If the material in an employee's file is found by the Superintendent or his or her designee to be improper, incorrect, or unjust, the material shall be destroyed.
- F. It shall be the right of any employee to engage in other gainful employment as long as it does not interfere with the proper performance of his or her assigned duties or does not cause poor public relations within the community or does not create a conflict of interest.
- G. No tenured Unit I member will be disciplined or reduced in rank without just cause. All Unit II employees will be afforded due process prior to disciplinary or termination action.

Employees who are placed on administrative leave pending investigations will be paid their normal salary and receive normal benefits while on such leave until the employee is found guilty by a court of law, the employee enters a guilty plea, or until the Superintendent recommends termination of his or her employment. The Board may assign an employee to work in an alternate location or position during the investigation.

- H. The Board will reimburse an employee for any damage or loss of personal property resulting from an assault on the employee that occurred as the result of the performance of the

employee's job. There shall be a limit to such reimbursement in the amount of \$500 per incident.

- I. The personal life of an employee shall be the concern of and warrant the attention of the Board only as it may directly prevent the employee from properly performing his or her assigned functions during duty hours.
- J. A student who is domiciled in the county and whose parent/legal guardian is physical custodian and a full-time CCPS employee eligible for benefits may request a transfer to the elementary, middle, or high school zoned for that parent's/legal guardian's current primary work location. This privilege does not extend to employees who are the stepparent/grandparent of the student or have any other connections to the student unless the employee is also the legal guardian. The parent/legal guardian must complete a school change request form for the transfer. An employee who changes primary work location within Charles County Public Schools during the school year may request that the student complete the school year at the school in which the student is currently enrolled.
- K. A student who is domiciled out of the county and whose parent/legal guardian is the physical custodian and is a full-time CCPS employee eligible for benefits may request to enroll in the CCPS elementary, middle, or high school zoned for that parent/legal guardian's current primary work location. This privilege does not extend to employees who are stepparent/grandparent of the student, or have any other connection to the student, unless the employee is also the legal guardian. The parent/legal guardian must complete a non-resident school change request form for consideration of enrollment in a specific school. The enrollment shall be deemed a transfer under this Rule. The county portion of the tuition will be waived for those employees who are employed before January 1, 2013 and one-half of the county tuition will be waived for employees who were hired to begin work on or after January 1, 2013. The parent/legal guardian will be financially responsible for any other applicable cost above the established regular education student county tuition rate, including out of state tuition (state foundation). An employee who changes primary work location within Charles County Public Schools during the school year may request that the student complete the school year at the school in which the student is currently enrolled.
- L. When the child of a certificated CCPS employee is granted a transfer to attend a school in the zone of the parent/guardian's primary work location per sections J and K above, that child will be eligible for athletics and extracurricular activities provided the child meets attendance and academic eligibility guidelines and the parent has been assigned to that work location for at least four (4) consecutive years, received a promotion or was involuntarily transferred.

ARTICLE 7

EMPLOYEE ASSIGNMENT

- A. An employee will be given notice of their placement on the salary scale and school assignment for the coming year by the beginning of their contracted work year via the self-service employee information system. An employee can review their salary, leave, summary of total compensation, to include salary scale, lane, level and school assignment in real-time. A copy of the current notice may be printed from the employee's self-service record for personal use. It is the employee's responsibility to thoroughly review this information and report any changes/corrections to the Office of Human Resources.
- B. Whenever possible, employees will be assigned to positions within the scope of their professional certificates and/or their major or minor fields of study. Currently employed professional personnel not assigned within their area of certification will be given priority consideration in filling vacant positions within their area of certification.
- C. Changes in grade assignment in the elementary schools and in subject assignment in the secondary schools will be voluntary to the extent possible. When subject area/course or grade level changes are necessary, the administrator must communicate those changes prior to the change being made except when prevented by unforeseen and unexpected circumstances.
- D. In arranging a schedule for an employee who is assigned regularly to more than one building, an effort will be made to limit the amount of travel. When required to use his or her automobile, he or she will be reimbursed for all such travel at the mileage rate allowed by the IRS. He or she will be notified of any change in his or her schedule promptly. Employees who are assigned across multiple work sites will attend staff meetings and participate in professional development with their primary work site only.
- E. An occasional orientation meeting or in-service meeting held in another building in the county shall not be considered a regular assignment and travel to and from such buildings will not be reimbursable. However, the Board will make every reasonable effort to limit travel for such meetings. Video-conferencing capabilities may be implemented when it supports the primary purpose and function of a meeting that is scheduled.
- F. Employees shall be reimbursed for job-related travel at the rates listed in Paragraph D above.
- G. Employees shall not be required to transport students in their private automobiles.
- H. Each employee who requires coursework for recertification/**license renewal** will be notified, in writing, at least two years in advance of the expiration date of their certificate/**license**. Employees who do not require course work for recertification/**license renewal** shall be notified no later than three months prior to the expiration of their certificates/**licenses**. The Board will maintain, to the best of its ability, information regarding the certification/**licensure** status of employees; nevertheless, it is the responsibility of the employee to know the current certification/**licensure** regulations and to renew their certificate/**license** prior to the expiration date there-on.

- I. Consideration will be given for release time to an administrator who has been designated to open a new school to allow the administrator to oversee the selection of staff and the necessary details and decisions associated with opening a new school.

ARTICLE 8

VOLUNTARY TRANSFER

- A. In considering a Unit I member's request for a voluntary transfer, the wishes of the employee will be honored to the extent that a vacancy for which he or she is qualified exists and there is no conflict with the best interests of the school system. Any Unit I member who has completed two or more successful years of service with Charles County Public Schools will be eligible for a transfer and will have the opportunity to meet with the receiving principal before a decision is made on the transfer. Any Unit I member in their second year of employment with CCPS is considered eligible to request a transfer if it is assumed that the employee will complete their second year of employment with a satisfactory evaluation.
- B. If a Unit I member's request for a voluntary transfer is granted, the employee will not be eligible to request a voluntary transfer for the following two (2) school years.
- C. The employee will be notified in writing of the disposition of his or her request and the reasons therefore as soon as practicable.
- D. Requests for voluntary transfers will be accepted from Unit I members, as noted in Paragraph A, who meet the certification/**licensure** requirements for the position identified. Requests for transfer are to be in writing and to be received prior to March 1 of the current year. A teacher may select a maximum of seven (7) schools. Related Arts and Special Area teachers, PE, Music, Art, Library Media Specialists, Chorus, Band, Orchestra, and **elementary** science Teachers will not be limited to the number of schools they can select for a transfer. Any unit I member who would like to be considered for vacancies beyond the seven (7) schools will have the opportunity to opt in by checking the box to be contacted for consideration for additional openings at the time their voluntary transfer request is submitted. Itinerant employees will be assigned to school/s by their direct supervisor. Unsuccessful candidates will be advised. All such requests will apply to vacancies identified prior to July 1. Once all known vacancies that exist prior to May 1st have been filled, candidates who applied for transfer will be notified by Human Resources via email if they were not offered a position. Consideration will be given to schools to review the list of transfer candidates who have opted in and are willing to be contacted for interviews. The decision to accept a transfer after being extended a position rests with the employee and the transfer must be accepted within 48 hours.
- E. A list of the known administrative staffing assigned to each school will be posted on the Board's web site or otherwise be made available to certificated employees within one week of the appointment by the Board.
- F. Open Job Fairs will be held in the spring of each year. At this time, the unit members will be provided access to interview appointments with at least one member of the school administration where they are seeking a transfer. Part-time Unit I members will be invited to participate in the Job Fairs. The Job Fairs are reserved for current unit members whose assignments are determined by principal selection. Those whose positions are not selected

by principals (speech pathologists, occupational therapists, and others) should continue to work with immediate supervisors to seek a transfer.

1. Ideally, four Job Fairs will be held: two elementary, one middle and one high. All job fairs will be completed at least three weeks prior to the close of the initial voluntary transfer session. Each school will participate in one Job Fair. All schools will participate in the Job Fairs with adequate staff to conduct interviews. CCPS Office of Human Resources will advertise the schedule of the interviews at least two weeks prior to the first job fair. Appointments may not be requested prior to the announced date before the Fair. Interviews will occur at the Job Fair at 20 to 30-minute intervals. Interviews will not be limited to projected vacancies.
 2. Unit members who are unable to secure an interview or attend the Job Fairs can apply through CCPS Office of Human Resources for schools to which they would like to transfer. Principals are encouraged to interview at times other than the Job Fairs but are not required to do so. Interviews must be completed by May 1st. Employees on the voluntary transfer list may be interviewed and considered by the principal for subsequent openings that occur after May 1st but not later than July 15th.
 3. The Office of Human Resources will publish an annual webpage describing transfer procedures, including timelines and contact information. The webpage will be completed before the end of February each year.
- G. The process for application and interviews for new schools will be advertised and conducted prior to March of the calendar year in which the school opens.
- H. Unit II members may request consideration for lateral reassignment **by completing an administrative declaration of intent form and submitting their response to the Office of School Administration and Leadership by the first Friday in February.** in writing to Human Resources by March 1.
- I. An employee who is interviewing for a voluntary transfer, in accordance with this article, during the employee's workday will be granted up to two (2) hours of administrative leave to participate. Employees are entitled to three (3) instances of administrative leave. Documentation of attendance at the interview may be required.

ARTICLE 9

INVOLUNTARY TRANSFER

- A. An involuntary transfer will be made only after a meeting between the employee and his or her supervisor, at which time the employee will be notified of the reason for the transfer. In the event that the employee objects to the transfer, he or she may request a meeting with the Superintendent or his or her designee.
- B. Except in cases of emergency, notice of an involuntary transfer will be given to the employee no later than two weeks prior to the date that the employee is to assume his or her new duties.
- C. An employee who is transferred involuntarily during the student school year will be given at least two (2) full days in order to prepare for their transfer.
- D. When an involuntary transfer of employees is necessary, because of a reduction of staff in a school or the opening of a new school, the administration will identify where the reduction is to take place. Whenever possible, employees who volunteer to transfer will be accommodated. However, in the event that an involuntary transfer is necessary to the greatest extent possible those employees will be placed ahead of voluntary transfers and external new hires.
- E. When two or more employees are equally qualified for a position, seniority within the school system shall be considered when involuntary transfers need to occur.
- F. Any employee who is reassigned to a position paying less than his/her current position will continue to be paid on the original, higher pay scale for two (2) years if the reassignment is not the result of disciplinary action.

ARTICLE 10

VACANCIES AND PROMOTIONS

- A.** All vacancies in leadership positions will be properly advertised on the Charles County Board of Education website. A qualified employee wishing to be considered for an advertised vacancy must submit his or her application and required documentation by the deadline stated in the vacancy announcement, in order to receive consideration for the position.
- B.** Whenever possible, applicants will be notified of the final disposition of their application before the formal announcement of the applicant that is ultimately selected. This formal notification can be sent electronically to all those who applied for a particular position.
- C.** All openings for evening school positions, summer school positions and for positions under Federal and other special programs will be properly advertised on the Charles County Board of Education website.
- D.** If an employee is placed in an administration pool and is not selected for a position, the employee shall remain in the pool for an additional school year without having to reapply. During the subsequent year in the pool the employee will automatically advance to the second round of interviews. Employees who remain in the pool in the subsequent year may submit updated documents and references as needed at the time posting for positions are made.

ARTICLE 11

MAINTENANCE OF CLASSROOM CONTROL AND DISCIPLINE

- A. The Association and the Board agree that classroom control is essential and that such control has a direct relationship to the quality of instruction. It is also agreed that while overall school discipline is a shared responsibility of the teacher, administration, and Board, it is the responsibility of the classroom teacher to maintain classroom control and it is the responsibility of the administrator to maintain control in all other areas of the building. It is further agreed that it is the shared responsibility of the Board, the administration, and the teacher to provide an educational program that will motivate students and meet their needs.
- B. The classroom teacher will handle, in as far as possible, the discipline problems in the classroom and shall have the full support and cooperation of the administration and the Board of Education in so far as the classroom teacher has conformed to professional and ethical procedures.
 - 1. When in the judgment of a teacher a student requires the attention of a counselor, social worker, psychologist, or other specialist, he or she will so inform the principal.
 - 2. When in the judgment of the teacher a student's behavior seriously disrupts the instructional program, the teacher may exclude the student from the classroom and refer him or her to an administrator. The referral shall describe in writing the specific problem under consideration including probable causes and an outline of action taken to solve the problem.
 - 3. Upon the request of the educator or administrator a conference will be held to collaborate on strategies that may help the student to be successful when returned to the classroom.
 - 4. Teachers shall be informed at the earliest possible date of any action taken on the referral.
 - 5. The Association and the Board recommend that a discipline file (paper or electronic) be kept in each school for each student and shall be available for discussion at any meetings concerning the student's behavior or academic plan.
 - 6. Teachers shall complete a referral to the school administration for any student who assaults other students and/or school employees. Assault shall be defined as intentional physical touching or threat of physical touching by another individual.
 - a) The student will be removed from the classroom and not be returned until the principal or designee has conducted a conference with the teacher and any appropriate parties. The conference will not be held during the teacher's self-directed planning time or duty-free lunch. If the conference occurs during instructional time, the teacher will be released from instructional duties and class coverage will be provided.

- C. Physical restraint, but not corporal punishment, may be used by a teacher to restrain a disruptive student in the case of an extraordinary breach of discipline provided the restraint used is reasonable under the circumstances. Such a situation will be immediately reported to the principal and a written account of the incident will be prepared by the teacher within twenty-four (24) hours. If the principal is not available, the teacher should report the situation to another building administrator.

ARTICLE 12

NON-TEACHING DUTIES

- A. The Board and the Association acknowledge that a teacher's primary responsibility is to teach and that his or her energies should be utilized to this end.
- B. Although there are many non-teaching duties that teachers are required to perform, these duties will not include custodial functions and transporting students. When necessary, teachers shall be responsible for counting money brought to school by students. Teachers will be provided with an electronic Student Activity Funds Deposit Verification Form to record collected money, and will print, sign, and submit that electronic form, along with the three-part Student Activity Funds Deposit Summary Form (three-part NCR) to the school financial secretary. Envelopes containing money for such purposes may be collected provided that teachers' responsibility is limited to collection and forwarding to the office.
- C. In the event that a teacher collects money for an educational purpose, such money shall be turned in to the school principal or principal's designee by the end of the school day.
- D. In order that counselors may be effective in their positions in working with students, efforts will be made in each school where counselors are employed to prioritize counseling duties in their assignments and avoid placing them in an authoritative position with students.
- E. The Board will make every reasonable attempt to ensure that teachers receive the necessary resources in order that they will not be required to perform non-teaching duties and may focus their attention on professional duties.
- F. If the building is evacuated for a bomb threat, employees shall not be required to search for bombs or other explosive devices.
- G. Teachers will not be required to do formal evaluations of other staff members.
- H. Employees will not be required to work high school graduation outside of their duty day. If an employee's school is closed due to graduation ceremonies, the employee is allowed to use personal or sick leave in lieu of alternative assignments such as professional development, substitute teaching and working at an alternative site.
- I. School based employees will be required to attend one Open House event that will not exceed two hours. In the month in which Open House occurs only two (2) faculty meetings will be held. In the week of Open House, no other required meetings will be held. Any other after-hours event/program apart from Open House and staff meetings shall be voluntary.

ARTICLE 13

WORKING HOURS AND WORKLOAD

- A. The employee's normal workday will be seven and a half (7.5) hours. The normal workday of the Unit I employees will begin no earlier than 30-45 minutes before the students are scheduled to report and will end no later than 30-45 minutes after the students are dismissed. Employees of the Virtual Academy will have a work week of 37.5 hours. Their workday will be scheduled so as not to exceed 10 (ten) hours.
- B. The contract days for ten (10), ten and a half (10.5), eleven (11), and twelve (12) month employees will be:

ten (10) month.....	190
ten and a half (10.5) month.....	200
eleven (11) month.....	210
twelve (12) month teacher.....	227
twelve (12) month administrator.....	260

Ten and a half (10.5) and eleven (11) month employees in Unit I will follow the same work and holiday schedule as teachers unless prior approval is granted by their immediate supervisor.

Any employee or group of employees whose duty year is reduced by the system involuntarily, will continue to be paid on the original, higher pay scale for two (2) years.

~~Employees who work in the Infant and Toddler program at the Gwynn Center will have a flexible schedule established such that they can meet the varied needs of the students and families they serve. Flexibility will be managed by the site administrator in consultation with the Director of Special Education and will allow employees' schedules to meet the needs of the families they serve while not extending their hours on any workday.~~ The Infant and Toddler program at the Gwynn Center will work the 227-day workday schedule that begins July 1. The site administrator may ask for volunteers to work additional hours on days outside of the 227 workday schedule to meet the needs of families while not extending their workday hours. The Director of Special Education must pre-approve the additional hours outside of the 227-day workday schedule to be paid at the employee's hourly rate.

- C. Any first-year ~~teachers~~ educators who attend a mandatory ~~New Teacher~~ Educator Orientation held in August during their first year, will be paid 90% per diem rate of U1 Level 1 BS ~~a stipend of \$275~~ per day for each day of documented attendance. These days will be in addition to the regular ~~teacher~~ educator work year as described above. ~~Teachers~~ Educators will be paid the 90% per diem rate of U1 Level 1 BS - per day after documented proof is received that they have worked days beyond the normal work year. There will be no signing bonuses paid by the Board to any employee.

- D. MSEA Convention - Certificated employees who wish to attend the MSEA Convention, will be granted a day of administrative leave to attend conferences, workshops and other events associated with the Convention. Employees will provide evidence of attendance.
- E. All school-based Unit I and 11-month Unit II employees will not be required to report to work when schools are closed for students due to inclement weather. 12-month Unit II employees **may telework with the approval of their immediate supervisor** or ~~shall be entitled to use sick~~ or annual leave when schools are closed for students due to inclement weather. In the event of an early dismissal due to inclement weather, Itinerant teachers will not be required to travel between their assigned schools.
- F. School-based Unit I employees may be required to remain after the end of the Unit I employees' day, without additional compensation, for no more than three meetings a month. Types of meetings can include a full staff meeting, department/grade level team meetings, or meetings for **collaborative planning/** professional learning. The appropriate staff should be included in the agenda setting based on the type of meeting that is being scheduled. The meeting schedule for the year will be published and shared with staff before the first student day, to enable everyone to plan for their participation. If a staff member has a conflict with a scheduled meeting a conversation/email should be exchanged with administration to inform them about the conflict. A plan for receiving necessary information may be arranged at that time.
- G. For any school that has a student day start time of 8:45 a.m. or later, the faculty meeting may be held prior to the day as long as no staff member is expected to report earlier than one (1) hour before the employee's duty day. Moving a meeting before the day starts should be based on feedback from impacted staff and the consensus that the majority of staff prefer the meeting before the workday.
- H. Every effort will be made to start faculty meetings as close to the end of the student day as possible. Faculty meetings will last no more than one hour beyond the duty day. Administrators are encouraged, when possible, to consider the use of video conferencing. Attendance at other meetings outside the regular workday will be at the option of the individual employee. Except in case of an emergency, Unit I employees will not be required to remain for faculty meetings on Fridays or the day before a holiday. Whenever possible, Unit I employees will be notified 48 hours in advance of any meetings scheduled outside the regular workday. Faculty meetings will not be held on days designated for report card preparation or on the day before a non-teacher workday.
1. Mandatory training will be completed within the workday. In addition, completion of Equity Training and Safe Schools Training are a professional responsibility for employees whose job requires their completion.
 2. Every effort shall be made to have position relevant Professional Development (PD) for all certificated positions including student services positions. Content Supervisors should consider recommendations for PD from department leaders at the school site on system-wide PD days. Recommendations for PD needs will be included in the Collaboration Council discussions prior to planning and implementation.

- I. Employees will have a duty-free lunch period of not less than thirty (30) minutes. When attending in-service events off site, where lunch is not provided, employees will have a duty-free lunch period of one (1) full hour.

J. Planning Time

Middle school and high school teachers shall normally be provided, in addition to their lunch period, one (1) self-directed planning period during the student day of no less than 45 minutes. In secondary block-scheduled schools, at least 45 minutes of the block will be self-directed teacher planning time; the remaining time in the block period may be used at the discretion of the principal for other purposes.

Elementary teachers will be provided 240 minutes per week of self-directed preparation time during the student day. Planning time will be scheduled in blocks of no fewer than 48 minutes each day.

Virtual Academy teachers will be provided 240 minutes of self-directed planning time per week, in no less than 45-minute increments each day.

Self-Directed planning (for elementary and secondary) is defined as engaging in professional-related activities (examples include lesson planning, grading, returning phone calls, and collaborating with grade level or same content colleagues, etc.) Taking care of non-work related, personal matters during this time should not be a routine practice.

When it is necessary for employees to leave the building during the workday, they are responsible for following the school's sign-out/sign-in procedures.

Principals may require teachers to participate in collaborative planning during times that are up to the principal's discretion (such as staff meetings and professional development days). Teachers may voluntarily participate in collaborative planning during their self-directed planning time.

Resource teachers, Speech and Language Pathologists, Physical and Occupational Therapists, Social Workers, Counselors, Media Specialists and all other Unit I employees will structure their schedules to allow for flexibility while still providing the same time as described above for Unit I employees within the student day for planning and preparation. All Unit I employees without a defined/scheduled planning period should establish one through consultation with their administrator. A coverage system should be developed in collaboration between administration and positions that may be asked to provide emergency support to students, such that planning times can be honored. In order to meet the needs of specialized program educators for planning and lunch coverage plans shall be developed in collaboration between administrators and specialized program educators and implemented to ensure daily planning and lunch for all employees who support the program.

- a) Special Education – Special education teachers who do not have a recurring daily planning period designed for IEP case work, over and above normal planning as described above, will be provided with one full day each quarter during the normal student day for IEP case work at the teacher's own direction. The scheduling of these days of IEP planning will be developed in collaboration between the principal and the

teacher so as to address the workload most efficiently. **Special educators who take on additional caseloads for the purposes of complying with IEP paperwork requirements only will be compensated at the rate of \$35.00 per day which may be paid to one special educator, or split between educators, on a day by day basis.**

- b) In addition to the days described in paragraph a) above, special education teachers who serve as case managers for five (5) or more students with IEPs may request up to one additional day per quarter for IEP case work. The principal will approve these additional days, as long as they are not scheduled so as to conflict with the school's educational program. The scheduling of these days of IEP planning will be developed in collaboration between the principal and the teacher so as to address the workload most efficiently.

1) Report Card Preparation:

- a) Quarters 1, 2 and 3:

A minimum of two (2) hours shall be provided at the end of each marking period for the purpose of report card preparation. At the end of the second quarter, one-half of the teacher workday will be devoted to report card preparation and other end of the semester activities at the individual teacher's direction. No other events or meetings will be scheduled during this time.

The end of the marking period will be at least one day before the day designated for employee report card preparation time as described above.

Employees will not be required to export grades sooner than the end of the workday on the day after the designated planning time.

Employees who submit all necessary report card information by the designated deadline will not be required to submit report card corrections until the end of the next workday after receiving edit suggestions from administration.

- b) Quarter 4:

Teachers will be provided at least four hours to complete final grades. Final grades will be due no sooner than the day before the final day of school for students. No other events or meetings will be scheduled during this time.

Senior grades for the 4th quarter will be completed following the guidelines and due dates set by central office in relation to seniors' last day of school. Two hours will be allotted for report card preparation. Final senior grades will be due no sooner than the end of this designated planning time.

- c) Special area teachers will not be required to submit their grades any earlier than the regular education teachers.

- d) ~~Agreement reached to form a Joint Study Committee that will be convened this summer to explore, study, and make recommendations regarding telework. The Joint Study Committee will also be charged with gathering data, studying, and making recommendations regarding the possibility of a compressed work schedule recommendation for 12-month employees.~~

2) Early Dismissal Days

During ~~ten (10)~~ **six (6)** of the two-hour student early dismissal days contained in any year's school calendar, the time after the students leave will be provided to all Unit I employees for additional planning and preparation time at their own individual direction. No mandatory meetings will be scheduled during this time. These designated planning days will be observed as specified in the school calendar. The Board will make every effort to include in each year's calendar an average of one such early dismissal day per month (a total of ten (10) such days per school year). **Four (4) of the remaining early dismissal days will be divided between structured collaborative planning time and individual planning/professional responsibilities with the collaborative planning time occurring immediately after student dismissal. These days will be identified on the calendar each quarter and will not coincide with the 2-hour early dismissal for report card preparation.**

The Board will make every effort to align four of the ~~ten (10)~~ **six (6)** teacher planning days described above on the calendar so that they can be used by teachers to prepare interim reports for students.

~~**One half (3.5 hours) of a teacher in-service day in the fall and one half (3.5 hours) of the January semester break will be provided for school-based professional development and meetings at the individual Principal's discretion.~~

The school calendar typically contains one day of teacher in-service in the fall and one day in the winter. The fall date will be allocated for school based professional development/structured collaborative planning and meetings at the individual principal's discretion. One half of the winter date (3.5 hours) will be allocated for professional learning/structured collaborative planning facilitated by the Office of teaching and Learning. The remainder of the day (3.5 hours) will be allocated for teacher report card preparation. When the school calendar allocates a second fall date for teacher in-service, the full day will be allocated for professional learning/structured collaborative planning facilitated by the Office of Teaching and Learning.

- I. Where possible, department heads and team leaders should have additional time for planning and carrying out their other duties.
- J. The Board will provide class coverage for teacher participation in IEP meetings when the teacher is required to attend. Employees will not be required to attend IEP meetings during their self-directed planning and duty-free lunch.
- K. Employees with more than five (5) years of teaching experience in Charles County who have received no unsatisfactory ratings in any category of their two (2) most recent evaluations may substitute a professional development plan for one (1) in-service day. Such plan must be approved by the school principal. The plan must address the individual growth needs of

the employee and be submitted not later than ten (10) workdays prior to the scheduled in-service day.

- L. All Unit I school based employees, will have ~~a minimum~~ **the equivalent of two full employee workdays (which may be allocated as two (2) full days or one (1) full day** and two half days of self-directed time at the start of the new school year so that they may adequately prepare for the arrival of students. ~~of two full employee workdays or one full day and two (2) half days of self directed time at the start of the new school year so that they may adequately prepare for the arrival of students.~~ Half days can be broken into no less than 3.5-hour blocks of time. No meetings will be held during the two (2) days of designated time for such preparation.

One and a half of the two designated teacher planning days will be provided prior to the last teacher day before students arrive for the new school year. The remaining preparation time will be the last 3.5 hours of the day before students arrive. School based meetings and orientations may be held on the morning of the day before students arrive, but these activities must conclude before the middle of the normal employee workday.

- M. When the calendar provides for a two-hour early dismissal for students, Unit I teachers will be dismissed two hours early on the day before Thanksgiving, the day before winter break and the day before spring break, unless inclement weather or another emergency delays student dismissal. Upon completion of their duties, Unit II employees will be dismissed.
- N. Tenured teachers may volunteer to teach one extra class during their normal planning period; such teachers will have an amount equal to one-seventh of the annual pay for their step and lane added to their annual pay for the year in which they teach this extra class. This extra amount will be reflected on the teacher's assignment sheet so as to count towards his or her retirement benefit. All tenured teachers who are interested in teaching a class during their normal planning period as outlined above should contact the principal of the school to express their interest in doing so. The principal will consider all such requests before making a decision.

O. Lesson Plans

1. Lesson plans **templates** that have been approved by the Office of **Teaching and Learning Instruction** and that support the curriculum for each grade level and subject will be maintained on the BOE network drive, so that they can be downloaded and used by employees.
2. Teachers will be required to write lesson plans and have them available for review upon request of the administrator. Teachers will be expected to post lessons in only one electronic platform as identified by the Superintendent or his/her designee. Expectations for posting should be outlined to consider workload and alleviate redundancy.
3. Administrators may ask for lesson plans to be submitted two (2) days in advance.
4. Teachers will not be required to submit lesson plans more than two (2) days in advance unless one of the following conditions exists:

- a. Lesson plans are required to be submitted as part of the formal professional practice observation.
- b. Planning is identified as an area of concern and a Plan for Professional Growth is implemented.
- c. It is agreed upon between the teacher and the administrator as part of professional development.

If one of these conditions exists, ~~they~~ the submission of plans can be required up to one week in advance.

5. If a specific lesson plan format is required by the school level administrator, only the CCPS approved lesson plan template shall be used. No more than one school specific component may be required and added to these templates reflecting individual school's professional learning needs.
- P. If a teacher must be assigned to teach more than ~~two~~ ~~three~~ different preparations that would require endorsements in two or more areas, the principal will explain the reasons why no later than July 15th. ~~within one week of assigning the teacher to teach more than three preparations and make reasonable efforts to provide accommodations to the teacher to account for expanded planning responsibilities. This would include additional planning time or the elimination of duties as an accommodation.~~ Reasonable efforts to provide accommodations to the teacher to account for expanded planning responsibilities will be made. In cases where the teacher is itinerant, all Principals at the schools where the itinerant teacher teaches shall share responsibility for explaining the reasons and providing accommodations.
- Q. Unit I employees will not be required to provide class coverage for another employee during their self-directed planning time or lunch. If a Unit I employee volunteers to provide coverage during their self-directed teacher planning time, they will be compensated \$35 per occasion. Every effort will be made not to ask a non-tenured teacher or a teacher on a Professional Growth Plan to provide coverage. If no other staff volunteer, then non-tenured employees can be asked and will receive the same compensation if they choose to volunteer.
- R. Employees will normally be given at least forty-eight hours' notice for scheduled IEP meetings, parent teacher conferences, and twenty-four hours' notice for parent visitations.
- S. When all other efforts have been exhausted, Unit I and Unit II employees may be used to backfill positions (long-term sub, teaching, counseling, etc.) exceeding ten (10) consecutive days. In the event a Unit I or Unit II employee is required to backfill a position the employee shall be provided sufficient time to fulfill the duties of the backfill position and shall be compensated at 50% of the pay for a degreed long-term substitute for each day, retroactive to the first (1st) day.

Backfill is defined as covering the full scope of the duties of the job in question, daily. For instance, if Unit I or Unit II employees are backfilling for a teacher, their duties would include planning, teaching, grading, parent communication, etc. or the essential functions of the vacancy. Split coverage of a backfilled position will also be compensated by dividing the compensation equally across the bi-weekly pay period. Staffing requests for backfill

within the same building should be submitted to the Office of School Administration and Leadership to be reviewed by the Staffing committee for approval.

School based Instructional Leadership Team (ILT) members may be asked periodically to serve in an assignment in addition to their home school pending the needs of the district. When it becomes necessary to ask ILT to serve in this coverage capacity in another building they will be assigned by the Office of Teaching and Learning and will be compensated at a daily rate of \$56.00 for each day they are covering at the second site. The employee will not be expected to fully service more than one building at a time on any given day. Prior to the beginning of the assignment a meeting will be held with the employee to establish the exact duties that will need to be performed at the additional site and what the plan is for those duties to be covered on days when the employee is not in the building. Consideration will be given by both work sites to ensure that the employee who is serving across two sites still receives their planning/lunch and does not have new responsibilities added during the period of dual coverage. Work hours should be consistent across both locations.

When it becomes necessary for other central office deployed educators to cover a vacancy in addition to their regular assignment/s they will be assigned by the Office of Teaching and Learning and will be compensated at the daily rate of \$56.00 for each day they are covering at the additional site.

ARTICLE 14

PERSONNEL EMPLOYMENT PROVISIONS

- A. Each employee will be placed on the proper step of the salary schedule according to his or her assignment, applicable professional experience and education, with the provision that no employee's salary will be reduced during the first two years because of involuntary reassignment out of his or her own area of certification.
- B. When it is evident that a certificated member has an error in their salary or additional stipends that should be received, and it can be documented that this error was the fault of Charles County Public Schools and not the employee:
 - 1. The error will be remedied so that the employee is placed on the correct salary scale, and
 - 2. The employee's salary will be adjusted as necessary and retroactive payments will be made for the current fiscal year, and
 - 3. If necessary, salary payments will be made to the employee retroactively for up to two (2) additional fiscal years from the date the error is identified.
- C. Progression on the salary scale is determined by the employee's anniversary date or the date of advancement to a higher training or certification/**licensure** level. Certificated/**licensed** employees employed by **February 1** shall have the following September 1 as their anniversary date. ~~Certificated employees employed between December 1 and March 31 will be placed on the appropriate "X" scale beginning with the second year of employment. Employees hired after March 1~~ **Feb 1** of any fiscal year will have the following Feb. 1 as their anniversary date.
- D. Previously accumulated leave will be restored to a returning employee who has been called to military service.
- E. Upon his or her initial employment, an employee will be given credit through salary scale placement for previous applicable professional experience and education. On initial placement, Retired Rehired Unit I and Unit II employees will be given credit for applicable professional experience and education.
- ~~F.~~ The contract year will normally include **a regular schedule of pay periods occurring no fewer than twice per month. The number of pay dates will range between 20-27 pays.** ~~twenty-six (26) pay dates, with no fewer than two pay dates per month.~~
- G. Deductions for retirement will be subtracted throughout the contract year based on the annual salary.**
- H. Except as indicated in paragraph D above, employee service credit will begin with the date of employment of the employee. Credited service for purposes of longevity will be the total

uninterrupted service (excluding approved leaves of absence) from that date in Charles County Public Schools.

- I. Upon request to the Office of Fiscal Services, employees shall be provided with literature explaining the various options available to them upon retirement. A conference will be held for the employee who wishes it.
- J. When an employee is on leave without pay (LWOP), the missed benefit deductions from his or her paycheck for that LWOP period will be taken from subsequent paychecks one missed deduction and one current deduction per paycheck until the missed deductions are satisfied.

ARTICLE 15

SALARIES

- A. ~~In FY 2026, implemented effective July 1, 2025, all Unit I employees on the X scales will be moved to the next higher level on the corresponding regular scale prior to the level implementation. The X scales are removed entirely effective FY 26 moving forward. All Unit I and Unit II employees will receive one pay level advancement for those eligible for a level advancement and a 3% COLA. Employees in Unit 1 level 2 will receive a \$500.00 one-time stipend, Unit I level 3 will receive a one-time \$1,000.00 stipend. Level 11 will be added to the BS lane. A 3% COLA will be added to the Extra Pay for Extra Duty chart in FY 2026 and applied to all categories.~~

In FY26, implemented effective July 1, 2025, all Unit 1 employees on the X scales will be moved to the next higher level on the corresponding regular scale prior to the negotiated level increase implementation. The X scales are removed entirely effective FY 26 moving forward. All Unit 1 and Unit 2 employees will receive one pay level advancement for those eligible for a level advancement and a 1% COLA. Employees in Unit 1, level 2 will receive a one-time \$500 stipend. Employees in Unit 1, level 3 will receive a one-time \$1000 stipend. Level 11 will be added to the BS lane. A 1% COLA will be added to the Extra Pay for Extra Duty chart in FY 26 and applied to all categories.

- B. In FY 2027, implemented effective July 1, 2026, all Unit 1 and Unit II employees will receive one pay level advancement for those eligible for a level advancement and a 3% COLA. Employees in Unit I level 2 will receive a one-time \$500.00 stipend, Employees on pay level 3 will receive a one-time \$1,000.00 stipend. Level 12 will be added to the BS lane.
- C. As the timeline for the Blueprint for Maryland's Future initiatives are enacted, negotiations will be reopened for the sole purposes of negotiating provisions of the legislation that impact salary, working conditions, or any other provision of this agreement.
- D. Unit I employees specifically assigned teach/lead evening school, summer school, participate in summer curriculum writing, Professional Development or other similar instructional programs offered by CCPS and approved by the Office of Teaching and Learning shall be paid at the hourly rate of \$35.00/hour. Exemptions will include optional professional development. Extended day program (ELO) certificated staff will be paid at an hourly rate of \$30.00 per hour. Unit II employees who teach/participate in these activities outside their normal workday/year shall be paid an hourly rate of \$35.00 per hour.
- Unit II employees who act as an administrator outside of their normal workday/year shall be paid \$45.00 per hour. This stipend is only available for working Saturday School, Summer School (for non-12-month employees) and evening school instructional programs that begin after 5 p.m.
- E. An approved MA +30 will earn the holder \$1000 more than MA. An approved doctorate would earn the holder \$2,500 more per year than a Masters +30.

- F. ~~National Board-Certified Teachers who are primarily responsible for instruction to students will receive the pro-rated portion of \$10,000 once they achieve NBCT. The NBCT pay will be added to their base salary and count toward retirement, beginning July 1, 2022. The full \$10,000 supplement will be added to their base and count toward retirement July 1st after achieving board credentials. This supplement will become effective July 1st following the issuance of the new license. An educator who earns National Board Certification during the contract year and who is not teaching students will be entitled to the prorated portion of \$4,500.00 for the remainder of the year after achieving licensure and receive the full \$4,500.00 added to their base salary and count toward retirement on July 1st after achieving board credentials. The current contract stipends of \$2,500.00 and \$2,000.00 will apply effective July 1, 2022, to all current National Board-Certified Teachers who are not directly teaching students.~~

Nationally Board-Certified educators that meet the definition of a teacher in the Blueprint for Maryland's Future will receive the pro-rated portion of \$10,000 once they achieve NBCT. The NBCT pay will be added to their base salary and will count toward retirement. The full \$10,000 supplement will be added to their base and will count toward retirement effective July 1 after achieving board credentials.

NBCT educators that meet the definition of a teacher in the Blueprint for Maryland's Future and successfully maintain their NBCT certification will receive an \$8000 supplement for the first maintenance of certification. A \$4000 supplement will be paid for a second maintenance of certification. A \$2000 supplement will be paid for a third maintenance of certification. These supplements will be added to the employee's base pay and will count toward retirement. Supplements will be prorated for the remainder of the year in which maintenance is achieved and the full supplement will be effective the July 1 following credential renewal.

An educator who does not meet the definition of a teacher in the Blueprint for Maryland's Future and earns National Board Certification during the year is entitled to the prorated portion of \$4,500 for the remainder of the year after achieving licensure. This will be added to their base salary and will count towards retirement. The full \$4,500 will become effective July 1 after achieving credentials. Maintenance of certification supplements are not applicable to NBCT educators who do not meet the definition of a teacher in the Blueprint for Maryland's future.

- G. Speech and Language Pathologists and Audiologists who successfully complete their National Certificate of Clinical Competency (CCC) will be paid \$ 2,500 in addition to their regular annual salary.

Occupational Therapists who successfully complete their Occupational Therapist Registered (OTR) Certification will be paid \$2,500 in addition to their regular annual salary.

Physical Therapists who successfully complete their Specialist Certification will be paid \$2,500 in addition to their regular annual salary.

School Psychologists who successfully complete the National Certification issued by the National Association of School Psychologists (NCSP) will receive an extra \$2,500 in addition to their regular annual salary.

School Counselors who successfully complete the national certification issued by the National Board of Certified Counselors (NBCC) will receive an extra \$2,500 in addition to their regular annual salary.

All of the salary adjustments for the above licenses/certifications will be prorated from the validity date to the end of the fiscal year. An employee's involuntary transfer will not result in loss of the stipend for any national certification as described above.

JROTC instructors hired prior to July 1, 2021, who have a Master's Degree will receive \$4,000.00 in addition to their regular salaries. After July 1, 2021, JROTC instructors are placed on the 11-month teacher salary scale on the APC lane commensurate with successful years of documented experience teaching at a military institution or other instructional assignment and are eligible for the same benefits and pay enhancements as other Unit I employees.

- H. When current Unit II members are promoted to a new position within Unit II, the employee will be placed at a pay level so that their per diem rate is equal to, but not less than their current per diem plus an additional 5% for initial placement.
- I. When current Unit I members are promoted to a Unit II position, the employee will be placed on the Unit II pay scale so as to be paid no less than their current per diem rate plus an additional 5% for initial placement.
- J. Retired Rehired employees in Unit I will be paid the salary negotiated in the Agreement for the appropriate step and lane (BA, MA, APC, MA +30, PhD) prorated for eleven (11) or twelve (12) months if the position requires it. Unit II Retired Rehired employees are not eligible to advance on the Unit II pay scale.
- K. Any Unit I or Unit II employees who are substituting for an absent principal will be paid retroactively at the principal level after ten (10) days of consecutive substituting. Any Unit I or Unit II employees who are substituting for an absent vice principal will be paid retroactively at the vice principal level after ten (10) days of consecutive substituting.
- L. CCPS will reimburse Speech and Language Pathologists, Occupational Therapists, Physical Therapists, and Audiologists for their licensure and renewal fees.
- M. Career Ladder Model-Retains the value of the master's degree, conforms with the Blueprint implementation to have 4 levels of attainment. Subject to further changes as part of FY 2025 negotiations. (See attachment in appendix—subject to approval by the AIB)
- N. Athletic Directors will have the \$5,000 from the EPED scale moved and applied to the base salary each year and factored into retirement.

ARTICLE 16

EXTRA PAY FOR EXTRA DUTY (EPED)

- A. A standing joint EPED committee will be created with representation from both CCPS and EACC in each area of EPED categories and co-chaired by EACC and CCPS. The purpose of this committee is to meet at least twice a year to review data about the different positions that have been compensated the prior year and to make recommendations on the needs for any new positions that have been submitted for consideration back to the chief negotiators of each party, being always mindful of financial restraints not to exceed the maximum amount allotted to the annual EPED budget. A ~~three (3)%~~ **one percent (1%)** COLA will be added to the EPED scale in FY 26.

The following positions will be added to the EPED chart for FY24-25 due to existing programs that are currently not included or compensated in the contract:

Polyglot Games Sponsors—\$817.00 middle and high school Category 14

- B. It is the Board's intention that the number of positions for Extra Pay for Extra Duty be increased so that teachers are fairly compensated for their additional work.
- C. All vacancies for extra pay positions as shown in this article will be adequately publicized. Extra pay for extra duty positions may be held by Unit I and II employees and will be filled in the following order:
- Unit I bargaining unit members
 - Unit II bargaining unit members
 - Other CCPS employees
 - Non-CCPS employees
- D. Assumption of all extra pay duties shall be voluntary, and the signature of the employee shall be required on the contract prior to performing the extra duties.
- E. Stipends for the EPED positions will be paid as follows:
- Fall Positions – At the conclusion of the Fall Sports Season
Winter Positions – At the conclusion of the Winter Sports Season
Spring and Annual Positions – At the conclusion of the Spring Sports Season
- F. The positions and schedule currently approved for Extra Pay are as follows:

Extra Pay for Extra Duty Positions for (see Stipend Scale in Appendix 2)

****Any HS Drama Department that opts to do a musical production during the course of a school year will have the following additional stipends provided by the BOE: \$700 to the Drama Sponsor who directs the musical; \$500 for the Vocal Music Coach; and \$400 for the Orchestra Director. These stipends will in no way reduce or be substituted for any stipends provided for Theatre Manager, Drama Sponsor, Choral Director, Band Director or any other position currently compensated in Appendix 2.**

EPED POSITION	SEASON	ACTIVITY TYPE	PAY CATEGORY
Athletic Director	Year	Athletics	0
Football Coach - Head Varsity	Fall	Athletics	2
Band Director (HS)	Year	Fine Arts	3
Basketball Coach - Head Varsity (boys and girls)	Winter	Athletics	3
Wrestling Coach - Head Varsity	Winter	Athletics	3
Transition Liaison	Year	Staff Support	3
Football Coach - Head JV	Fall	Athletics	4
Baseball Coach - Head Varsity	Spring	Athletics	5
Outdoor Track Coach - Head Varsity (boys and girls)	Spring	Athletics	5
ROTC Activities Sponsor	Year	Academic Club	5
Softball Coach - Head Varsity	Spring	Athletics	5
Theater Manager (HS)	Year	Fine Arts	5
Choral Director (HS)	Year	Fine Arts	6
Drama Sponsor (HS)	Year	Fine Arts	6
Volleyball Coach - Head Varsity	Fall	Athletics	6
Wrestling Coach - Head JV	Winter	Athletics	6
Basketball Coach - Assistant JV (boys and girls)	Winter	Athletics	7
Basketball Coach - Assistant Varsity (boys and girls)	Winter	Athletics	7
Basketball Coach - Head JV (boys and girls)	Winter	Athletics	7
Field Hockey Coach - Head Varsity	Fall	Athletics	7
Football Coach - Assistant, all levels	Fall	Athletics	7
Lacrosse Coach - Head Varsity (boys and girls)	Spring	Athletics	7
Soccer Coach - Head Varsity (boys and girls)	Fall	Athletics	7
Unified Sports District Rep	Year	Athletics	7
Wrestling Coach - Assistant Varsity/JV	Winter	Athletics	7
AVID Coordinator (MS, HS)	Year	Staff Support	8
CCASC Advisor	Year	Student Government	8
Cheerleading (Fall) Coach - Head	Fall	Athletics	8
Cheerleading (Winter) Coach - Head	Winter	Athletics	8
NHS Sponsor (HS)	Year	Academic Club	8
PBIS Coordinator (ES, MS, HS)	Year	Staff Support	8
Tennis Coach - Head	Spring	Athletics	8
Marching Band Director	Fall	Fine Arts	9
Outdoor Track Coach - Assistant Varsity (boys and girls)	Spring	Athletics	9
Yearbook Sponsor (HS)	Year	Service Club	9
Baseball Coach - Assistant	Spring	Athletics	10
Baseball Coach - Head JV	Spring	Athletics	10
Cross Country Coach - Head	Fall	Athletics	10
Golf Coach -Head	Fall	Athletics	10
Indoor Track Coach - Head	Winter	Athletics	10
Junior/Senior Class Sponsor	Year	Student Government	10
Newspaper Sponsor (HS)	Year	Service Club	10

EPED POSITION	SEASON	ACTIVITY TYPE	PAY CATEGORY
SGA Sponsor (HS)	Year	Student Government	10
Softball Coach - Head JV	Spring	Athletics	10
Softball Coach -Assistant Varsity	Spring	Athletics	10
Band Director (MS)	Year	Fine Arts	11
Cheerleading (Fall) Coach - Assistant/Head JV	Fall	Athletics	11
Cheerleading (Winter) Coach - Assistant/Head JV	Winter	Athletics	11
Choral Director (MS)	Year	Fine Arts	11
Dept Chair/Team Leader 15+ members	Year	Staff Support	11
Drama Sponsor (MS)	Year	Fine Arts	11
Field Hockey Coach - Assistant	Fall	Athletics	11
Field Hockey Coach - Head JV	Fall	Athletics	11
Lacrosse Coach - Head JV (boys and girls)	Spring	Athletics	11
Lacrosse Coach - Assistant Varsity (boys and girls)	Spring	Athletics	11
Orchestra Director (HS, MS)	Year	Fine Arts	11
Poms Coach (Fall)	Fall	Athletics	11
Poms Coach (Winter)	Winter	Athletics	11
Soccer Coach - Assistant Varsity (boys and girls)	Fall	Athletics	11
Soccer Coach - Head JV (boys and girls)	Fall	Athletics	11
Soccer Coach – Assistant JV (boys and girls)	Fall	Athletics	11
Unified Track and Field Coach - Head	Spring	Athletics	11
Volleyball Coach - Assistant Varsity	Fall	Athletics	11
Volleyball Coach - Head JV	Fall	Athletics	11
Dept Chair/Team Leader 10-14 members	Year	Staff Support	12
Swimming Coach - Head	Winter	Athletics	12
Track Coach - Assistant JV	Winter	Athletics	12
Yearbook Sponsor (MS)	Year	Service Club	12
Art Event Lead Teacher (ES, MS, HS)	Year	Fine Arts	13
Band Event Lead Teacher (ES, MS, HS)	Year	Fine Arts	13
Band Front Units	Fall	Fine Arts	13
Basketball Coach - Freshman	Winter	Athletics	13
Cheerleading Coach – Freshman	Fall	Athletics	13
Cheerleading Coach – Freshman	Winter	Athletics	13
Chorus Event Lead Teacher (ES, MS, HS)	Year	Fine Arts	13
Cross Country Coach - Assistant	Fall	Athletics	13
Dept Chair/Team Leader 6-9 members	Year	Staff Support	13
DI Sponsor (ES, MS, HS)	Year	Academic Club	13
Freshman/Sophomore Class Sponsor	Year	Student Government	13
Golf Coach - Assistant	Fall	Athletics	13
Inclusion Support Coordinator	Year	Staff Support	13
Orchestra Event Lead Teacher (ES, MS, HS)	Year	Fine Arts	13
Swimming Coach - Assistant	Winter	Athletics	13
Tennis Coach - Assistant	Spring	Athletics	13
Theater Event Lead Teacher (ES, MS, HS)	Year	Fine Arts	13

EPED POSITION	SEASON	ACTIVITY TYPE	PAY CATEGORY
Unified Bocce Coach - Head	Winter	Athletics	13
Unified Tennis Coach - Head	Fall	Athletics	13
Weight Room Monitor	Year	Athletics	13
Best Buddies (ES, MS, HS)	Year	Service Club	14
Dept Chair/Team Leader 1-5 members	Year	Staff Support	14
Educators Rising Sponsor	Year	Academic Club	14
It's Academic Sponsor (HS)	Year	Academic Club	14
Key Club Sponsor (HS)	Year	Service Club	14
Math Team/MathCounts Sponsor (HS, MS)	Year	Academic Club	14
MESA Sponsor (ES, MS, HS)	Year	Academic Club	14
Mock Trial Sponsor (HS)	Year	Academic Club	14
Polyglot Games Sponsor (MS, HS)	Year	Academic Club	14
Public Relations Liaison	Year	Staff Support	14
SADD/Just Say No Sponsor	Year	Service Club	14
SGA Advisor (MS)	Year	Student Government	14
Skills USA Sponsor (HS)	Year	Academic Club	14
SSL Coordinator (MS, HS)	Year	Staff Support	14
Synergy Coordinator	Year	Staff Support	14
Itinerant Instrumental Music Teacher - 2+ schools	Year	Fine Arts	15
Math Team Sponsor (ES)	Year	Academic Club	15
NJHS Sponsor (MS)	Year	Academic Club	15
Robotics Team Sponsor (ES)	Year	Academic Club	15
Yearbook Sponsor (ES)	Year	Service Club	15
All County Chorus Program Director - East	Spring	Fine Arts	16
All County Chorus Program Director - West	Spring	Fine Arts	16
Instrumental Music Teacher (ES)	Year	Fine Arts	16
MS Tournament Coach - Archery	Spring	Athletics	16
MS Tournament Coach - Basketball	Winter	Athletics	16
MS Tournament Coach - Golf	Fall	Athletics	16
MS Tournament Coach - Track & Field	Spring	Athletics	16
MS Tournament Coach - Volleyball	Fall	Athletics	16
Builders Club Sponsor (MS)	Year	Service Club	17
Environmental Science Sponsor (ES)	Spring	Academic Club	17
General Music Teacher	Year	Fine Arts	17
K-Kids Club Sponsor (ES)	Year	Service Club	17
Spelling Bee Sponsor (MS Only)	Winter	Academic Club	17
Musical Production Orchestra Director	Varies	Fine Arts	\$400
Musical Production Vocal Music Coach	Varies	Fine Arts	\$500
Musical Production Director	Varies	Fine Arts	\$700

A. Bargaining unit members who work CCPS athletic events and extracurricular activities will be paid as follows:

- a. Each game worker shall be paid \$50.00 per event, whether a single game or doubleheader.
 - i. If a game worker sells or takes tickets for multi-sport games occurring at the same time the game worker is to be paid \$50.00
 - ii. Game workers that are working triple headers (i.e.: Fr, JV, V Boys Basketball) are to be paid \$75.00
- b. When a game manager is needed (to substitute for the athletic director) they shall be paid \$75.00 per event
 - i. Game managers for triple headers are to be paid \$100.00
- c. Compensation for game workers who provide services at all-day invitational tournaments, hosted by the school (not State or SMAC related), may be determined at the discretion of the athletic director in consultation with the principal.

ARTICLE 17

TUITION REIMBURSEMENT AND STAFF DEVELOPMENT

- A. Certificated/~~Licensed~~ professional employees holding a Conditional, SPC/~~SPL~~ or APC/~~APL~~ shall be reimbursed up to ~~\$2,500.00~~ \$3,000.00 per employee per fiscal year based on the following schedule. Additional tuition reimbursement beyond the ~~\$2,500.00~~ \$3,000.00 limit may be provided at the discretion of the ~~Assistant Superintendent~~ Chief of Human Resources. Tuition ~~increases~~ rates through FY 25 27 are documented in the chart below.

Purpose	FY25	FY26	FY 27
General	\$3,000.00	\$3,000.00	\$3,000.00

~~*This amount denotes the maximum amount per year, not cumulative.~~ Effective FY2022-23, educators pursuing NBC will be permitted to access tuition reimbursement after successful achievement, provided the educator commits to remaining with CCPS for the next two years, unless retirement occurs or other extenuating circumstances. Otherwise, reimbursement must be made to CCPS.

- B. The following conditions shall apply to reimbursement:
1. MSDE or College courses for employees with a bachelor's degree must be in a job-related area and have approval of the Superintendent or his or her designee prior to enrollment in the course. The courses for employees with a master's degree must be in a job-related area and have approval of the Superintendent or his or her designee prior to enrollment in the course.
 2. Employees with a bachelor's degree must earn a grade of C or better and the employee with a Master's degree must earn a grade of B or better before reimbursement will be approved. Payment will be requisitioned upon presentation of final grades and receipt showing tuition payment.
 3. Except for extenuating circumstances, certificated employees who receive tuition reimbursement and leave employment within two (2) years of receiving reimbursement shall be required to repay the monies received. The employee may pay monies owed directly or they may have the amount deducted from their last paycheck. The entire obligation must be satisfied within six (6) months of the employee leaving CCPS.
 4. The total expenditure for this purpose shall not exceed the amounts listed in A above per employee or a total budget limitation of \$500,000 for all requests per year. ~~In FY 27 the total budget limitation will be raised to \$600,000 for all requests per year.~~
 5. In the event an employee cannot be reimbursed because of budget limitations, he or she will be paid prior to new claimants in the next fiscal year.
 6. Employees approved for courses will be able to participate in a pre-paid tuition reimbursement program with colleges who have agreed to participate with the Charles County Board of Education. The employee will pay only the difference between the actual

tuition and the amount approved for reimbursement. The grade requirements described in Section B, 2 will apply to this pre-paid tuition program. If the employee fails to achieve the grades required, the full cost of tuition will be recovered from the employee.

- C. If a person is teaching out of his or her area of certification and is requested by the Board to take course work to continue teaching in that area, the Board will pay the full tuition cost for subject course work. The course work must be approved in advance of the teacher beginning the course in order for this provision to be applied.
- D. Employees who participate in paid conferences or workshops offered by the Board through staff development will receive their agreed stipend within thirty (30) days following completion of the workshops or tasks.
- E. Once in every two (2) year period employees may utilize tuition reimbursement and/or staff development funds to attend individualized professional development programs (seminars, conferences, etc.) by securing approval through the office of School Administration and Leadership. (non-substantive change)
- F. Every effort shall be made to have position-relevant professional development (PD) for all employees covered by this agreement. Content Supervisors should consider recommendations from department leaders at the school site on system-wide PD days. Recommendations for PD needs will be included in the Collaboration Council discussions prior to planning and implementation. (not new language—moved from Article 13-non-substantive change).
- G. Any training that the Board determines to be mandatory for any employee(s) covered by this agreement shall be conducted and completed during the duty day for all employees affected. In addition, completion of Equity Training and Safe Schools Training are professional responsibilities for employees whose job requires their completion. (moved from Article 13-nonsubstantive change)
- H. The Education Association of Charles County will be given an opportunity to present training opportunities for certificated employees and will forward a list of potential workshops/classes to the Superintendent or his or her designee for approval. These trainings may be made available on county and school in-service days with the approval of the Superintendent or his or her designee.
- I. The EACC will be allotted one full session at New Teacher Orientation to present a workshop or training to new teachers.

ARTICLE 18

HEALTH AND LIFE INSURANCE PACKAGES

A. The Board will underwrite 75% of the following basic insurance program:

1. Health Insurance (including dental, optical and prescription drugs)
2. Life Insurance/Accidental Death and Dismemberment

Plan specific information will be posted on the employee portal.

Employees on approved leaves of absence are required to maintain timely payments for their share (25%) of the insurance premiums.

The maximum annual dental benefit will be \$1,400 per person. The maximum orthodontic benefit will be \$1,400 per occurrence.

Employees and retirees eligible for insurance will have the ability to change between any of the three plans or between the two plans for employees hired after July 1, 2003. During open enrollment, employees can add, drop, or change between family and individual plans based on documented qualifying events outside of the annual open enrollment period.

B. Where both husband and wife are employed by the Board, they have the option of each having deducted 25% of the single coverage or one spouse choosing employee and dependent coverage and having 25% of the premium deducted; however, those unit members for whom 100% was paid prior to July 12, 1985, will continue receiving this benefit as long as both spouses are employed by the Board.

C. Retiree Health and Life Insurance Plans

The Board of Education of Charles County will support the health and life insurance plan for retiring employees who have participated in the plan and have been employed by the Board of Education of Charles County ten (10) or more consecutive years immediately prior to retirement and who participated in the health and life insurance plan at the time of retirement and for ten years immediately prior to retirement from the Board of Education of Charles County. The percentage of participation by the Board of Education will be the same as supported for active employees.

The above support will be implemented until the retiree or spouse/dependent is eligible for Medicare benefits. At that time, the employee or spouse/dependent must apply for Medicare Part A and Part B. The Board will support a Medicare supplement plan for retirees who are Medicare eligible regardless of age. The cost share for the supplement will be provided at the same cost sharing percentage as active participants.

Employees who have worked for the Charles County Board of Education for twenty-five (25) or more years immediately prior to retirement and who participated in the health and life insurance plans at the time of retirement and for five (5) years immediately prior to retirement

from the Board of Education of Charles County will be eligible to continue their insurance coverage with the Board of Education as described in paragraph C above.

Employees who have worked for the Board of Education for at least ten (10) years immediately prior to retirement, who are enrolled in the health plan prior to retirement but who have not participated in the Board's health insurance plans as required above, will have 50% of the premium of the lowest priced health insurance plan paid by the Board of Education during their retirement.

This support will be implemented until the retiree or spouse/dependent is eligible for Medicare benefits. At that time, the employee or spouse/dependent must apply for Medicare Part A and Part B. The Board will continue to pay 50% of the cost share for a Medicare supplemental plan. The 50% cost share is equal to 2 times the premium of the lowest priced supplement plan.

Time spent on approved leaves of absence shall be counted the same as active employment for purposes of computing years of service and eligibility for employee or retiree health insurance as described above.

Those employees retiring on disability will have their service and plan participation requirements waived in order to qualify for the same insurance benefit as employees who have met those service and plan participation requirements.

- D. In addition to the life insurance provided under Paragraph A, employees may voluntarily purchase supplemental life insurance through a Board carrier at 100% cost to the employee.
- E. Board of Education employees who participate in the group Health Insurance or are entitled to the retiree health insurance benefit as detailed above will have the following survivor benefits if they are carrying a family plan at the time of their deaths:
 - 1) If an employee or retiree has worked for ten years or is in the tenth year of service with the Charles County Board of Education, and he or she is carrying a family health insurance at the time of his or her death, the employee's dependents as listed on the policy will have the option of continuing the health insurance coverage for 24 months by paying the employee's portion of the insurance premium to the Board of Education. No new dependents may be added to the policy (except that if an employee is expecting a child at the time of his or her death, that child may be added to the policy).
 - 2) If an employee or retiree has worked for twenty years or is in the twentieth year of service with the Charles County Board of Education, and he or she is carrying family health insurance at the time of his or her death, the employee's dependents as listed on the policy will have the option of continuing the health insurance coverage without limitation by paying the employee's portion of the insurance premium to the Board of Education. No new dependents may be added to the policy (except that if an employee is expecting a child at the time of his or her death, that child may be added to the policy).
 - 3) Dependent children covered under paragraphs 2 and 3 above will be covered only through the same period of eligibility as for active employees.

ARTICLE 19

EMPLOYEE LEAVE PROVISIONS

Sick Leave

~~A. A certificated employee can earn one (1) day of sick leave for each month in his or her contract year. Sick leave days to be earned during the current year will be available as of the first official day of the school year. The employee may request sick leave beyond the above limit. Such request must be submitted in writing to the Executive Director of Human Resources. If an employee resigns before completing his or her contract year, the Board may prorate the sick leave advanced for the given year and recover the portion of leave corresponding to the number of months not worked, unless the employee retires or he or she resigns due to hardship reasons, including personal illness or illness of an immediate family member.~~

A certificated employee can earn one (1) day of sick leave for each month in his or her contract year. Additional days of sick leave will be added per the details included in the chart below to recognize employee longevity and continuous service with Charles County. Sick leave days to be earned during the current year will be available as of the first official day of the school year. The employee may request sick leave beyond the above limit. Such request must be submitted in writing to the Chief Human Resources Officer. If an employee resigns before completing his or her contract year, the Board may prorate the sick leave advanced for the given year and recover the portion of leave corresponding to the number of months not worked, unless the employee retires or he or she resigns due to hardship reasons, including personal illness or illness of an immediate family member.

Contract Year	1-10 Years of Service	11-20 Years of Service	21+ Years of Service
10- & 10.5-Month Employees	10 sick leave days per contract year	11 sick leave days per contract year	12 sick leave days per contract year
11-Month Employees	11 sick leave days per contract year	12 sick leave days per contract year	13 sick leave days per contract year
12-Month Employees	12 sick leave days per contract year	13 sick leave days per contract year	14 sick leave days per contract year

- B. Employees may use their sick leave to care for illnesses of members of their immediate family or household. This leave will be deducted from the employee's accrued sick leave balance. Immediate family shall include spouse, minor child, minor stepchild, guardians, parents, siblings or anyone who lives regularly in the household of the employee.
- C. The class of an absent teacher shall be provided with the best qualified substitute teacher.
- D. A teacher may recommend a substitute for his or her classes during the period of absence. However, a teacher is not required to find their own substitute. Substitute plans can be provided through asynchronous lessons, written detailed plans, or a recorded lesson.

- E.** Certificated employees with ten (10) or more consecutive years of contracted service immediately prior to retirement (excluding approved leaves of absence) with the Board of Education of Charles County shall be reimbursed for unused sick leave upon their retirement. The employee shall be reimbursed only for sick leave accumulated while employed by the Charles County Board of Education. The rate of reimbursement shall be \$100 per day. Eligible employees may be paid the approved rate for no more than one hundred (100) days of accumulated sick leave. This amount is to be given to the retiree upon completion of all requirements to become a retiree. In the event that a Board employee dies prior to his or her retirement, the employee's estate will be paid at the above rate for the employee's accumulated sick leave up to one hundred days.
- F.** Retired rehired employees will be given ten (10) days of sick leave days at the beginning of the school year and will be governed in the taking of such leave by the provisions of the Negotiated Agreement except that Retired Rehired employees will not accrue sick leave from year to year and will not receive payment for any unused leave.

Certificated employees who are not eligible for leave under the Family Medical Act (FMLA) and who become parent to a child through adoption or childbirth during the work year will be granted twelve (12) weeks of parental leave. Such leave may be charged to the employee's sick, personal, or annual leave.

- G.** Sick Leave Bank and Exchange – A joint Sick Leave Bank and Exchange Study Committee will be established effective July 1, 2021, between the Association, the Board, and AFSCME. The Committee will research and make recommendations regarding a Sick Leave Bank and Exchange being established. The committee will be charged with considering structures, processes, and guidelines for implementation of a Sick Leave Bank and Exchange.

H. Personal Leave

1. All Unit I employees and any Unit II employees who are not twelve (12) months will be granted three (3) days of personal leave per year with pay. These aforementioned employees in the tenth (10th) year of continuous service in Charles County or beyond will be granted four (4) days of personal leave per year with pay. Beginning with employees hired on or after July 1, 1992, years of service will be understood to be service with the Board of Education of Charles County. Employees in the 20th year of service in Charles County will be granted five (5) days of personal leave per year with pay.
2. These days will not be used the day before or the day following a holiday except in case of emergency. Personal leave will be granted upon 24 hours prior notification, with the approval of the appropriate supervisor. Such approval is to be given in the best interest of the educational program. Employees may accrue up to six (6) days of personal leave and may use up to six (6) days in any one year. The employee will provide at least two weeks' notice to the principal (except in case of emergency) when he or she plans to use more than three consecutive personal leave days. If the ten (10) or eleven (11) month employee does not use his or her personal leave during the year, such that the balance exceeds six (6) days, any days accrued in excess of six (6) days will be credited to his or her accumulated sick leave at the beginning of the next fiscal year.

3. Retired/rehired employees will receive three (3) personal leave days at the beginning of the school year and will be governed in the taking of such leave by the provisions of the Negotiated Agreement except that Retired Rehired employees will not accrue personal leave from year to year and will not receive payment for any unused leave.

I. Bereavement

For funeral attendance and bereavement, each certificated employee shall be granted up to five (5) calendar days of absence, excluding Saturday, Sunday and holidays, without loss of salary on the death of a child, parent, brother, sister, spouse, mother- or father-in-law, grandparent, brother- or sister-in-law, or anyone who has lived regularly in the household of the employee.

Certificated employees may, upon request, be granted administrative leave without loss of salary to attend the funeral of a fellow employee, intimate friend, or more distant relative. Administrative leave for attending funerals of fellow employees, intimate friends, or more distant relatives as described above will be limited to two instances of up to two (2) days each, per fiscal year.

J. Advanced Degree Leave

A certificated employee shall be granted one day of leave with pay to receive an advanced degree awarded on a workday.

K. Religious/Ideological Observations

All certificated employees, on request, will be permitted to use two (2) sick or personal leave days per year for religious or ideological observances. The employee will notify his or her immediate supervisor at least seventy-two (72) hours in advance of taking such leave.

L. Floating Leave

At the beginning of the fiscal year, Unit II employees are pre-allocated leave as follows:

- a. 11-month employees will receive ~~two (2)~~ **three (3)** full days
- b. 12-month employees will receive three (3) ~~five (5)~~ full days

Floating leave represents compensation for work required beyond the normal duty day as indicated in their job descriptions. This leave can only be used under the following circumstances:

- There is no cost for a substitute
- Leave is approved by the immediate supervisor
- There is no carryover from one year to the next (use it or lose it)
- The allocation will be prorated if less than a full year is worked

M. Professional Leave Day

Will be granted to a unit member for the purpose of sitting for the School Leaders Licensure Assessment examination with a limit of two (2) occurrences.

N. Jury Duty

Certificated employees shall be granted administrative leave with pay while serving jury duty. The employee will submit a written statement verifying the time served.

O. Summons

A certificated employee may be absent without loss of salary for court summons provided that the employee explains the reason for the summons to determine eligibility for pay allowance. Except as described below, such leave shall be used when the employee is summoned to appear as a witness for the benefit of another party, or when the party appears in a civil court proceeding or appears in a criminal case in his or her own defense and the verdict is not guilty. Administrative leave for court appearances as described above will be limited to two (2) instances per fiscal year. After these two (2) instances, an employee may use his or her personal or sick leave to appear in court for custody or divorce proceedings. The employee may use annual leave, personal leave or leave without pay to participate in legal actions related to traffic citations (regardless of verdict), civil proceedings initiated by the employee, criminal cases in which the outcome is anything other than a verdict of not guilty proceedings.

Annual Leave

P. Annual Leave 12-month Unit II

1. Each twelve (12) month Unit II member shall be entitled to twenty-six (26) days of annual leave for a full year of employment.
2. There will be a fifty (50) day limit to the amount of annual leave that a twelve (12) month Unit II member can accumulate. Leave earned for the current year will be accrued in addition to this limit. Any leave accumulated above the fifty (50) day limit as of September 1 of each year will be converted to sick leave and credited to the employee's sick leave balance.
3. The Board shall inform each twelve (12) month Unit II member once a year of the amount of annual leave he or she has accumulated.
4. A ten (10), ten and a half (10.5) or eleven (11) month employee who transfers into a twelve (12) month position with the Board will have his or her current personal leave balance converted to annual leave upon the effective date of the twelve (12) month position.
5. Twelve (12) month Unit II members, upon separation from employment for any reason, will be paid a maximum of up to seventy-six (76) earned annual leave days at the employee's per diem rate.

6. Twelve (12) month Unit II employees who are reassigned to an eleven (11), ten and a half (10.5) or ten (10) month employee position, six (6) days of the employee's annual leave will be converted to personal leave and the remaining annual leave shall be paid out, at their per diem rate prior to reassignment, within the next full pay period.

Extended Leaves of Absence

- A. The Board agrees that an employee who has completed at least one year of service may be granted a leave of absence for one year without pay for the purpose of engaging in local, state, and national education association activities.
- B. A leave of absence without pay may be granted to any employee who has completed at least one year of service with the Board upon application to the Board for the purpose of campaigning for or serving in a county, state, or national public office.
- C. The statutory requirements with regard to military leave shall apply to this agreement, except that employees who are called up for active-duty service will be paid their Board salary through the remainder of the fiscal year in which the deployment occurs.
- D. An employee will submit in writing to the Board his or her request for an extended leave of absence. The employee will receive written notice of the decision as soon as possible.
- E. In granting a leave of absence, the Board agrees to offer to the employee, on the expiration of leave, employment of as near comparable status as possible at the time without creating a new position or transferring another employee.
- F. The Board may grant leave without pay and without credit for experience to an employee who has completed at least one year of service with the Board for the following reasons:
 1. Personal illness
 2. Severe illness of a member of the employee's family
- G. The Board will normally grant leave without pay but with credit for experience to an employee who has completed at least one year of service with the Board for the following reasons:
 1. Military Service (tenure not required)
 2. Exchange Teaching
 3. Full-time study at a college or university or other approved educational institutions
 4. Peace Corps

H. Maternity Leave

An employee who has completed at least one year of service with the Board who wishes to leave her position prior to the period of disability associated with childbirth and/or does not wish to return to her position after such period of disability may be granted, upon request, an initial leave of absence for up to one year without pay and without credit for experience.

Said employee shall notify the Superintendent or his or her designee in writing of her desire to take such leave and, except in case of emergency, shall give such notice at least thirty (30) days prior to the date on which she wishes leave to begin. A physician's statement certifying her pregnancy shall be included with such notice. In case of interrupted pregnancy, an employee on said leave may return to active duty when her health will permit, as attested by her physician. The major fraction of the full work year will count as one step in determining the position on the salary scale.

I. Parental Leave

Employees who have completed at least one year of service with the Board may be granted, upon written request, an initial leave of absence up to one year without pay and without credit for experience, to care for the child of the employee.

- J. The leave shall normally be for an entire school year or for the remainder of the school year in which it becomes effective.
- K. The Board will consider a request for an extension of leave for the second year by an employee who submits his or her request in writing by June 20. He or she will receive written notice of the decision.
- L. All leaves shall be affected in a consistent manner according to Board policy.

Workplace Injury Leaves

Q. Assault Leave

An employee who is absent from work as a result of an assault as defined by the Negotiated Agreement and has occurred as a result of a work connected incident which is not compensated by Workers' Compensation, shall be granted administrative leave. In the event the employee shall be subsequently awarded a Workers' Compensation allowance, while also receiving a salary on administrative leave, that employee shall tender the Board with all such Workers' Compensation payments.

R. Workers' Compensation

1. When a certificated employee is absent from school as a result of personal injury occurring in the course of his or her employment as used and defined in the Workers' Compensation Laws of Maryland, the employee will be paid his or her full salary, minus the amount of any Workers' Compensation payments received for salary during the period of temporary disability, not to exceed a period of sixty (60) calendar days. After sixty (60) calendar days, employees who still qualify for weekly disability payments will receive only the funds approved by the State Worker's Compensation Board. An employee who is a participant in a rehabilitation program approved/administered by the Maryland Association of Boards of Education Workers' Compensation Group Self-Insurance Fund may be given an extension by the Risk Manager or his or her designee. No part of such absence will be charged to the employee's sick leave, **if approved. Leave will be reviewed within 10 business days and must be accompanied by the Safety and Risk Management Leave Request form and a fully completed CCPS Return to Work Restrictions Form. Employees should make**

every effort to submit the documents referenced above along with any doctors' notes, etc. within the ten (10) business days to ensure the efficient processing of claims. If approved, leave will be converted to worker's compensation leave and not charged to the employee's leave bank. If approved, such personal injury leave will not exceed twenty-four (24) calendar months and will cease when the period covered by Workers' Compensation has expired.

2. The Board will continue to pay its share of the cost of the employee's insurance package for the period an employee is receiving Workers' Compensation benefits. The employee is responsible for paying their premiums on a timely basis.
3. When an employee contracts lice, scabies, or ringworm as a result of job-related duties, the employee shall be granted one (1) day of administrative leave in which to obtain the required treatment when approved by the Office of Human Resources.
4. The employee will agree to a transitional return to work plan offered by the Board and as approved by a physician.

ARTICLE 20

COMPLAINTS CONCERNING SCHOOL PERSONNEL

- A. As a general rule, complaints from parents and other community sources shall be dealt with at the lowest organizational level.
- B. Decisions on complaints shall not be made without consulting the subordinate against whom the complaint was lodged.
- C. In the event that a complaint is lodged against an employee, he or she shall be notified as soon as possible and will be given all pertinent information, prior to being interviewed, unless prohibited by State or Federal law (i.e., child abuse).

ARTICLE 21

EMPLOYEE FACILITIES

- A. Efforts will be made to provide the following facilities in schools where they are not available.
 - 1. Lockable space in each classroom or work area in which employees may store instructional supplies.
 - 2. An employee work area containing adequate equipment and supplies for use in the preparation of instructional material.
 - 3. An adequately furnished room or rooms for use of teachers as a faculty lounge. This room will exist for the use of educators.
 - 4. A serviceable desk and chair for the employee in each classroom or work area.
 - 5. Well-lighted and clean employees' rest rooms separate from those provided for students.
 - 6. Access to a telephone for local calls and access to a fax machine for local fax transmissions. Employees may use the school fax machine to send long-distance fax transmissions but will reimburse the school the billed long distance charges if the transmission is of a personal nature. Such personal use of the fax machine will not interfere with normal school business.
 - 7. An employee parking that is separate from student parking, where possible.
 - 8. Access to a copier.
- B. Tobacco use, including electronic smoking devices, is not permitted in any Board facility or vehicle.

ARTICLE 22

EMPLOYEE EVALUATION

- A. All monitoring or observation of the work of an employee will be conducted openly.
- B. An employee will be given upon request a copy of any class visit or evaluation report prepared by his or her evaluator. No such report will be placed in the employee's personnel file without his or her prior knowledge.
- C. The Board agrees to protect the confidential nature of personal references, academic credentials, and other similar documents.
- D. A formal evaluation of each employee will be done annually and completed in accordance with timelines developed and mutually agreed upon between both parties and in accordance with state regulations. Evaluations of principals and assistant principals will be completed by June 30. (Reference annual Evaluation Dates timeline document jointly produced by the Office of Teaching and Learning, and the Office of School Administration and Leadership, subject to annual adjustments as agreed upon by both EACC and CCPS.) **The Danielson 22 Framework will be implemented beginning in FY 26 to focus on less components in training and evaluation across the district. (Reference updated chart in the appendix.)**
- E. Observations and evaluations of employees who have not achieved tenure will be in accordance with procedures adopted by the local Board of Education and will be consistent with the requirements of the State Board of Education and the statutory provision of The Public School Laws of Maryland.
- F. Each employee who has not achieved tenure status will be observed at least two (2) times and evaluated at least once during the first year. If an observation documents a possible evaluation of less than satisfactory, the observations will indicate that possibility clearly, and the employee will receive no fewer than four observations each year until he or she achieves a satisfactory or better overall rating on his or her evaluation. Employees who are rated overall satisfactory in Year 1 and Year 2 will be observed at least twice and evaluated at least once each year until the employee receives tenure.
- G. Prior to a formal observation of teachers, the administrator will conduct a pre-observation meeting, in which teachers will be provided with the expectations/ criteria on which their performance will be evaluated. General expectations/criteria that apply to a school wide focus for all staff can be communicated to the entire staff. Individual pre-conferences will be held with teachers in the formal observation cohort as part of the announced observation process. At least one half of the observations in a year for each teacher will be announced. No other formal observation shall be held until after a post-observation conference was held from the previous observation.

Section 1 – Teacher Evaluation Instrument

The teacher evaluation instrument will comprise two parts: 1) Professional Practice, worth 50% 70% of the evaluation and 2) Student Growth, worth 50% 30% of the evaluation.

Part A: Professional Practice

The professional practice portion of the evaluation will be based on no fewer than two (2) classroom observations. This portion of the evaluation is divided into four domains included in the Danielson 22 Framework and rate the observed teacher in each section of the domain using the 1-4 rubric scale provided in the Danielson Framework, and given weight based on the percentages below. ~~that are weighted as follows:~~

Domain 1: Planning and Preparation – Sections 1(a), 1(c), 1(e), 1(f) - 15% weight 10 points

Domain 2: Classroom Learning Environments – Sections 2(a), 2(b), 2(c), 2(d) - 15% weight 15 points

Domain 3: Instruction Learning Experiences – Sections 3(a), 3(b), 3(c), 3(d) - 20% weight 15 points

Domain 4: Professional Responsibilities – Section 4(b), 4(c), 4(d), 4(e) - 20% weight 40 points

Each domain above will have components and rubrics as provided in Appendix 3.

Portfolios Professional Development Plans

~~Teachers will not be required to complete a portfolio for Domains 1-3. A portfolio will be required for Domain 4 only, for non-tenured teachers and those in the cohort being observed in any given year. The due date for the Domain 4 Portfolio submission will be established by mutual agreement of both parties and published no later than September 30th each year. Portfolios will be scored using the Charles County Public Schools rubrics that are referenced in Appendix 3.~~

An individualized professional development plan will replace the teacher evaluation portfolio. The plan will consist of a self-evaluation using the components of Danielson Domains 1, 2, and 3 to create a professional development goal and plan to reach by the end of the year. Goals and plans will be set based on results and reflection to enhance teaching and learning, and plans will be individualized to help teachers attain their professional practice goal. Artifacts will be required as part of the completion of the individualized professional development plan.

At the beginning of the year, teachers will meet with a school administrator to review their professional practice goal (4e) and SLOs. A middle-of-year conference will be held to review the SLO and progress toward the professional practice goal. At the end of the year, to complete the requirements for Domain 4, teachers will provide artifacts for each of the Domain 4 components.

Section 2 – Ratings

Within each domain, using the rubric in the Danielson Framework for Teaching, the evaluator will determine if the educator is Ineffective, Developing, Effective, or Highly Effective for each component. The evaluator will assign one of the ratings to each of the sections of the domains based on the descriptions in the rubrics provided by the Danielson Framework. Each rating will be assigned the following point values: the following point values for each component:

Ineffective – 1 point
Developing – 2 points
Effective – 3 points
Highly Effective – 4 points

~~The percentage of possible points obtained for each domain will be multiplied by the weighting factor for that domain (10% or 15%), then added with the results from other domains to get the Professional Practice Rating. Of the 50 points possible for the Professional Practice portion of the evaluation:~~

~~— 0 — 15 points = Ineffective
15.1 — 25 points = Developing
25.1 — 40 points = Effective
40.1 — 50 points = Highly Effective~~

Part B: Student Growth

The student growth portion of the teacher evaluation will be based on the following components and will be weighted points as follows:

Classroom SLO #1 – 20 points 10%
Classroom SLO #2 – 20 points 10%
School SLO #1 – 5 points 5%
School SLO #2 – 5 points 5%

Each teacher's progress towards meeting measurements agreed to in SLOs will be rated on a rubric to be developed jointly by the Office of Teaching and Learning and the Office of School Administration and Leadership, in collaboration and mutual development with the Association. The rubric for accomplishment towards each SLO will result in a rating based on the following scale, and each SLO will be averaged into a final student Growth rating, calculated using the weighting agreed to referenced above.

Ineffective - 1 point
Developing - 2 points
Effective - 3 points
Highly effective - 4 points

Part C: Overall Ratings

An overall rating for both parts of the evaluation will be calculated by adding the teacher's Professional Practice score and Student Growth score based on the weighting agreed to in Section 1 of this article. The overall rating will be labeled as follows:

1.99 and below - Ineffective
2.00-2.19 - Developing
2.20-3.59 - Effective
3.6-4.0 - Highly Effective

~~Points for both parts will be added and the total score will be used to assign an overall rating as follows:~~

~~0-30.99 - Ineffective
31-49.99 - Developing
50-81.99 - Effective
82-100 - Highly Effective~~

If a teacher is rated overall effective or highly effective in any given year, that year will be reported to MSDE by the Board as satisfactory for purposes of certificate/**license** renewal and verification of experience.

If a teacher is rated overall developing in any given year, that year will be reported to MSDE by the Board as satisfactory for purposes of certificate/**license** renewal, verification of experience, and other documentation if the teacher's score lies in the top half of the point range for "developing." A teacher can continue with an overall rating of developing for two years, after which he or she must achieve an effective rating or else be rated ineffective.

Scoring Student Growth

General Stipulations:

- 1) Each teacher will develop two (2) classroom SLOs in collaboration with the evaluator. The teachers will select SLO measurements from a menu of acceptable measures provided by the Office of Teaching and Learning. These will be based on common assessments. If a common assessment is not available for the specific content area or class, SLOs based on measurable student data outcomes will be considered.
 - A. The teacher's draft SLO is due the last week of October in accordance with the timeline for Evaluation Dates document that is mutually developed by the Board and the Association.
 - B. All SLOs must be approved by the evaluator and finalized in November in accordance with the established timeline for Evaluation Dates.
 - C. If the educator and the evaluator cannot agree on whether a classroom SLO is appropriate, the disagreement will be appealed to the Superintendent's designee, who will consider comparable SLO targets system-wide in rendering a decision.
- 2) Complexity factors for all student growth measures identified within the SLO will be considered in the final evaluation. Progress toward the established target will be factored into the point values assigned toward each SLO.

A. The attributable students for student growth objectives/targets will not include:

- i. Students who were not enrolled in the educator's classroom by the First Friday in October unless, during the midyear review and discussion of complexity factors, both the educator and the evaluator agree to include students.

The Board and EACC agree that the goal should be for all students to be included in the SLO to the maximum extent possible. Students who are not available for learning 15% of the instructional period, or withdrawn from the teacher roster, are transferred to a different school, or assigned to an alternate placement will be excluded from the SLO after a teacher administrator conference has been held.

3) Interim review:

- A. Yearlong classes - during the first three weeks of January, the educator and evaluator will have the option to meet to discuss the progress of attributable students towards the identified classroom SLOs as well as interventions and supports put in place by the educator. Based on consideration of changing complexity factors, the teacher and evaluator may modify the SLO by mutual consent of both parties at this meeting.
- B. Semester-long classes – during the second full week in December, the educator and evaluator will have the option to meet to discuss the progress of attributable students towards the identified classroom SLOs as well as interventions and supports put in place by the educator. Based on consideration of changing complexity factors, the teacher and evaluator may modify the SLO by mutual consent of both parties at this meeting.

- ~~4) For each component of student growth (SLO, etc.), if the target/goal is met, or if there is satisfactory evidence that the teacher has implemented interventions and supports towards meeting the target goal, then the teacher will receive full credit (100% of the points) for that component. If the teacher fails to meet the target and has not implemented significant supports or interventions towards meeting that goal, then he or she will receive only partial credit towards the points for that component, proportional to the extent to which he or she did not meet the target and failed to implement significant supports and interventions to meet it. If the educator and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Board's Chief of Teaching and Learning or a designee if the remedy sought will change the teacher's overall rating~~
- 5) If an educator is absent due to FMLA, Leave of Absence, **administrative reassignment** or Workers' Compensation qualifying reasons for 15% of the days within the measured growth period, that year's student growth data will not be counted in his or her evaluation for that year. The educator's evaluation for that year will be based only on the professional practice component.
- 6) The process for setting teacher classroom SLO's and other measures will be revisited, and changed, if necessary, by the EACC and the Board jointly as needed, with the consent of both parties.

Part D: Self-Reflection and Teacher/Administrator Collaboration

Upon receiving their initial rating, a teacher shall be given the opportunity to write a self-reflection document, establishing the areas of evaluation the teacher considers points of pride, identify areas a teacher wishes to improve upon, questions a teacher has for their evaluator regarding determinations on performance, provide general feedback to administration on the observation process, etc. The form or guidelines of this document shall be developed jointly by the Office of Teaching and Learning and the Office of School Administration and Leadership, in collaboration and mutual development with the Association.

Teachers shall be afforded the opportunity to meet individually with their evaluator/administrator to discuss results of the evaluation, their own personal reflection on their personal performance, and identify areas in which the teacher could continue to grow and develop professionally and set concrete, measurable goals for professional improvement. Upon meeting with the teacher, an evaluator/administrator will have the opportunity to improve the rating of the teacher in response to the feedback provided by the teacher. Progress towards goals set between a teacher and their evaluator shall be incorporated into the Student Growth section of the teacher's rating, in a manner to be developed jointly between the Office of Teaching and Learning and the Office of School Administration and Leadership, in collaboration and mutual development with the Association.

Example of Teacher Evaluation Scoring

Professional Practice (70% of Total Score)																
Component	1a	1c	1e	1f	2a	2b	2c	2d	3a	3b	3c	3d	4b	4c	4d	4e
Rubric Score	3	4	2	3	3	3	3	3	3	2	2	3	2	3	3	3
Component Average	3				3				2.5				2.75			
Scale Weight	15%				15%				20%				20%			
Weighted Subscore	0.45				0.45				0.5				0.55			
Professional Practice Total	1.95															

Student Growth (30% of Total Score)				
SLO	Teacher 1	Teacher 2	School 1	School 2
Rubric Score	3	2	3	1
Scale Weight	10%	10%	5%	5%
Weighted Subscore	0.3	0.2	0.15	0.05
Student Growth Total	0.7			

Overall Evaluation

Total Evaluation Score	2.65	Effective
-------------------------------	------	-----------

Frequency of Teacher Evaluation

- 1) All teachers will receive an annual evaluation using both Professional Practice and Student Growth Measures.

- 2) Non-tenured teachers will be observed annually for Professional Practice until tenure is attained.
- 3) Tenured teachers will be observed for Professional Practice once every three years.
 - a. Teachers who will be observed for Professional Practice during the current school year shall be notified in writing by their direct supervisor by mid-September on the date established in the Evaluation Dates document that is jointly agreed upon.
 - b. Teachers in the second and third year of the evaluation cycle will be evaluated using the Student Growth Measures coupled with a carryover of their Professional Practice rating from year one of the cycle.
 - c. Any teacher who has been rated ineffective or developing during the previous year's evaluation cycle will receive an evaluation using both professional practice and student growth until such time an effective rating has been achieved.
 - d. The principal has the right to place teachers in the current cohort being observed prior to September 15, provided a Plan for Professional Growth was in place the prior school year.
 - e. Tenured retired/rehired teachers-
 - Retired from CCPS are year to year contracts and are not observed
 - Retired from another LEA in Maryland are observed and evaluated in year 1 and go on a three-year cycle after the first year
 - Retired from another state are treated as a nontenured new hire.
 - f. Nontenured retired/rehired teachers are treated as a new-hire teacher.

Section 2 – Evaluation of Other Unit I Employees

A work group led by the Office of Teaching and Learning and consisting of union members who are evaluated solely by a portfolio will be formed to make recommendations for evaluation components and frameworks for each of the positions in the contract that do not have an evaluation tool or process that aligns with the essential functions of their job. Those recommendations will be shared with the negotiations' teams for consideration for addition to the contract in FY 27.

All employees who complete portfolios as the sole component of their annual evaluation will have the portfolio requirement changed to two components per domain, with a maximum of two artifacts per component in consultation with their evaluator in FY25.

The purpose of this change is to have employees focus on specific areas of growth and reflect on specific areas of their professional practice.

EACC and the Board will continue to collaborate on a professional practice model pertinent to each of the Unit I job categories listed below, including indicators and mini portfolios with rubric scoring: School Counselors, Media Specialists, Athletic Directors, Testing Coordinators, Resource Teachers, IEP Facilitators, ~~Reading Recovery Teachers~~, Teachers at Stethem, Teachers in the STAY program, Infant and Toddler Teachers, Three Year Old Teachers, Deaf and Hard of Hearing Teachers, Special Education Compliance Facilitators, Interventionists, ESOL Teachers, **Speech Language Pathologists, Occupational Therapists, Physical Therapists, Social Workers**, and middle school STEM Teachers. The Portfolio criteria and scoring rubric is based on Charlotte Danielson's Framework of Teaching and includes the four domains which are included in Section 1.

The evaluation for employees in these positions will be scored based on the following components and points:

Professional Portfolio – 40 points

School SLO #1 – 5 points

School SLO #2 – 5 points

Points for all components will be added and the total score will be used to assign an overall rating as follows:

0-15 – Ineffective

15.5-24.5 – Developing

25-40.5 – Effective

41-50 – Highly Effective

The due date for portfolios will be ~~April 1st~~ reflected in the annual evaluation timeline agreed upon by the Board and EACC.

Section 3: Principal, Assistant Principal and Administrative Intern Evaluation Instruments

A goal of the Charles County Public Schools system is to graduate world-class citizens who will become quality contributors in their communities and beyond. To meet this goal, an administrator must have vision and must be a strong instructional leader that can lead the efforts of his or her school team to continue to excel and to meet the challenges within their individual school populations.

The principal, ~~vice~~ **assistant** principal and administrative intern evaluation will be a tool that measure the effectiveness of the individual in implementing best practices in conjunction with strong leadership skills, communication skills and human relation skills.

The principal, assistant principal and administrative intern evaluation instrument will be comprised of two parts: 1) Professional Practice, worth ~~50~~ **70 percent** points of the evaluation and 2) Student Growth, worth ~~50 points~~ **30 percent** of the evaluation. The evaluator for principals will be their direct supervisor or his or her designee. The evaluator for the assistant principal and administrative intern is the building principal.

Part A: Professional Practice for Principals

In collaboration with their supervisor, each principal will choose three (3) best practices that they are planning on implementing or continuing to implement and refine at their school. These best practices must be driven by data and address significant initiatives for school improvement. Each of the best practices should be explained ~~through a variety of means including a descriptive paragraph and accompanying data (graphs, spreadsheet, tables, etc.) that relates to the goals, results and outcomes~~ **using a format established by the Office of School Administration and Leadership**.

~~The Professional Practice portion of the principal, vice principal and administrative intern evaluation will be based on the Professional Standards for Educational Leaders.~~

Best practices will be due to the direct supervisor in **accordance with the Evaluation Timeline document**. Scores will be given based on **the Maryland State Department of Education rubric for the Professional Standards for Educational Leaders**. ~~a rubric matching the Professional Standards for Educational Leaders~~. Please see Appendix 4.

Part B: Professional Practice for Vice Assistant Principals and Administrative Interns

In collaboration with the building principal, each assistant principal and administrative intern will choose one (1) best practice that they are planning on implementing or continuing to implement and refine at their school. This best practice must be driven by data and address significant initiatives for school improvement. The best practices should be explained **using a format established by the Office of School Administration and Leadership**. ~~through a variety of means including a descriptive paragraph and accompanying data (graphs, spreadsheet, tables, etc.) that relates to the goals, results and outcomes.~~ **(30 points 35 percent)**

In addition, assistant principals and administrative interns will select ten (10) priority initiatives within the scope of their job duties on which to focus. Assistant principals and administrative

interns will be required to produce no more than three (3) artifacts for each priority. (20 points 35 percent)

The evaluator will assign the following point value for each component:

- | | |
|---|--------------------|
| 0 | Minimal Attainment |
| 1 | Partial Attainment |
| 2 | Full Attainment |

Best practices and priority initiatives will be due to the direct supervisor as outlined in the Evaluation Dates timeline document that is developed collaboratively between both parties and published no later than Mid-September of each year. Submission of administrators' best practices and priority initiatives should be directed to the appropriate supervisor in each May in accordance with the evaluation timeline document. Scores for the best practice project will be given based on a the Maryland State Department of Education rubric for the rubric matching the Professional Standards for Educational Leaders. (Appendix 4) Priority Initiatives will be scored using the rubric included in Appendix 6. Please see Appendix 4 and Appendix 6.

Part C: Student Growth

The student growth portion of the principal/vice assistant principal and administrative intern evaluation will be based on the following components and points:

- | | | |
|----------------|-------------|------------|
| School SLO # 1 | – 25 points | 15 percent |
| School SLO # 2 | – 25 points | 15 percent |

Scoring Student Growth Measurement for Principals and Vice Assistant Principals, and Administrative Interns

General Stipulations:

- 1) In evaluating a principal's/vice assistant principal's school's success under the student growth component, the evaluator will consider both the evidence of student learning, the attainment of set targets, and the interventions and support that the school principal/vice principal has implemented in order to achieve targets and goals.
- 2) The attributable students for student growth objectives/targets will not include
 - a. students who were not enrolled in the principal's school by Sept 30th of a given year; or
 - b. any student who is absent for more than 15% of the days within the measured growth period.

Unless, during the midyear review and discussion of complexity factors, both the principal/assistant principal and the evaluator agree to include students described in a or b above.

- 3) School SLO's will be developed by the principal in collaboration with the evaluator by mid-October in accordance with the timeline established by the Evaluation Dates document that is mutually agreed to by both parties. Each principal will develop two school SLO's, one of which must be tied to measurable academic achievement.
- 4) ~~For each component of student growth (SLO, etc.), If the target/goal is met, or if there is satisfactory evidence that the principal/assistant principal has implemented interventions and supports towards meeting the target goal, then the school principal/assistant principal will receive full credit (100% of the points) for that component. If the principal/assistant principal fails to meet the target and has not implemented significant supports or interventions towards meeting that goal, then he or she will receive only partial credit towards the points for that component, proportional to the extent to which he/she did not meet the target and failed to implement significant supports and interventions to meet it. If the principal/assistant principal and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Chief of Schools or the Superintendent.~~
- 5) If a principal/assistant principal is absent due to an FMLA, Leave of Absence, **administrative reassignment** or Workers' Compensation qualifying reason for 15% of the days, within the measured growth period that year's student growth data will not be counted in his/her evaluation for that year. The principal/assistant principal's evaluation for that year will be based only on the professional practice component.
- 6) Interim review – during the first three weeks of January, the principal/assistant principal and evaluator will have the option to meet to discuss the progress of attributable students towards the identified school SLOs as well as interventions and supports put in place by the principal/vice principal. Based on consideration of changing complexity factors, the principal/assistant principal and evaluator may modify the School SLO by mutual consent of both parties at this meeting.
- 7) If a principal/assistant principal is rated overall Developing in a given year, that year will be reported by the Board as satisfactory for purposes of certificate renewal, verification of experience, and other documentation if the principal's/assistant principal's score lies in the top half of the point range for "developing." A principal/assistant principal can continue with an overall rating of Developing for one year, after which time he or she must achieve an effective rating or else be rated ineffective.

The process for setting principal/assistant principal SLO's and other measures will be revisited, and changed if necessary, by the EACC and the Board jointly and with the consent of both parties.

Overall Rating

~~Points for both parts will be added and the total score will be used to assign an overall rating as follows:~~

——— 0-30.99 — Ineffective
——— 31-49.99 — Developing
——— 50-81.99 — Effective

Example of Principal Evaluation Scoring

Principals Professional Practice (70% of Total Score)			
Best Practice	Project 1	Project 2	Project 3
Rubric Score	3	4	2
Scale Weight	23.33%	23.33%	23.33%
Weighted Subscore	0.6999	0.9332	0.4666
Professional Practice Total	2.0997		

Student Growth (30% of Total Score)		
SLO	School 1	School 2
Rubric Score	3	4
Scale Weight	15%	15%
Weighted Subscore	0.45	0.6
Student Growth Total	1.05	

Overall Evaluation		
Total Evaluation Score	3.1497	Effective

Example of Assistant Principal and Administrative Intern Evaluation Scoring

Assistant Principals and Administrative interns Professional Practice (70% of Total Score)			
Best Practice	Project 1	Project 2	Project 3
Rubric Score	3	4	2
Scale Weight	23.33%	23.33%	23.33%
Weighted Subscore	0.6999	0.9332	0.4666
Professional Practice Total	2.0997		

Student Growth (30% of Total Score)		
SLO	School 1	School 2
Rubric Score	3	4
Scale Weight	15%	15%
Weighted Subscore	0.45	0.6
Student Growth Total	1.05	

Overall Evaluation		
Total Evaluation Score	3.1497	Effective

Frequency of Principal/Vice Principal Evaluations

Principals/assistant principals will be evaluated annually using both the Professional Practice and Student Growth Measures.

Section 4: Evaluation of Other Unit II Employees

~~EACC and the Board will continue to collaborate on a professional practice model pertinent to each of the Unit II job categories listed below, including indicators and mini portfolios with rubric scoring: Content supervisors, specialists, directors, instructional specialists, supervisors, and other Unit II employees not covered by Section 3 above. This model will be collaboratively developed by EACC representatives and the Board.~~ are evaluated by their supervisor using the A&S Evaluation Form which includes: goals and individual objectives meeting, organizational skills, job related skills, communication skills, professional growth and development, human relation skills, and accountability. There should be at least three meetings held each year to discuss work performance, a beginning of the year meeting to discuss goals, mid-year report meeting and an end of the year evaluation meeting.

ARTICLE 23

PLANS FOR PROFESSIONAL GROWTH

- A. In order to promote fairness and continuous self-improvement, employees will be notified as soon as possible of areas of concern in performance and will be afforded the opportunity for improvement.
- B. In the event of documentation other than formal evaluation of less than effective performance by an employee, the site administrator may meet with the employee to develop a Plan for Professional Growth (PPG). The employee shall have input into the development of the plan.
- C. If an employee receives an evaluation that indicates areas of ineffective performance, the site administrator shall meet with the employee to develop a PPG to ensure subsequent counseling and assistance. In developing the PPG and timelines, the employee shall have the right to EACC representation.
- D. The PPG shall include the following:
 - 1. Statement of problem(s) or concern(s) related to areas of ineffective performance
 - 2. Desired improvement including specific, measurable criteria
 - 3. Suggestions for improvement
 - 4. Provisions for assisting the employee including responsible parties and associated timelines (such as peer coaching, additional training, assignment of a mentor, opportunities for visitation, feedback on lesson plans and modeling/demonstration)
 - 5. Timeline and criteria for monitoring employee's future performance including an end or reevaluation date for the plan of assistance
 - 6. Signatures of site administrator and the employee

ARTICLE 24

REDUCTION IN FORCE

A. Definition

Reduction in force (RIF) shall be defined as the termination of an employee or the failure to allow an employee to return from leave because of one or more of the following reasons:

1. Budgetary allocations
2. Decreasing student enrollment
3. Discontinuation or reduction of state or federal funding for special programs
4. Consolidation or closing of a school or schools
5. Discontinuation of certain courses of instruction
6. Administrative reorganization

B. Procedure

The procedure to be used in a reduction in force of teachers will be as follows:

1. No tenured teacher will be terminated by virtue of his or her position being abolished if a conditionally certificated or a probationary teacher currently holds the same type of position.
2. If no such provisionally certificated or probationary teacher is currently holding the same type of a position, the Class II certificated unit member holding the same type of position will be terminated next in order.
3. The tenured teacher with the least service in Charles County in that type of position will be terminated next in order.
4. When an employee transfers from one type of position to another, he or she will be credited with his or her entire service in Charles County in the new position for reduction in force purposes.
5. Unit I teachers will have the option of one teaching position transfer, when a vacancy exists, before being subject to the RIF procedure. The teacher must be fully certified in the teaching area to which he or she is transferring.
6. Seniority will be determined by:
 - a. The effective date of continuous, uninterrupted service in Charles County. For the purpose of this section, approved leave of absence would not be considered as interrupting service; however, credit for experience would only apply in accordance with Article 19, Section G.
 - b. The date of the employee's signature on the contract.

C. Recall

1. Employees who have completed at least one year of service with CCPS whose positions have been terminated under this section shall be reemployed in cases where future vacancies develop in positions for which they are qualified with the teacher who was released most recently being eligible for the first vacancy.
2. Recall privilege shall exist for a three-year period.
3. If the unit member has been recalled and rejects the offer of a position, the member shall be deemed to have waived his or her reserve status. If subject employee has accepted employment in another Maryland Public School System and is unable to obtain a release from his or her employment contract, he or she may decline an offer to return to work and retain all recall rights if the offer is made on or after July 15. Such rights shall be retained until the following July 15.
4. Employees who are separated from employment due to a reduction in force (RIF) and who are recalled within three years will return to employment with the accumulated longevity and seniority in the position the employee held at time of separation.

ARTICLE 25

COLLABORATIVE DECISION-MAKING

The Board recognizes the necessity of obtaining input from professional staff and the community on issues which directly impact on classroom instruction and the quality of education. To this end, administrators at every level are encouraged to seek out and use staff and community input to the maximum extent possible.

- A. The Education Association of Charles County and the Board of Education agree that collaborative decision-making is a process in which all members of the education community at the school level participate. In each school, the principal will identify the group(s) through which the staff can identify problems, define goals, implement programs, and plan staff development activities.
- B. The attainment of consensus, wherever possible, shall be a primary goal. Both parties recognize that decisions made by consensus are the most effective in promoting cooperation and commitment to the policies established.

ARTICLE 26

IMPLEMENTATION RESPONSIBILITY

- A. The Board and the Association will participate jointly in the implementation of this agreement.
- B. The Board will take such action as may be necessary to give full force and effect to this agreement.
- C. The Association will assume the responsibility for supporting the Board in requiring the employees to meet their professional responsibility and contractual obligation.
- D. The Association will participate jointly with the Board in a cooperatively planned and financed program of public relations to inform the public concerning the agreement.
- E. Copies of the Agreement will be approved by both parties prior to web publication and be distributed by the Board to all current employees and newly appointed employees.

ARTICLE 27

PRIVATIZATION

The Board of Education of Charles County will make every attempt to protect employee jobs, and that it will only contract out educational services and/or processes normally performed by Unit I or Unit II employees if it is unable, after trying, to fill those positions with a permanent employee. In the event of such an occurrence, the Board will inform the Education Association of Charles County prior to entering into such contracts. The Board will notify the Association regarding the number and types of positions that are being contracted in a given year by September 30th.

The Board will make every effort to fill any previously filled contracted position with a permanent employee.

ARTICLE 28

ACADEMIC FREEDOM

In performance of their teaching functions, teachers shall be responsible to provide students the opportunity to investigate all facets, sides, and/or opinions of any and all topics and materials introduced or presented. Teachers shall have a special responsibility to provide such opportunity with regard to those which are or may be of a controversial nature. Such material presented to students must be relevant to the basic content of the course and appropriate to the maturity level and intellectual ability of the students. The teacher shall also be responsible to ensure that students are permitted to express their views and opinions to others and to encourage students to examine, analyze, evaluate, and synthesize all available information about such topics and materials. The teacher shall encourage each to form his or her own opinion of others and for the right of individuals to form and hold differing views and opinions. The basic content of a course and provisions for its implementation and supervision shall be the responsibility of the Board.

ARTICLE 29

DURATION AND SEVERABILITY

- A. The duration of this contract will be from July 1, 2025, through June 30, 2027 provided both parties have agreed to language for salary for the term listed above and the salary agreement is funded. The agreement will allow openers for the work of committees included in this document: EPED Standing Committee, BluePrint Pillar 2 Lead Teacher Committee, and other topics aligned with the BluePrint timeline. ~~the Joint Study Committee on Blueprint topics as specified in state law and the Joint EPED Committee.~~ During the term of this Agreement, neither party will be required to negotiate with respect to any matter except as noted above or as provided in ruling by the State Board of Education, the Public Employee Relations Board, or any other governing agency with authority to rule on the matter. A full re-opening of this Agreement will occur in SY 2026-2027.
- B. Work of the established joint study committees will make recommendations back to both bargaining teams and the Superintendent and may be incorporated in an MOU through mutual agreement.
- C. In the event the contract is not funded for the given year, negotiations, at the request of the Association, will be reopened on those items not funded as well as the length of the work year.
- D. In cases of conflict between provisions of this agreement, State Board of Education Bylaws, and the Public School Laws of Maryland, the latter takes precedence over the provisions of this Agreement.

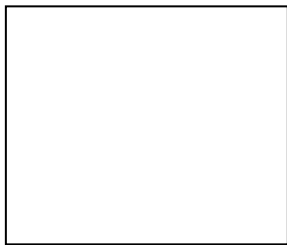
If any provision of this Agreement or any application thereof is held to be contrary to law by a court of competent jurisdiction, such provision or application will not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect. The parties will meet not later than fifteen (15) days after any such holding for the purpose of renegotiating the provisions affected.

- E. As the timeline for the Blueprint for Maryland's Future initiatives are enacted, negotiations will be reopened for the sole purposes of negotiating provisions of the legislation that impact salary, working conditions, or any other provision of this contract upon mutual agreement.
- F. This Agreement may not be modified in whole or in part except by an instrument in writing duly executed by both parties.

APPENDIX 1



APPENDIX 2



APPENDIX 3

PROFESSIONAL PRACTICE FOR TEACHERS

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> Content knowledge Prerequisite relationships Content pedagogy 1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> Child development Learning process Special needs Student skills, knowledge, and proficiency Interest and cultural heritage 1c Setting Instructional Outcomes <ul style="list-style-type: none"> Value, sequence, and alignment Clarity Balance Suitability for diverse learners 1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> For classroom To extend content knowledge For students 1e Designing Coherent Instruction <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure 1f Designing Student Assessments <ul style="list-style-type: none"> Congruence with outcomes Criteria and standards Formative assessments Use for planning 	DOMAIN 2: The Classroom Environment 2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> Teacher Interaction with students Student interaction with students 2b Establishing a Culture for Learning <ul style="list-style-type: none"> Importance of content Expectations for learning and achievement Student pride in work 2c Managing Classroom Procedures <ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Supervision of volunteers and paraprofessionals 2d Managing Student Behavior <ul style="list-style-type: none"> Expectations Monitoring behavior Response to misbehavior 2e Organizing Physical Space <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and resources
DOMAIN 4: Professional Responsibilities 4a Reflecting on Teaching <ul style="list-style-type: none"> Accuracy Use in future teaching 4b Maintaining Accurate Records <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records 4c Communicating with Families <ul style="list-style-type: none"> About instructional program About individual students Engagement of families in instructional program 4d Participating in a Professional Community <ul style="list-style-type: none"> Relationships with colleagues Participation in school projects Involvement in culture of professional inquiry Service to school 4e Growing and Developing Professionally <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession 4f Showing Professionalism <ul style="list-style-type: none"> Integrity/ethical conduct Service to students Advocacy Decision-making Compliance with school/district regulations 	DOMAIN 3: Instruction 3a Communicating With Students <ul style="list-style-type: none"> Expectations for learning Directions and procedures Explanations of content Use of oral and written language 3b Using Questions and Discussion Techniques <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation 3c Engaging Students in Learning <ul style="list-style-type: none"> Activities and assignments Student groups Instructional materials and resources Structure and pacing 3d Using Assessment in Instruction <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring 3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence

www.danielsongroup.org

DOMAIN 1: PLANNING AND PREPARATION Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.

DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Setting Instructional Outcomes
Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several - different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

DOMAIN 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources
Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

DOMAIN 1: PLANNING AND PREPARATION**Component 1e: Designing Coherent Instruction**

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING AND PREPARATION**Component 1e: Designing Coherent Instruction**

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2b: Establishing a Culture for Learning
Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures
Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Managing Student Behavior
Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space
Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION Component 3a: Communicating with Students Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques Elements: Quality of questions • Discussion techniques • Student participation				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness
Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Teaching
Elements: Accuracy • Use in future teaching

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Noninstructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**Component 4f: Showing Professionalism****Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	BASIC 2	PROFICIENT 3	DISTINGUISHED 4
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

APPENDIX 4

PORTFOLIO RUBRICS

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of *each* student.

Unsatisfactory	Basic	Proficient	Distinguished
<p>The school's vision for student achievement is vague, incomplete, or based on insufficient measures of student learning. The mission and vision is communicated to the school stakeholders but no plans to engage the various stakeholders in the implementation is evident. Possible barriers to accomplishing the vision are identified, but plans for addressing barriers either are not present or are inappropriate. School programs are not consistent with the vision, or provide only surface-level changes. The school's vision is not inclusive of all learners and it is clear the various stakeholders do not embrace the core value that all students can learn.</p>	<p>A vision statement has been developed for the school, but most staff are unaware of or are unaffected by it. Staff members can articulate beliefs for their school but these values have not yet impacted their day-to-day work or the operation of the school. Staff members have participated in a process to establish the mission and vision of the school, but they do not yet influence instructional decisions in a meaningful way. A small group of staff members are working to incorporate the vision of the school into instructional goals and have tried to get others on board with this initiative. Their efforts have little impact to any significant degree.</p>	<p>The school's vision, mission, and core values are relevant to the needs of the school. School staff has endorsed the vision and mission of the school and feel some sense of ownership in it. School improvement planning and staff development initiatives are tied to the shared vision. Staff members have made a conscious effort to articulate and promote the attitudes and behaviors consistent with the school's core values. Most programs embrace the school's vision and plans are in place to modify the vision, if necessary. The school aligns practices with core values and new structures are in place to support these initiatives.</p>	<p>There is a successful vision for student achievement based on both qualitative and quantitative measures of student learning. Various stakeholders including students, staff, parents and community members are involved in maintaining and growing the mission/vision. Data is used to adjust and/or maintain the school's mission/vision and a long term plan is in place to promote ideals, to overcome future obstacles, and to marshal necessary resources, and it is evident staff uses the vision to guide their day-to-day efforts and decisions. The school's mission/vision advances support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. A shared belief that all students can be successful is clearly evident and is a core-value that is shared among all stakeholders as it is an embedded part of the school's culture.</p>

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
The principal is inconsistent in modeling personal ethics and integrity. There is no evidence to show decisions are based on relevant data or research. There is no evidence of reflection with students or staff. Little or no evidence of collaboration, transparency, and communication is used to advance student or staff's measureable goals.	The principal models personal ethics and integrity the majority of the time, but is inconsistent in expecting the same from others. When decisions are made, data and research that is used is not student-centered or it is not relevant to the decision. Reflection is inconsistent and does not inform and result in a change in practice. Transparency and communication are inconsistent and often do not lead to increased achievement students.	The principal models personal ethics and integrity at all times, and expects the same from others. Most significant decisions that are made include some consideration of relevant data or research. Individual reflection is ongoing and sometimes leads to a change in practice. Students and staff have been able to attain some growth on measurable goals due to collaboration and encouragement.	The principal establishes a reputation for modeling personal ethics and integrity through actions, and this has led to seeing the same behavior in others. All significant decisions have been made after careful consideration of relevant data and research, and students are always placed at the center of the decision-making process. Reflection, both personal and principal led w/teachers, exists in a safe and meaningful way that allows for improvement and allows staff to take responsibility for change and growth. Through collaboration, transparency, and communication, students and staff on numerous occasions have been able to reach higher levels of performance, commitment, and motivation on measurable objectives and initiatives.

Standard 3: Equity & Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
There is evidence to support the claim that inequity, unfairness, or lack of respect exists at the school. This leads to an unsafe learning environment whether physically, socially, or emotionally. Teachers need training in cultural sensitivity and/or different learning styles in order to properly meet the needs of all students. Certain subgroups or populations of students continually achieve low on standardized assessments, report cards, or other measures of student achievement. Disciplinary data also shows an inequity exists with referrals with certain subgroups or populations within the school.	A plan to promote equity, fairness, and respect within the school community is present, but not all encompassing. Certain subgroups and/or populations are lacking support and access to necessary resources in order to thrive. Teachers lack a sense of knowledge in teaching diverse cultures. At least 1 subgroup continues to show inequity in student achievement and/or disciplinary data. Although the school is able to identify these inequities, sufficient success to erase these gaps is lacking.	A plan to promote equity, fairness, and respect is detailed and addresses the needs of most student groups. A standard plan is in place to support the school's behavior and student responsibility plans. This plan is monitored by the administration and changes are made, if necessary. The plan includes proactive measures aimed at avoiding reactive decisions and is geared towards improving achievement, attendance, and behavior.	A comprehensive plan for promoting equity, fairness, and respect has been implemented with fidelity and has contributed to a safe and diverse learning environment for all students, including all subgroups and populations. A positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive and celebrate student and school achievement is in place and is routinely monitored by a stakeholder group consisting of staff. If needed, the plan is modified based on supporting data.

Standard 4: Curriculum, Instruction & Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
Teachers do not have a basic understanding of the standards they teach. Attempts have been made to build capacity with the standards, but the strategies shared have been inappropriate and inconsistent. The facilitation of content-based learning as it is appropriate to the student population is lacking. Multiple or ongoing assessments to measure student knowledge are used sporadically and do not effectively monitor student learning. Formative assessment is not used correctly and technology is not used to enhance teaching and learning.	Some teachers do not have a deep understanding of the standards they teach. Instructional practices do not always reflect intellectually challenging and authentic learning experiences. Administrators and/or instructional leadership lack the ability to support all teachers in their contents, and only help those contents they have background teaching. The plan to facilitate relevant content-based standards is present, but is vague, limited in scope and is not successful in raising student achievement. Multiple assessments are used to measure understanding; however, they do not target all learning styles or do not promote improvement. Formative assessment and technology are used by some staff, but not with fidelity.	Teachers have a deep understanding of the standards they teach. Administrators and/or instructional leadership are able to support teachers with their standards and are willing to help teachers through modeling, co-teaching, or coaching. Best practices are shared with teachers and teachers are expected to use these strategies to deliver instruction. A plan to use various content-based materials is present, and sufficiently meets the needs of most learners. A plan for using assessments to improve student achievement is in place. Formative assessment is used by most staff members to differentiate and/or reteach. Technology is used to facilitate learning in classrooms with students.	Administrators and teaching staff share a deep understanding of standards in order to promote cross-curricular and grade-level learning. Extensive implementation of diverse and content-relevant strategies and best practices of content delivery are used to facilitate learning. Multiple and ongoing assessments are used and have been shown to improve the academic performance of each student. The understanding and use of formative assessment is used by all staff members, as well as ongoing training to address how teachers should be changing what they’re doing during instruction to promote teaching and learning. Technology is used to facilitate learning in all stakeholders, including students, staff, and parents.

Standard 5: Community of Care & Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Unsatisfactory	Basic	Proficient	Distinguished
The school and individual student schedules demonstrate little or no understanding of the social, emotional, and academic needs of the students. Few or no extracurricular activities are offered for students, or there is low participation in most extracurricular activities. The majority of classrooms still have teachers lecturing the majority of the time and student engagement is lacking. Students do not take academic risks, and there is a “fixed” mindset among the staff in relation to student achievement.	Although the administration understands the social, emotional, and academic needs of students, many students are not receiving the academic support they need to be successful. Extracurricular activities are available to students, but not all student subgroups and populations are represented in participation. A plan is in place to increase student engagement that lessens the amount of time teachers lecture. There are some teachers that have embraced changing how instruction is delivered, but the majority of teachers still continue to lecture during the time they spend with students.	School and individual student schedules are created with student needs at the center of the decision. A wide variety of extracurricular and educational activities are offered to students through sports, clubs, and organizations. Academic, social, and emotional supports are in place for all students and create a culture where students feel safe. Student engagement is a priority in the school because teachers recognize the importance of creating an environment where all students can learn. More teachers continue to create activities that engage students, but not all teachers in the school have mastered the process.	School and individual student schedules are developed to be student-centered and maximize instructional time and staff collaboration. Extracurricular activities and academic choice are a part of the school day and promote emotional, social, and instructional support tailored to the individual needs of the students within the school. These embedded activities promote adult-student, student-peer, and community-peer relationships. Teachers encourage students to take risks in their learning, ensuring a mistake is a “stepping stone” and promoting a growth mindset. Student engagement is evident in almost all classrooms and is used to deliver instruction to meet the needs of diverse learners.

Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
Infrequent opportunities for staff members to develop and use skills in collaboration, leadership, and responsibility are offered. Students are scheduled with teachers that lack the capacity to meet their academic, social, and/or emotional needs. Supports are not in place to mentor new and/or struggling teachers. Walkthroughs, observations, and/or evaluations do not offer teachers feedback necessary to improve teaching and learning. All SLOs are created at the beginning of the school year and are not revisited again unless at a mid-year conference.	Opportunities to develop and use skills in collaboration, leadership, and responsibility are limited to a few certain staff members in the school. The rationale of teacher placement is not supported by data, whether qualitative or quantitative. Walkthroughs are used inconsistently to give teachers relevant feedback to improve teaching and learning. Observations and evaluations aren't returned to teachers in a timely manner, resulting in irrelevant feedback. Teachers are not aware of school SLOs and the school inconsistently offers professional development. Professional development that is offered sometimes is not useful for all staff.	Numerous opportunities for teaching staff to develop and use skills in collaboration, leadership, and responsibility are evident. When hired, teachers are placed on teams or departments purposely and thoughtfully. Professional development is provided to staff based on the overall needs of the school. Walkthroughs, observations, and evaluations are completed in a timely manner and give teachers the opportunity to conference with administrators and receive necessary suggestions to improve. All SLOs are created based on school data, and teachers are continually encouraged to build capacity based on their own individual needs.	Numerous opportunities for all staff members to develop and use skills in collaboration, leadership, and responsibility are evident and this is sufficiently integrated into the school culture. When hiring and/or placing staff, careful consideration is taken to match teacher capacity with student academic and support goals. Specific supports are in place to maintain teachers through mentoring, modeling, and providing differentiated professional development. Walkthroughs, observations, and evaluations offer actionable feedback aimed at improving teaching and learning. Professional learning plans focus on real situations and specific needs related to increasing the learning and well-being of all staff and students. All SLOs are considered living documents and reflect the diverse needs of both teachers and students.

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
<p>A professional development plan is established, but it is not based on quantitative and/or qualitative data, and it lacks organization and clear goals aimed at improving student achievement. Most teachers do not plan with other teachers, and a mutual accountability among the staff in relation to student achievement is lacking. Professional learning communities do not exist at the school. Professional development is offered, but it is not tailored to the school or teachers.</p>	<p>A professional development plan is established but it is not based on quantitative and/or qualitative data. Most teachers are often isolated and do not plan with other teachers. Professional learning communities do not support the improvement of teaching and learning. Professional development is offered, but a long-term plan to sustain staff learning does not exist.</p>	<p>A professional development plan based on qualitative and quantitative data that supports the staff improving student achievement is implemented and clearly states the achievement goals. Teachers have opportunities and are encouraged to plan with teachers inside and outside their team and/or department. Professional learning communities are in place and allow staff to take ownership over their own learning. Professional development is assigned to teachers by administrators and/or instructional leadership based on county initiatives, individual, and/or school needs.</p>	<p>A professional development plan is embedded in the school day and based on quantitative and qualitative data that supports the staff in improving student achievement is implemented and uses data to support its effectiveness. Shared responsibility and staff trust is evident by the structures in place that promote collaborative inquiry and problem-solving. Professional learning communities that employ collegial learning and feedback result in continuous improvement, both individual and school. Teachers have a say in professional development and are able to show how it helps to improve student achievement.</p>

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
Family and community stakeholder input is not sought when it comes to decisions affecting the school. Minimal attempts have been made to obtain community, business, institutional, and/or civic partnerships. Opportunities are not available for families to be engaged on a regular basis. Advocacy is minimal and communication is not successful in promoting the school's success and initiatives to the broader community.	Family and community stakeholder input on school decisions is infrequently used when making decisions affecting the school. The school has made unsuccessful attempts when trying to obtain a community, business, institutional, and/or civic partnership. Sporadic opportunities are available for families to be engaged with staff to establish programs and support that addresses student needs. Advocacy is minimal due to lack of family participation and known needs of the community. Communication is made when necessary and only when it impacts stakeholders.	The input of community and family stakeholders is sought when making decisions affecting the school. The school has a community, business, institutional, and/or civic partnership helps students and/or their families. Regular opportunities are available for families to be engaged with staff to establish programs and supports that address student needs. School staff advocates for students, families, and communities. Communication is ongoing and families and the community are aware of school news and events.	Diverse family and community stakeholders are an important factor in decisions affecting the school. The school has been strengthened by numerous well-established community, business, institutional, and/or civic partnerships which have proved to be a resource to students and their families. A well-established and ongoing reciprocal relationship has been facilitated with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students. The school and community are equal advocates for students. A regular, predictable system of communication between the school and community has been established and uses a variety of media.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
The school structures and processes in place are unrelated to student learning, and a relationship between staff and central office personnel is non-existent. Problem-solving and decision-making techniques are inconsistent and negatively impact student and/or staff learning. Fiscal, human, and material resources are not properly aligned to support student learning and achievement.	School structures and processes are in place to promote student learning, but a relationship between the school and central office is ineffective. Problem-solving and decision-making techniques that are used are not always effective in promoting student and/or staff learning. Fiscal, human, and material resources are aligned, and evidence shows student learning and achievement is not positively impacted with regards to the school's subgroups.	School structures and processes are in place to continuously support student learning in partnership with the staff and central office personnel. Problem-solving and decision-making techniques promote organizational development and support student and staff learning. Fiscal, human, and material resources are aligned, and there is evidence to show the positive affect they have on student learning and achievement in almost all student subgroups.	School structures and processes are in place that have been proven to increase student achievement and build relationships between staff and central office personnel. Problem-solving and decision-making techniques are used in a way that has been effective in promoting systems management and organizational development in the school and has positively impacted student achievement. Fiscal, human, and material resources are aligned, and there is clear evidence to show the positive affect they have on student learning and achievement in all student subgroups.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student’s academic success and well-being.

Unsatisfactory	Basic	Proficient	Distinguished
Goals and initiatives aimed at school improvement are created using either qualitative or quantitative data. Professional development offered is not offered or does not support student and teacher improvement. Teachers are unaware of goals and initiatives. The goals created do not improve teacher capacity or student achievement.	Data, both qualitative and quantitative, is analyzed in order to create goals aimed at improving teaching and learning. These goals and initiatives are not routinely monitored and/or measured for success. Professional development is not regularly offered to support these initiatives. The goals and initiatives do not change throughout the year to reflect the various needs that arise. The goals and initiatives created only increase student achievement in some subgroups, but not all of the subgroups/populations.	A variety of tools and technology is in place to gather feedback, organize and analyze data, and monitor student progress directed towards improving teaching and learning. School improvement initiatives are analyzed for success, and staff receives support for strategies that improve student achievement, if warranted. A “living” plan is in place to address underperforming subgroups. Plans for improvement are research-based and there are several key experts on these strategies throughout the building teachers can seek out to observe, learn from, or ask to model. The goals and initiatives created increase student achievement in the majority of the subgroups/population.	A variety of tools and technology is in place to gather feedback, organize and analyze multiple data sources, and monitor student progress directed towards improving teaching and learning, and it is evident the staff uses these techniques to guide their day-to-day decisions. School improvement initiatives are frequently analyzed for success, and staff receives continual support for strategies that improve student achievement in all subgroups. A long-term, differentiated plan is in place to address all student subgroups, including both high and low performing populations. The staff embraces a growth mindset, understanding that there’s always room for professional growth and the school leadership facilitates a culture that allows teachers to take risks. Plans for improvement are research-based and support the various needs of the staff as measured through quantitative and qualitative means.

APPENDIX 5

JOINT COMMITTEES

The following committees will be a joint effort between the EACC and the Board of Education to address issues discussed in negotiations.

1. ~~A joint Sick Leave Bank and Exchange Study Committee will be established effective July 1, 2021, between the Association, the Board, and AFSCME. The Committee will research and make recommendations regarding a Sick Leave Bank and Exchange being established. The Committee will be charged with considering structures, processes, and guidelines for implementation of a Sick Leave Bank and Exchange.~~ The Association (EACC) and CCPS will form a subset work group of the Pillar 2 BluePrint Committee led by the Office of Teaching and Learning for the purposes of creating the Lead Teacher duties. The group will outline the components of the essential functions of the Lead Teacher position. The work group will consist of equal representation between EACC and CCPS and be co-chaired by both parties and include administrators from both elementary and secondary levels.
2. A joint **Standing** EPED committee **will be established** and continue its work exploring needed recommendations for EPED. ~~The committee will convene at least twice in the first semester of the FY 23 school year.~~ The responsibilities of this committee are to:
 - Review stipend allocations for each EPED position considering essential job functions, duties, responsibilities and time commitment required for the position. The committee will consider structuring a system that aligns stipends with requirements for minimum hours, duties, responsibilities, duration of the activity, and the longevity of the employee in the EPED stipend role.
 - Consider increases to stipends to be commensurate with the responsibility of the work.
 - Review and update job descriptions for all negotiated EPED positions, outside of athletic programs, and create a mechanism for regular review.
 - Develop and oversee the process by which additional positions will be considered for inclusion in this article in future negotiations.
 - Provide a report to the Chief Negotiators for EACC and CCPS by February 1 each year which shall include recommendations for negotiations regarding Extra Pay for Extra Duty.
3. ~~The recommendations of the Joint Study Committee for Flexible Work Schedules will be piloted beginning in the summer of 2022 with 12-month employees being offered options for a compressed work week. The recommendations for telework will be phased~~

~~in for piloting in the fall of 2022. The committee should gather data on implementation of the flexible work options to consider any necessary changes.~~

- ~~4. A joint committee will be convened as needed to examine special education workload issues.~~
- ~~5. A joint committee will be convened as needed to make recommendations on effective, pertinent, staff development for certificated employees.~~
- ~~6. A joint committee will be convened to discuss insurance with the goal of reducing premium costs paid by the employee and the Board. Agreed upon changes will be recommended by the joint committee to the bargaining teams for possible inclusion in the negotiated agreement. The committee will also review savings generated by the prescription coverage change. Any savings generated by insurance changes will be used to enrich or lower the cost of the plans.~~

APPENDIX 6
Assistant PRINCIPAL AND ADMINISTRATIVE INTERN
PORTFOLIO RUBRIC

VICE PRINCIPAL: _____ **DATE:** _____

SCHOOL: _____

TOP PRIORITIES

SCORING

	Minimal At- tainment	Partial At- tainment	Full Attainment
1. <input type="text"/>	0	1	2
2. <input type="text"/>	0	1	2
3. <input type="text"/>	0	1	2
4. <input type="text"/>	0	1	2
5. <input type="text"/>	0	1	2
6. <input type="text"/>	0	1	2
7. <input type="text"/>	0	1	2
8. <input type="text"/>	0	1	2
9. <input type="text"/>	0	1	2
10. <input type="text"/>	0	1	2

Signatures of necessary parties will be here following ratification by EACC and CCPS