

July 1, 2025 – June 30, 2027

EDUCATION ASSOCIATION OF
CHARLES COUNTY (EACC)

AND

CHARLES COUNTY
BOARD OF EDUCATION (CCBOE)

NEGOTIATED AGREEMENT

Working Together to Achieve Excellence for Every Student.

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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 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-certified/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 unless otherwise noted.

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) business 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) business 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) business 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) business 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) business 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 Chief Human Resources Officer 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 Office 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 costs 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 the Office of 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 the 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 1st.
 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.
- 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) months	190
Ten and a half (10.5) months	200
Eleven (11) months	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.

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 educators who attend a mandatory New Educator Orientation held in August during their first year, will be paid 90% per diem rate of U1 Level 1 BS per day for each day of documented attendance. These days will be in addition to the regular educator work year as described above. 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 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.

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 the 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 the 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.

2) Early Dismissal Days

During 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 six (6) teacher planning days described above on the calendar so that they can be used by teachers to prepare interim reports for students.

3) Teacher In-Service Days

The school calendar typically contains one summer pre-service date, one fall date, and one winter date for teacher training. One half (3.5 hours) of the pre-service date will be used by the Office of Teaching and Learning to provide professional development and the other half (3.5 hours) will be allocated for teacher collaborative planning. The full day on the fall date will be allocated for school-based professional development/structured collaborative planning meetings at the principal's discretion. One half (3.5 hours) of the winter date will be allocated for professional learning facilitated by the Office of Teaching and Learning and the remainder of the day (3.5 hours) will be allocated for teacher report card preparation. On years when the calendar provides for a second full-day in-service date in the fall, one half (3.5 hours) of this time will be allocated to the Office of Teaching and Learning to facilitate teacher professional development and the remainder of the day (3.5 hours) will be allocated for structured teacher collaborative planning.

- K. Where possible, department heads and team leaders should have additional time for planning and carrying out their other duties.
- L. 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.
- M. 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.
- N. All Unit I school based employees, will have 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. 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.

O. 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.

P. 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.

Q. Lesson Plans

1. Lesson plans templates that have been approved by the Office of Teaching and Learning 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 schools' professional learning needs.

R. A preparation is defined as an area/subject for which a specific endorsement is required. If a teacher must be assigned to teach more than two different preparations, the principal will

explain the reasons no later than July 15th. 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.

- S. 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 (stipend available once per day even if the eligible teacher has more than one planning period). Special Education Teachers who are using their planning period to work on an additional caseload(s) for a special education teacher vacancy or non-certified special education teacher will be paid \$35 per planning period (stipend available once per day even if the eligible teacher has more than one planning period). When caseloads for a conditional teacher are assumed by one educator, the \$35.00 will be paid each workday. If two or more educators are splitting the caseload of a vacancy, or for a noncertified/licensed special educator, the \$35.00 will be available in an alternating cycle between the educators who have picked up the additional caseloads to ensure IEP compliance. 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 nontenured employees can be asked and will receive the same compensation if they choose to volunteer.
- T. 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.
- U. 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.

Special education teachers who take on the full responsibilities of a vacancy for the purposes of complying with student's documented needs will be compensated at the backfill rate recognizing the workload increase.

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. Employees hired after February 1 of any fiscal year will have the following February 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.
- 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 26, 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 27, 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. 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 assistant principal will be paid retroactively at the assistant 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. 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 one percent (1%) COLA will be added to the EPED scale in FY 26.
- 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:
 - a. Unit I bargaining unit members
 - b. Unit II bargaining unit members
 - c. Other CCPS employees
 - d. 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
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
SGA Sponsor (HS)	Year	Student Government	10

EPED POSITION	SEASON	ACTIVITY TYPE	PAY CATEGORY
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
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
Unified Bocce Coach - Head	Winter	Athletics	13
Unified Tennis Coach - Head	Fall	Athletics	13

EPED POSITION	SEASON	ACTIVITY TYPE	PAY CATEGORY
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 \$60.00 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 \$60.00
 - ii. Game workers that are working triple headers (i.e., Fr, JV, V Boys Basketball) are to be paid \$95.00
- b. When a game manager is needed (to substitute for the athletic director), they shall be paid \$85.00 per event
 - i. Game managers for triple headers are to be paid \$110.00
- 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 shall be reimbursed up to the maximum amounts agreed to per employee per fiscal year based on the following schedule. Tuition rates through FY 27 are documented in the chart below. Additional tuition reimbursement beyond these limits may be provided at the discretion of the Chief Human Resources Officer.

Purpose	FY 25	FY 26	FY 27
General	\$3,000.00	\$3,000.00	\$3,000.00

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. 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.
 5. 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.
- 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.
- 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.
- 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

ANNUAL and PERSONAL LEAVE

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.

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.

SICK LEAVE

- A. 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.

ADMINISTRATIVE LEAVE

A. Advanced Degree Leave

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

B. 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.

C. Floating Leave

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

- a. 11-month employees will receive 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

D. 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.

E. 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.

F. 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.

G. 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.

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.

The leave shall normally be for an entire school year or for the remainder of the school year in which it becomes effective.

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.

All leaves shall be affected in a consistent manner according to Board policy.

WORKPLACE INJURY LEAVES

A. 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.

B. 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. (See Appendix 4)
- 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.
- H. Employee Evaluation Instruments

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 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 is weighted based on the percentages below.

Domains	Sections	Weight
1: Planning and Preparation	1(a), 1(c), 1(e), 1(f)	15%
2: Learning Environments	2(a), 2(b), 2(c), 2(d)	15%
3: Learning Experiences	3(a), 3(b), 3(c), 3(d)	20%
4: Professional Responsibilities	4(b), 4(c), 4(d), 4(e)	20%

Each domain above will have components and rubrics as provided in Appendix 4.

Professional Development Plans

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.

Professional Practice 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:

Ratings	Point Values
Ineffective	1 point
Developing	2 points
Effective	3 points
Highly Effective	4 points

Part B: Student Growth

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

SLOs	Weight
Classroom SLO #1	10%
Classroom SLO #2	10%
School SLO #1	5%
School SLO #2	5%

Student Growth Ratings

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 (Appendix 5). 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

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) 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.
- 5) 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, identifying areas a teacher wishes to improve upon, and including questions a teacher has for the evaluator regarding determinations on performance. The format and guidelines for 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 reflection on their performance, and to identify areas in which the teacher could continue to grow and develop professionally. This may include setting measurable goals for professional improvement. Upon meeting with the teacher and considering the provided feedback, an evaluator/administrator will have the opportunity to adjust the teacher's rating. 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 timeline 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 be evaluated on two components per domain, with a maximum of two artifacts per component in consultation with their evaluator. This will permit employees to 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, 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	80% total
School SLO #1	10%
School SLO #2	10%

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

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

The due date for portfolios will be 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, 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 70 percent of the evaluation and 2) Student Growth, worth 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 using a format established by the Office of School Administration and Leadership and provided by September 15.

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. (See Appendix 6)

Part B: Professional Practice for 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 and provided by September 15. (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. (35 percent)

Best practices and priority initiatives will be due to the direct supervisor as outlined in the evaluation 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 each May in accordance with the evaluation timeline document. Scores for the best practice project will be given based on the Maryland State Department of Education rubric for the Professional

Standards for Educational Leaders. (Appendix 6) Priority Initiatives will be scored using the rubric included in Appendix 7.

Part C: Student Growth

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

School SLO #1	15%
School SLO #2	15%

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

General Stipulations:

- 1) In evaluating a 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 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 timeline 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) 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.
- 5) 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/assistant 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.

- 6) 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 principals/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 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

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

Content supervisors, specialists, directors, instructional specialists, supervisors, and other Unit II employees 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. (See Appendix 8)

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. 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

FY 26 – SY 2025/2026 SALARY SCALES

U1- 10 Mo.		BS	APC	MA*	RS
1	A	\$ 60,697	\$ 64,340	\$ 65,627	\$ 67,686
2	B	\$ 60,697	\$ 64,340	\$ 65,627	\$ 67,686
3	C	\$ 60,697	\$ 64,340	\$ 65,627	\$ 67,686
4	D	\$ 62,367	\$ 66,108	\$ 67,431	\$ 69,516
5	E	\$ 64,084	\$ 67,928	\$ 69,286	\$ 71,393
6	F	\$ 65,844	\$ 69,796	\$ 71,191	\$ 73,326
7	G	\$ 67,655	\$ 71,716	\$ 73,149	\$ 75,311
8	H	\$ 69,516	\$ 73,688	\$ 75,160	\$ 77,350
9	I	\$ 71,428	\$ 75,712	\$ 77,228	\$ 79,445
10	J	\$ 73,392	\$ 77,796	\$ 79,353	\$ 81,598
11	K	\$ 75,410	\$ 79,936	\$ 81,532	\$ 83,811
12	L		\$ 82,133	\$ 83,776	\$ 86,085
13	M		\$ 84,391	\$ 86,079	\$ 88,419
14	N		\$ 86,712	\$ 88,445	\$ 90,818
15	O		\$ 89,096	\$ 90,878	\$ 93,285
16	P		\$ 91,548	\$ 93,378	\$ 95,817
17	Q		\$ 94,064	\$ 95,945	\$ 98,421
18	R		\$ 96,648	\$ 98,583	\$ 101,095
19	S		\$ 99,309	\$ 101,294	\$ 103,843
20	T		\$ 102,039	\$ 104,080	\$ 106,698

U1 10.5Mo.		BS	APC	MA*	RS
1	A	\$ 63,892	\$ 67,726	\$ 69,080	\$ 71,186
2	B	\$ 63,892	\$ 67,726	\$ 69,080	\$ 71,186
3	C	\$ 63,892	\$ 67,726	\$ 69,080	\$ 71,186
4	D	\$ 65,649	\$ 69,587	\$ 70,980	\$ 73,113
5	E	\$ 67,456	\$ 71,503	\$ 72,932	\$ 75,091
6	F	\$ 69,310	\$ 73,469	\$ 74,938	\$ 77,123
7	G	\$ 71,217	\$ 75,490	\$ 76,998	\$ 79,212
8	H	\$ 73,174	\$ 77,565	\$ 79,117	\$ 81,360
9	I	\$ 75,187	\$ 79,697	\$ 81,291	\$ 83,566
10	J	\$ 77,254	\$ 81,890	\$ 83,529	\$ 85,831
11	K	\$ 79,379	\$ 84,144	\$ 85,824	\$ 88,160
12	L		\$ 86,455	\$ 88,185	\$ 90,553
13	M		\$ 88,833	\$ 90,609	\$ 93,010
14	N		\$ 91,275	\$ 93,101	\$ 95,537
15	O		\$ 93,785	\$ 95,662	\$ 98,132
16	P		\$ 96,366	\$ 98,293	\$ 100,797
17	Q		\$ 99,015	\$ 100,994	\$ 103,539
18	R		\$ 101,736	\$ 103,771	\$ 106,355
19	S		\$ 104,535	\$ 106,626	\$ 109,246
20	T		\$ 107,410	\$ 109,558	\$ 112,251

U1 11Mo.		BS	APC	MA*	RS
1	A	\$ 67,087	\$ 71,112	\$ 72,535	\$ 74,688
2	B	\$ 67,087	\$ 71,112	\$ 72,535	\$ 74,688
3	C	\$ 67,087	\$ 71,112	\$ 72,535	\$ 74,688
4	D	\$ 68,931	\$ 73,067	\$ 74,529	\$ 76,710
5	E	\$ 70,830	\$ 75,078	\$ 76,579	\$ 78,788
6	F	\$ 72,775	\$ 77,143	\$ 78,685	\$ 80,923
7	G	\$ 74,777	\$ 79,264	\$ 80,848	\$ 83,116
8	H	\$ 76,833	\$ 81,444	\$ 83,072	\$ 85,370
9	I	\$ 78,947	\$ 83,682	\$ 85,357	\$ 87,687
10	J	\$ 81,118	\$ 85,985	\$ 87,704	\$ 90,065
11	K	\$ 83,348	\$ 88,350	\$ 90,115	\$ 92,510
12	L		\$ 90,777	\$ 92,594	\$ 95,021
13	M		\$ 93,274	\$ 95,139	\$ 97,603
14	N		\$ 95,839	\$ 97,755	\$ 100,256
15	O		\$ 98,473	\$ 100,445	\$ 102,982
16	P		\$ 101,184	\$ 103,207	\$ 105,781
17	Q		\$ 103,966	\$ 106,043	\$ 108,657
18	R		\$ 106,822	\$ 108,959	\$ 111,615
19	S		\$ 109,761	\$ 111,958	\$ 114,652
20	T		\$ 112,780	\$ 115,035	\$ 117,804

U1 12 Mo.		BS	APC	MA*	RS
1	A	\$ 72,517	\$ 76,869	\$ 78,407	\$ 80,735
2	B	\$ 72,517	\$ 76,869	\$ 78,407	\$ 80,735
3	C	\$ 72,517	\$ 76,869	\$ 78,407	\$ 80,735
4	D	\$ 74,511	\$ 78,981	\$ 80,563	\$ 82,920
5	E	\$ 76,563	\$ 81,156	\$ 82,777	\$ 85,166
6	F	\$ 78,666	\$ 83,387	\$ 85,056	\$ 87,475
7	G	\$ 80,830	\$ 85,681	\$ 87,393	\$ 89,844
8	H	\$ 83,053	\$ 88,037	\$ 89,796	\$ 92,280
9	I	\$ 85,337	\$ 90,456	\$ 92,266	\$ 94,784
10	J	\$ 87,685	\$ 92,946	\$ 94,803	\$ 97,354
11	K	\$ 90,096	\$ 95,502	\$ 97,410	\$ 99,999
12	L		\$ 98,127	\$ 100,089	\$ 102,714
13	M		\$ 100,825	\$ 102,841	\$ 105,504
14	N		\$ 103,597	\$ 105,669	\$ 108,372
15	O		\$ 106,445	\$ 108,574	\$ 111,318
16	P		\$ 109,374	\$ 111,562	\$ 114,344
17	Q		\$ 112,382	\$ 114,629	\$ 117,454
18	R		\$ 115,470	\$ 117,779	\$ 120,650
19	S		\$ 118,647	\$ 121,021	\$ 123,933
20	T		\$ 121,910	\$ 124,348	\$ 127,339

Non-Pensionable Flat Rate**	
Pay Level 2/B	\$ 500
Pay Level 3/C	\$ 1,000

* - MA pay lane is for fully licensed staff with a Master's degree.

** - Always reference the Negotiated Agreement for details and clarity on coverage rates.

Pensionable Flat Rate Add-Ons**	
MA+30	\$ 1,000
PhD/EdD	\$ 2,500
NBCT Ins	\$ 10,000
NBCT Non-Ins	\$ 4,500
JROTC MA (prior 7/21)	\$ 4,000
Athletic Director	\$ 5,000
SLP/A - CCC	\$ 2,500
OTR cert.	\$ 2,500
PT specialist cert.	\$ 2,500
Psychologist - NCSP	\$ 2,500
Counselors - NBCC	\$ 2,500

FY 2026 Tentative Salary Scales - EACC/CCPS

Unit II			A	B	C	D	E	F	G	H	I	J	K	L	M
Job Detail			1	2	3	4	5	6	7	8	9	10	11	12	13
Pupil Personnel/School Psychologist 10 mo.	A4	PPS	\$ 85,611	\$ 87,964	\$ 90,383	\$ 92,868	\$ 95,422	\$ 98,046	\$100,743	\$103,513	\$106,360	\$109,286	\$112,291	\$115,378	\$118,551
Pupil Personnel/School Psychologist 10.5 mo.	A4.5	PPSP	\$ 90,115	\$ 92,593	\$ 95,138	\$ 97,755	\$100,444	\$103,206	\$106,043	\$108,960	\$111,957	\$115,035	\$118,199	\$121,449	\$124,789
Pupil Personnel/School Psychologist 11 mo.	A3	PPS	\$ 94,622	\$ 97,224	\$ 99,898	\$102,645	\$105,468	\$108,367	\$111,348	\$114,410	\$117,556	\$120,788	\$124,110	\$127,524	\$131,030
Pupil Personnel/School Psychologist 12 mo.	A2	PPS	\$102,281	\$105,093	\$107,985	\$110,953	\$114,003	\$117,139	\$120,361	\$123,671	\$127,072	\$130,565	\$134,157	\$137,846	\$141,636
Supervising PPW/SP/Counselor	A2	SP	\$114,754	\$117,910	\$121,151	\$124,484	\$127,907	\$131,425	\$135,037	\$138,751	\$142,567	\$146,488	\$150,516	\$154,655	\$158,909
Instructional Specialist 11 mo.	A3	IS	\$ 83,588	\$ 85,887	\$ 88,248	\$ 90,675	\$ 93,168	\$ 95,730	\$ 98,362	\$101,069	\$103,848	\$106,703	\$109,637	\$112,653	\$115,751
Instructional Specialist 12 mo.	A2	IS	\$ 90,355	\$ 92,840	\$ 95,393	\$ 98,017	\$100,713	\$103,481	\$106,326	\$109,250	\$112,255	\$115,342	\$118,514	\$121,773	\$125,122
Coordinator/Specialist	A2	CS	\$100,182	\$102,938	\$105,769	\$108,676	\$111,664	\$114,735	\$117,892	\$121,134	\$124,465	\$127,887	\$131,405	\$135,017	\$138,730
Elementary AP 11 mo.	A3	APE	\$ 92,896	\$ 95,451	\$ 98,076	\$100,773	\$103,544	\$106,393	\$109,317	\$112,324	\$115,413	\$118,586	\$121,847	\$125,198	\$128,641
Middle School AP 11 mo.	A3	APMS	\$ 95,325	\$ 97,945	\$100,639	\$103,407	\$106,250	\$109,173	\$112,174	\$115,260	\$118,429	\$121,685	\$125,031	\$128,469	\$132,003
Middle School AP 12 mo.	A2	APMS12	\$103,042	\$105,875	\$108,786	\$111,779	\$114,852	\$118,010	\$121,255	\$124,591	\$128,017	\$131,537	\$135,154	\$138,870	\$142,690
High School AP 12 mo.	A2	AP12M	\$108,681	\$111,670	\$114,742	\$117,897	\$121,139	\$124,470	\$127,893	\$131,410	\$135,022	\$138,737	\$142,551	\$146,472	\$150,500
Elementary School Principal	A2	PE	\$119,611	\$122,900	\$126,280	\$129,753	\$133,320	\$136,986	\$140,754	\$144,623	\$148,602	\$152,687	\$156,887	\$161,202	\$165,634
Middle School Principal	A2	PM	\$124,468	\$127,891	\$131,408	\$135,020	\$138,734	\$142,549	\$146,469	\$150,498	\$154,636	\$158,889	\$163,258	\$167,747	\$172,361
High School Principal	A2	PH	\$132,966	\$136,623	\$140,380	\$144,241	\$148,207	\$152,282	\$156,471	\$160,774	\$165,195	\$169,737	\$174,405	\$179,201	\$184,130
Director	A2	D	\$125,683	\$129,139	\$132,690	\$136,338	\$140,089	\$143,941	\$147,898	\$151,966	\$156,145	\$160,440	\$164,852	\$169,384	\$174,042

FY 27 – SY 2026/2027 SALARY SCALES

U1- 10 Mo.		BS	APC	MA*	RS
1	A	\$ 62,518	\$ 66,269	\$ 67,595	\$ 69,715
2	B	\$ 62,518	\$ 66,269	\$ 67,595	\$ 69,715
3	C	\$ 62,518	\$ 66,269	\$ 67,595	\$ 69,715
4	D	\$ 64,237	\$ 68,091	\$ 69,454	\$ 71,599
5	E	\$ 66,003	\$ 69,964	\$ 71,364	\$ 73,535
6	F	\$ 67,818	\$ 71,888	\$ 73,326	\$ 75,525
7	G	\$ 69,684	\$ 73,864	\$ 75,342	\$ 77,570
8	H	\$ 71,599	\$ 75,896	\$ 77,415	\$ 79,671
9	I	\$ 73,569	\$ 77,982	\$ 79,544	\$ 81,828
10	J	\$ 75,592	\$ 80,127	\$ 81,732	\$ 84,045
11	K	\$ 77,670	\$ 82,330	\$ 83,979	\$ 86,324
12	L		\$ 84,594	\$ 86,288	\$ 88,667
13	M		\$ 86,921	\$ 88,661	\$ 91,071
14	N		\$ 89,311	\$ 91,099	\$ 93,542
15	O		\$ 91,768	\$ 93,604	\$ 96,083
16	P		\$ 94,291	\$ 96,178	\$ 98,692
17	Q		\$ 96,884	\$ 98,823	\$ 101,372
18	R		\$ 99,548	\$ 101,540	\$ 104,127
19	S		\$ 102,286	\$ 104,333	\$ 106,957
20	T		\$ 105,099	\$ 107,202	\$ 109,898

U1 10.5 Mo.		BS	APC	MA*	RS
1	A	\$ 65,809	\$ 69,758	\$ 71,153	\$ 73,321
2	B	\$ 65,809	\$ 69,758	\$ 71,153	\$ 73,321
3	C	\$ 65,809	\$ 69,758	\$ 71,153	\$ 73,321
4	D	\$ 67,618	\$ 71,676	\$ 73,110	\$ 75,305
5	E	\$ 69,478	\$ 73,647	\$ 75,121	\$ 77,342
6	F	\$ 71,388	\$ 75,672	\$ 77,187	\$ 79,436
7	G	\$ 73,351	\$ 77,753	\$ 79,310	\$ 81,587
8	H	\$ 75,368	\$ 79,891	\$ 81,492	\$ 83,801
9	I	\$ 77,441	\$ 82,088	\$ 83,733	\$ 86,072
10	J	\$ 79,571	\$ 84,346	\$ 86,036	\$ 88,406
11	K	\$ 81,758	\$ 86,665	\$ 88,402	\$ 90,805
12	L		\$ 89,049	\$ 90,833	\$ 93,269
13	M		\$ 91,498	\$ 93,330	\$ 95,799
14	N		\$ 94,014	\$ 95,897	\$ 98,402
15	O		\$ 96,600	\$ 98,534	\$ 101,076
16	P		\$ 99,256	\$ 101,244	\$ 103,820
17	Q		\$ 101,985	\$ 104,028	\$ 106,644
18	R		\$ 104,790	\$ 106,888	\$ 109,544
19	S		\$ 107,672	\$ 109,828	\$ 112,523
20	T		\$ 110,633	\$ 112,848	\$ 115,616

U1 11 Mo.		BS	APC	MA*	RS
1	A	\$ 69,099	\$ 73,244	\$ 74,710	\$ 76,927
2	B	\$ 69,099	\$ 73,244	\$ 74,710	\$ 76,927
3	C	\$ 69,099	\$ 73,244	\$ 74,710	\$ 76,927
4	D	\$ 70,999	\$ 75,259	\$ 76,765	\$ 79,011
5	E	\$ 72,952	\$ 77,328	\$ 78,876	\$ 81,151
6	F	\$ 74,958	\$ 79,455	\$ 81,046	\$ 83,349
7	G	\$ 77,019	\$ 81,640	\$ 83,274	\$ 85,609
8	H	\$ 79,137	\$ 83,885	\$ 85,564	\$ 87,930
9	I	\$ 81,313	\$ 86,192	\$ 87,917	\$ 90,316
10	J	\$ 83,549	\$ 88,562	\$ 90,334	\$ 92,766
11	K	\$ 85,847	\$ 90,998	\$ 92,818	\$ 95,285
12	L		\$ 93,501	\$ 95,371	\$ 97,872
13	M		\$ 96,072	\$ 97,993	\$ 100,530
14	N		\$ 98,714	\$ 100,688	\$ 103,264
15	O		\$ 101,429	\$ 103,456	\$ 106,070
16	P		\$ 104,218	\$ 106,301	\$ 108,952
17	Q		\$ 107,085	\$ 109,224	\$ 111,917
18	R		\$ 110,030	\$ 112,228	\$ 114,961
19	S		\$ 113,056	\$ 115,314	\$ 118,091
20	T		\$ 116,164	\$ 118,485	\$ 121,336

U1 12 Mo.		BS	APC	MA*	RS
1	A	\$ 74,693	\$ 79,174	\$ 80,758	\$ 83,155
2	B	\$ 74,693	\$ 79,174	\$ 80,758	\$ 83,155
3	C	\$ 74,693	\$ 79,174	\$ 80,758	\$ 83,155
4	D	\$ 76,746	\$ 81,351	\$ 82,979	\$ 85,407
5	E	\$ 78,857	\$ 83,589	\$ 85,260	\$ 87,719
6	F	\$ 81,025	\$ 85,888	\$ 87,605	\$ 90,097
7	G	\$ 83,253	\$ 88,249	\$ 90,014	\$ 92,539
8	H	\$ 85,543	\$ 90,676	\$ 92,489	\$ 95,048
9	I	\$ 87,895	\$ 93,170	\$ 95,032	\$ 97,626
10	J	\$ 90,312	\$ 95,732	\$ 97,645	\$ 100,275
11	K	\$ 92,796	\$ 98,365	\$ 100,330	\$ 102,998
12	L		\$ 101,070	\$ 103,090	\$ 105,795
13	M		\$ 103,849	\$ 105,924	\$ 108,668
14	N		\$ 106,705	\$ 108,837	\$ 111,622
15	O		\$ 109,639	\$ 111,830	\$ 114,655
16	P		\$ 112,654	\$ 114,906	\$ 117,773
17	Q		\$ 115,752	\$ 118,066	\$ 120,978
18	R		\$ 118,935	\$ 121,312	\$ 124,268
19	S		\$ 122,205	\$ 124,649	\$ 127,649
20	T		\$ 125,566	\$ 128,076	\$ 131,159

Coverage Rates Above Contract Hours**	
NTO	\$ 296 /day
Backfill	1/2 Degreeed LTS
Cross Building Cover	\$ 56 /day
OSAL PD Teaching	\$ 35 /hour
ELO - U1	\$ 30 /hour
ELO - U2	\$ 35 /hour
Admin (out of duty)	\$ 45 /hour
Vol. Plan Cover	\$ 35 planning
SPED Casework Cover	\$ 35 /CL/day
Additional Class	1/7 salary

Non-Pensionable Flat Rate**	
Pay Level 2/B	\$ 500
Pay Level 3/C	\$ 1,000

* - MA pay lane is for fully licensed staff with a Master's degree.

** - Always reference the Negotiated Agreement for details and clarity on coverage rates.

Pensionable Flat Rate Add-Ons**	
MA+30	\$ 1,000
PhD/EdD	\$ 2,500
NBCT Ins	\$ 10,000
NBCT Non-Ins	\$ 4,500
JROTC MA (prior 7/21)	\$ 4,000
Athletic Director	\$ 5,000
SLP/A - CCC	\$ 2,500
OTR cert.	\$ 2,500
PT specialist cert.	\$ 2,500
Psychologist - NCSP	\$ 2,500
Counselors - NBCC	\$ 2,500

FY 2027 Tentative Salary Scales - EACC/CCPS

Unit II Job Detail			A	B	C	D	E	F	G	H	I	J	K	L	M
			1	2	3	4	5	6	7	8	9	10	11	12	13
Pupil Personnel/School Psychologist 10 mo.	A4	PPS	\$ 88,178	\$ 90,603	\$ 93,094	\$ 95,655	\$ 98,286	\$ 100,988	\$ 103,765	\$ 106,618	\$ 109,551	\$ 112,564	\$ 115,659	\$ 118,839	\$ 122,108
Pupil Personnel/School Psychologist 10.5 mo.	A4.5	PPSP	\$ 92,817	\$ 95,370	\$ 97,992	\$ 100,687	\$ 103,455	\$ 106,300	\$ 109,223	\$ 112,227	\$ 115,313	\$ 118,484	\$ 121,742	\$ 125,089	\$ 128,530
Pupil Personnel/School Psychologist 11 mo.	A3	PPS	\$ 97,460	\$ 100,140	\$ 102,894	\$ 105,723	\$ 108,631	\$ 111,618	\$ 114,687	\$ 117,841	\$ 121,082	\$ 124,412	\$ 127,833	\$ 131,349	\$ 134,961
Pupil Personnel/School Psychologist 12 mo.	A2	PPS	\$ 105,348	\$ 108,246	\$ 111,222	\$ 114,282	\$ 117,424	\$ 120,653	\$ 123,971	\$ 127,380	\$ 130,883	\$ 134,482	\$ 138,181	\$ 141,980	\$ 145,885
Supervising PPW/SP/Counselor	A2	SP	\$ 118,195	\$ 121,445	\$ 124,785	\$ 128,216	\$ 131,742	\$ 135,365	\$ 139,087	\$ 142,911	\$ 146,842	\$ 150,881	\$ 155,029	\$ 159,293	\$ 163,673
Instructional Specialist 11 mo.	A3	IS	\$ 86,096	\$ 88,464	\$ 90,896	\$ 93,396	\$ 95,965	\$ 98,604	\$ 101,316	\$ 104,102	\$ 106,964	\$ 109,906	\$ 112,928	\$ 116,034	\$ 119,225
Instructional Specialist 12 mo.	A2	IS	\$ 93,066	\$ 95,625	\$ 98,255	\$ 100,956	\$ 103,732	\$ 106,585	\$ 109,517	\$ 112,529	\$ 115,623	\$ 118,802	\$ 122,069	\$ 125,426	\$ 128,876
Coordinator/Specialist	A2	CS	\$ 103,186	\$ 106,024	\$ 108,940	\$ 111,936	\$ 115,015	\$ 118,178	\$ 121,428	\$ 124,767	\$ 128,198	\$ 131,724	\$ 135,346	\$ 139,069	\$ 142,893
Elementary AP 11 mo.	A3	APE	\$ 95,683	\$ 98,315	\$ 101,018	\$ 103,796	\$ 106,650	\$ 109,583	\$ 112,597	\$ 115,693	\$ 118,874	\$ 122,144	\$ 125,502	\$ 128,954	\$ 132,500
Middle School AP 11 mo.	A3	APMS	\$ 98,184	\$ 100,883	\$ 103,657	\$ 106,508	\$ 109,438	\$ 112,447	\$ 115,539	\$ 118,717	\$ 121,982	\$ 125,337	\$ 128,783	\$ 132,324	\$ 135,963
Middle School AP 12 mo.	A2	APMS12	\$ 106,131	\$ 109,050	\$ 112,050	\$ 115,131	\$ 118,298	\$ 121,550	\$ 124,893	\$ 128,328	\$ 131,856	\$ 135,482	\$ 139,208	\$ 143,036	\$ 146,970
High School AP 12 mo.	A2	AP12M	\$ 111,940	\$ 115,019	\$ 118,182	\$ 121,432	\$ 124,771	\$ 128,202	\$ 131,728	\$ 135,350	\$ 139,073	\$ 142,897	\$ 146,827	\$ 150,864	\$ 155,013
Elementary School Principal	A2	PE	\$ 123,197	\$ 126,585	\$ 130,066	\$ 133,644	\$ 137,319	\$ 141,095	\$ 144,975	\$ 148,962	\$ 153,058	\$ 157,268	\$ 161,593	\$ 166,036	\$ 170,602
Middle School Principal	A2	PM	\$ 128,200	\$ 131,726	\$ 135,348	\$ 139,071	\$ 142,895	\$ 146,824	\$ 150,862	\$ 155,011	\$ 159,274	\$ 163,654	\$ 168,154	\$ 172,778	\$ 177,530
High School Principal	A2	PH	\$ 136,954	\$ 140,721	\$ 144,590	\$ 148,566	\$ 152,652	\$ 156,850	\$ 161,164	\$ 165,596	\$ 170,150	\$ 174,829	\$ 179,637	\$ 184,577	\$ 189,653
Director	A2	D	\$ 129,452	\$ 133,012	\$ 136,670	\$ 140,428	\$ 144,290	\$ 148,257	\$ 152,334	\$ 156,523	\$ 160,827	\$ 165,250	\$ 169,794	\$ 174,463	\$ 179,261

APPENDIX 2

EXTRA DUTY PAY STIPENDS

1% cola adjustment has been applied for FY 26

Category	Stipend
1	3,608
2	3,299
3	2,750
4	2,475
5	2,336
6	2,200
7	2,063
8	1,926
9	1,788
10	1,650
11	1,511
12	1,374
13	963
14	826
15	687
16	383
17	139

APPENDIX 3

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. 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 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. A joint committee will be convened as needed to examine special education workload issues.

APPENDIX 4

PROFESSIONAL PRACTICE FOR TEACHERS: 2022 DANIELSON FRAMEWORK FOR TEACHING

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1a - Applying Knowledge of Content and Pedagogy <ul style="list-style-type: none"> ○ Disciplinary Expertise ○ Pedagogical Content Knowledge ○ Knowledge of Interdisciplinary Relationships and Skills • 1c - Setting Instructional Outcomes <ul style="list-style-type: none"> ○ Value and Relevance ○ Alignment to Grade Level Standards ○ Clarity of Purpose ○ Integration of Multiple Aspects of Student Development • 1e - Planning Coherent Instruction <ul style="list-style-type: none"> ○ Tasks and Activities ○ Flexible Learning ○ Student Collaboration ○ Structure and Flow • 1f – Designing and Analyzing Assessments <ul style="list-style-type: none"> ○ Congruence with Instructional Outcomes ○ Criteria and Standards ○ Planning Formative Assessments ○ Analysis and Application 	<p>Domain 2: Learning Environments</p> <ul style="list-style-type: none"> • 2a - Cultivating Respectful and Affirming Environments <ul style="list-style-type: none"> ○ Positive Relationships ○ Sense of Belonging ○ Cultural Responsiveness ○ Positive Conflict Resolution • 2b – Fostering a Culture for Learning <ul style="list-style-type: none"> ○ Purpose and Motivation ○ Dispositions for Learning ○ Student Agency and Pride in Work ○ Support and Perseverance • 2c – Maintaining Purposeful Environments <ul style="list-style-type: none"> ○ Productive Collaboration ○ Student Autonomy and Responsibility ○ Equitable Access to Resources and Supports ○ Non-Instructional Tasks • 2d – Supporting Positive Student Behavior <ul style="list-style-type: none"> ○ Expectations for the Learning Community ○ Modeling and Teaching Habits of Character ○ Self-Monitoring and Collective Responsibility
<p>Domain 3: Learning Experiences</p> <ul style="list-style-type: none"> • 3a – Communicating About Purpose and Content <ul style="list-style-type: none"> ○ Purpose for Learning and Criteria for Success ○ Specific Expectations ○ Explanations of Content ○ Use of Academic Language • 3b – Using Questioning and Discussion Techniques <ul style="list-style-type: none"> ○ Critical Thinking and Deeper Learning ○ Reasoning and Reflection ○ Student Participation • 3c - Engaging Students in Learning <ul style="list-style-type: none"> ○ Rich Learning Experiences ○ Collaboration and Teamwork ○ Use of Instructional Materials and Resources ○ Opportunities for Thinking and Reflection • 3d – Using Assessment for Learning <ul style="list-style-type: none"> ○ Clear Standards for Success ○ Monitoring Student Understanding ○ Timely, Constructive Feedback 	<p>Domain 4: Principled Teaching</p> <ul style="list-style-type: none"> • 4b - Documenting Student Progress <ul style="list-style-type: none"> ○ Student Progress Toward Mastery ○ Shared Ownership ○ Maintaining Reliable Records • 4c – Engaging Families and Communities <ul style="list-style-type: none"> ○ Respect and Cultural Competence ○ Community Values ○ Instructional Program ○ Engagement in Learning Experiences • 4d – Contributing to School and Community Culture <ul style="list-style-type: none"> ○ Relational Trust and Collaborative Spirit ○ Culture of Inquiry and Innovation ○ Service to the School • 4e – Growing and Developing Professionally <ul style="list-style-type: none"> ○ Curiosity and Autonomy ○ Developing Cultural Competence ○ Enhancing Knowledge and Skills ○ Seeking and Acting of Feedback

	Domain 1 – Planning and Preparation Component 1a – Applying Knowledge of Content and Pedagogy			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Disciplinary Expertise	Planning & preparation include content errors or demonstrate a lack of understanding of the content.	Planning & preparation indicate partial understanding of the central concepts of the discipline & their relationship to one another.	Planning & preparation reflect solid understanding of content & the structure of the discipline being taught.	Planning & preparation reflect extensive knowledge of important concepts & how they relate to one another, as well as recent developments in the discipline.
Pedagogical Content Knowledge	Lesson & unit plans lack consideration for prerequisite knowledge & possible student misconceptions.	Lesson & unit plans include instructional strategies & representations of content that are partially suitable & show some consideration for prerequisite knowledge important to student learning of the content.	Lesson & unit plans include a variety of strategies & representations of content appropriate to the discipline, use a range of pedagogical approaches, & demonstrate understanding of prerequisite relationships among topics & concepts.	In lessons & units planned or adapted, instructional strategies & representations of content are chosen wisely & explicitly for their suitability to the content & their ability to foster high levels of intellectual engagement, skill development, & critical thinking.
Knowledge of Interdisciplinary Relationships and Skills	No interdisciplinary relationships are identified in plans or preparation.	Plans & preparation cite some relevant connections to concepts in other disciplines & to skills that transfer across disciplines.	Plans & preparation demonstrate knowledge of interdisciplinary relationship & skills to be explored & their real-world application.	Lessons & units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines & emphasizing real-world applications of these concepts & skills.

	Domain 1 – Planning and Preparation Component 1c – Setting Instructional Outcomes			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Value and Relevance	Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant & partially reflecting important learning & development.	Instructional outcomes are mostly relevant & reflect important learning & development.	Instructional outcomes consistently reflect important, meaningful, & relevant learning for students.
Alignment to Grade Level Standards	Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class & encourage intellectual risk taking.
Clarity of Purpose	Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear & partially describing what students will learn.	Instructional outcomes are mostly clear & specific, likely to ensure what they will learn & how.	Instructional outcomes are uniformly clear & specific & support students to extend their learning.
Integration of Multiple Aspects of Student Development	Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge & skills with partial success.	Instructional outcomes represent a range of high priority, developmentally appropriate purposes, including academic, social-emotional, & character development goals.	Instructional outcomes integrate academic, social-emotional, & character development goals rather than treating them separately.

	Domain 1 – Planning and Preparation Component 1e – Planning Coherent Instruction			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Tasks and Activities	Tasks & activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks & activities are partially aligned to the instructional outcomes & represent a modest level of intellectual challenge.	Tasks & activities are aligned with learning outcomes & provide opportunities for higher level thinking.	Tasks & activities encourage student agency & create authentic opportunities to engage with meaningful content.
Flexible Learning	There is only a single approach or activity planned for students to learn the content.	There are multiple ways for students to learn the content & a variety of strategies are used with some success.	Multiple strategies & approaches are tailored to the needs of various students to accelerate & support their success.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with the students to codesign learning experiences.
Student Collaboration	Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning & build on students' strengths.	Collaboration through teacher designed & student-chosen instructional groups is an essential component of learning & development.
Structure and Flow	Plans for learning are not well structured or sequenced.	Plans for learning are partially well structured but may not be realistic about time expectations.	Plans for learning are well structured & have a flow that allows for student learning & reflection.	Plans for learning are well structured & have a flow that supports student autonomy in the learning process.

	Domain 1 – Planning and Preparation Component 1f – Designing and Analyzing Assessments			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Congruence with Instructional Outcomes	Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
Criteria and Standards	Assessments lack criteria by which student performance can be accurately measured.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria are clear, and students have contributed to their development.
Planning Formative Assessments	The teacher has not formative assessment planned.	The teacher has planned some formative assessment measures that will give a partially accurate picture of student learning throughout the lesson.	Formative assessment will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.
Analysis and Application	Assessment results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the whole class.	Assessment results from prior lessons and units are a key tool the teacher uses in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision-making and instructional pathways for students.

	Domain 2 – Learning Environments			
	Component 2a – Cultivating Respectful and Affirming Environments			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Positive Relationships	Classroom interactions, both between the teacher & the students & among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities & developmental levels.	Classroom interactions, both between the teacher & students & among students, are consistently caring & respectful, but form a foundation for positive relationships to develop.	Classroom interactions, both between the teacher & students & among students, demonstrate caring & respect that honors students' identities, race, and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence & critical consciousness foster positive relationships & students take an active role in developing & sustaining positive relationships.
Sense of Belonging	Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	Verbal & nonverbal communication indicates that many students feel part of a classroom community that welcomes & honors their individual identity.	Verbal & nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.	Student participation indicates they are co-creating a community that reflects their unique collective identity & interests as a class while honoring individual identity.
Cultural Responsiveness	Learning environments do not reflect the individual racial & cultural identities of students.	Learning environments reflect & honor some elements of students' individual & shared racial & cultural identities.	Learning environments reflect elements of students' racial & cultural identities while recognizing, addressing, & honoring differences between students' & teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial & cultural identity, honors diversity, & acknowledges & addresses racial & cultural dynamics at play in the environment.
Positive Conflict Resolution	Conflict & disrespectful interactions occur in the classroom & are neither addressed nor resolved.	Conflict & disrespectful interactions are addressed by the teacher, with uneven results.	The teacher & students effectively use a clear & culturally competent approach to conflict resolution to resolve conflicts & restore trust.	Students in the class are responsible for resolving conflict & actively follow established processes or norms for resolving conflict & restoring trust.

	Domain 2 – Learning Environments Component 2b – Fostering a Culture for Learning			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Purpose and Motivation	There is little or no sense of purpose for the work or the reasons for doing it are external demands.	The teacher communicates the importance of content, the ultimate purpose of learning, & the value of personal growth with some success.	The teacher & students demonstrate a belief in the importance of learning & personal growth that motivates them to succeed & flourish.	The teacher & students display dedication to learning the content & a sense of purpose for their learning; both content mastery & personal growth are valued by the teacher & students.
Dispositions for Learning	The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason & reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, & reflection.	The teacher encourages & intentionally develops student curiosity, critical thinking, reasoning, & reflection.	Student curiosity, critical thinking, reasoning, & reflection are clearly evident in the classroom & have a direct effect on instruction, student learning & development.
Student Agency & Pride in Work	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, & autonomy is intentionally developed & celebrated.	Students clearly exercise autonomy in their learning & actively suggest ways to make the classroom more joyful, rigorous, & purposeful.
Support and Perseverance	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, & teamwork, promoting a conviction that with hard work & perseverance all students can master the content.	The teacher intentionally develops & celebrates confidence, resilience, persistence, & teamwork that support student perseverance.	Students encourage one another to preserve & use strategies to support each other through challenging work.

	Domain 2 – Learning Environments Component 2c – Maintaining Purposeful Environments			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Productive Collaboration	Students are not engaged during group work.	Students are partially engaged in group work.	Students are productively engaged during small group work, working purposefully & collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully & meets their individual & group needs.
Student Autonomy & Responsibility	Routines do not support student autonomy or assumption of responsibility.	Routines & procedures partially support student autonomy & assumption of responsibility.	Routines & procedures allow students to operate autonomously & take responsibility for their learning.	Students take responsibility for routines & procedures & take initiative to suggest adjustments that would further support their learning & development.
Equitable Access to Resources & Supports	Resources & supports are not deployed efficiently, effectively, or equitably.	Resources & supports are managed somewhat efficiently & effectively, though students may not have equitable access.	Resources & supports are deployed efficiently & effectively; all students are able to access what they need.	Resources & supports are deployed equitably; students take initiative in accessing resources & identifying additional supports they need.
Non-Instructional Tasks	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

	Domain 2 – Learning Environments Component 2d – Supporting Positive Student Behavior			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Expectations for the Learning Community	The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
Modeling and Teaching Habits of Character	The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior, and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
Self-Monitoring and Collective Responsibility	Students take no responsibility for their own behavior and do not display awareness of their effect on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their effect on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

	Domain 3 – Learning Experiences			
	Component 3a – Communicating About Purpose and Content			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Purpose for Learning and Criteria for Success	The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning & why, how it is situated within broader purposes, how they will learn it, & what success will look like.	Students are able to explain the purpose & value of what they are learning & connect it to broader purposes, both within the curriculum & their own lives.
Specific Expectations	The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for the learning activities are somewhat clear to students.	The teacher clearly explains & models, if appropriate, the learning activities, consistently supporting & reinforcing student engagement.	The teacher & students anticipate & address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
Explanations of Content	The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing & only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, & relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss & explain content clearly & precisely; their communication about content & its application demonstrates critical thinking, curiosity, & understanding of its purpose & relevance.
Use of Academic Language	The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content-specific language & vocabulary is accurate, academically rigorous, & well-suited to students & lessons, providing a model to support student development.	Rich & rigorous language & vocabulary is consistently & effectively used by the teacher & students.

	Domain 3 – Learning Experiences Component 3b – Using Questioning and Discussion Techniques			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Critical Thinking and Deeper Learning	Questioning & discussion do not invite student thinking, are of little cognitive challenge, & often have a single correct response.	The teacher frames questions to promote critical thinking & deeper understanding but with uneven success.	Open-ended & higher-level questions & genuine discussions allow students to think critically & offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher-order questions & extend discussions with confidence, applying & developing critical thinking, curiosity, & deeper understanding.
Reasoning and Reflection	Questioning & discussion do not invite or require students to explain their thinking.	Questioning & discussion invite students to explain their thinking & reflect on their learning, but students are only somewhat successful at doing so.	Through questioning & discussion, students have the opportunity to reason, reflect on learning, & justify their thinking, & successfully do so.	Students use questions & discussions to challenge one another's thinking with respect & humility, successfully justify their reasoning, & collaboratively generate new ideas & lines of inquiry.
Student Participation	Questions & discussions are between teacher & select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate & ask questions of one another.	Students formulate questions, initiate discussion, & assume responsibility for ensuring that all voices are heard.

	Domain 3 – Learning Experiences Component 3c – Engaging Students in Learning			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Rich Learning Experiences	Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency & require critical thinking; tasks require high levels of intellectual engagement & students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
Collaboration and Teamwork	Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities & outcomes & partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning & engagement in the class, instructional groupings are strategically arranged to support learning & engagement, & effective teamwork is explicitly taught & celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another & focus on making their learning more engaging & meaningful.
Use of Instructional Materials and Resources	Instructional materials & resources are not used correctly or effectively by the students, are not supportive of their learning, and/or not equitably available.	Instructional materials & resources are used by the students with some success to support learning, & students have equitable access to them.	Instructional materials & resources are used effectively to support intellectual engagement & deep learning of the content; they are varied & used to support equitable access to the content.	Students take initiative in using instructional materials & resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
Opportunities for Thinking and Reflection	The pace of the lesson is too slow or is rushed, or opportunities for thought & reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	The pacing of the lesson provides opportunities for some thought & reflection, allowing students to engage & develop understanding.	The pacing of the lesson supports high levels of intellectual engagement & deepen learning; students have multiple & effective opportunities to think, reflect, & consolidate understanding.	Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy & effective use of strategies for reflection; they are able to identify & advocate for their own need to engage in further processing or reflection in order to consolidate understanding & solidify new learning.

	Domain 3 – Learning Experiences Component 3d – Using Assessment for Learning			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Clear Standards for Success	The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully & how their work will be evaluated.	The standards of high-quality work & success are clear to students & provide the opportunity for self-assessment.	Students & those who support them clearly understand how their progress is being assessed; they have an active voice in establishing standards for success that are relevant & ambitious.
Monitoring Student Understanding	The teacher does not determine whether students are progressing toward mastery of the goals & provides no structured opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding & support self-assessment are limited or only partially effective.	The teacher uses questions & assessments to elicit accurate evidence of student understanding & models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	Students take initiative to monitor their own understanding through planned tasks, assessments, & strategies of self-assessment to understand their progress, make adjustments, & identify new or alternative pathways & goals.
Timely, Constructive Feedback	Students receive no feedback, or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions & assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

	Domain 4 – Principled Teaching Component 4b – Documenting Student Progress			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Distinguished
Student Progress Toward Mastery	The teacher does not adequately track student progress, or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but it is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress towards mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress towards mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
Shared Ownership	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full Partners in setting goals, monitoring progress, and evaluating and celebrating success.
Maintaining Reliable Records	The teacher does not have a tracking system for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

	Domain 4 – Principled Teaching Component 4c – Engaging Families and Communities			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 – Distinguished
Respect and Cultural Competence	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher’s efforts to engage families are respectful and demonstrate some cultural awareness and a commitment to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, students, and families collaborate to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
Community Values	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributing to the ethos and values of learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	The teacher, students, and families partner to establish a learning community that honors the ethos and values of all members.
Instructional Program	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible informative updates about the standards, curriculum, or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
Engagement in Learning Experiences	The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with students with limited success.	The teacher includes families and caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in learning experiences.

	Domain 4 – Principled Teaching Component 4d – Contributing to School Community and Culture			
Element	Level of Performance			
	1 – Unsatisfactory	2 - Basic	3 – Proficient	4 – Distinguished
Relational Trust and Collaborative Spirit	The teacher’s relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
Culture of Inquiry and Innovation	The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
Service to the School	The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.

	Domain 4 – Principled Teaching Component 4e – Growing and Developing Professionally			
Element	Level of Performance			
	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 – Distinguished
Curiosity and Autonomy	The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative is seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high-quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and other's learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
Developing Cultural Competence	The teacher demonstrates little or no cultural knowledge or awareness or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills and leads others in the school community to develop new approaches that value differences and address inequities.
Enhancing Knowledge and Skills	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically to strengthen content and pedagogical knowledge and to deepen understanding of the curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The teacher is an expert and leader in learning, continuously improving and refining their knowledge of content, pedagogy, and curriculum.
Seeking and Acting on Feedback	The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in supporting a school culture of growth and modeling a process for seeking, providing, and acting on feedback.

APPENDIX 5

RUBRIC FOR SCORING SCHOOL AND CLASSROOM SLOs

1 - Ineffective	2- Developing	3 - Effective	4 - Highly Effective
<ul style="list-style-type: none">• The teacher or school achieved less than 50 percent of the desired learning or achievement outcome.	<ul style="list-style-type: none">• The teacher or school achieved between 50 and 54.99 percent of the desired learning or achievement outcome.	<ul style="list-style-type: none">• The teacher or school achieved between 55 and 89.99 percent of the desired learning or achievement outcome.	<ul style="list-style-type: none">• The teacher or school achieved greater than or equal to 90 percent of the desired learning or achievement outcome.

APPENDIX 6

MARYLAND PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

Vision, and Core Values elements a-g align with the bulleted effective column in the rubric. Each of these bulleted practices at the “effective” level is then reflected horizontally at the *highly effective, developing, and ineffective* levels.

Example: Maryland PSEL Rubric Standard 1: Mission, Vision, and Core Values

	An Ineffective School Leader...	A Developing School Leader...	An Effective School Leader...	A Highly Effective School Leader...
<p>Descriptors show horizontal alignment across three levels of practice.</p>	<p>Inconsistently...</p> <ul style="list-style-type: none"> Develops and communicates the school's vision, mission, and core values. (a, b) Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) Evaluates actions to achieve the school's vision. (d) 	<ul style="list-style-type: none"> Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) Identifies a set of core values that recognizes the importance of student-centered education. (c, f) Initiates continuous improvement efforts. (c, d) Uses data to inform school actions that promote student success in alignment with school's vision, mission, or core values. (d, e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system's mission and vision. (a, f) Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) Articulates and advocates a core set of values that defines the school's culture and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and adapt the school mission, vision, and/or values as needed. (d, e) Models and pursues the school's mission, vision, and core values in all aspects of leadership. (g) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school's vision, mission, and core values. Aligns partnerships (e.g. community organizations, vendors) to support implementation of vision, mission, and core values.
		<p>Aligns with PSEL Standard 1: Mission, Vision, and Core Values indicator (c).</p>		<p>Represents all of the effective tier with additional descriptors of practice.</p>

PRINCIPAL PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC

DEFINITIONS OF EFFECTIVENESS

Highly Effective	<ul style="list-style-type: none">•The highly effective school leader <u>spreads</u>, beyond the school building, effective practices that significantly improve student outcomes.•Leadership practice stands out as noteworthy with significant and sustainable results in student achievement that exceeds student growth targets.•Performance at this level usually impacts the school system, state, or others outside the school more broadly, with documented accomplishments of leading peers to modify their practices or systems to improve student performance.
Effective	<ul style="list-style-type: none">•The effective school leader consistently <u>implements</u> effective practices that translate into improved student outcomes.•Leadership practice produces desired and consistent results, in alignment with school system goals, that meets student growth targets.•Performance at this level embodies the fullness of the PSEL elements, fosters robust collaboration and data analysis, and establishes a track record of student success.
Developing	<ul style="list-style-type: none">•The developing school leader <u>attempts</u> to implement effective practices, but has not made consistent results in achieving student outcomes.•Leadership practice is making strides and produces results that approach student growth targets.•Performance at this level includes actions made towards promising outcomes, though outcomes for staff and students are not regularly achieved.
Ineffective	<ul style="list-style-type: none">•The ineffective school leader is <u>aware</u> of effective practices but does not consistently demonstrate evidence of implementation resulting in little to no student growth.•Leadership practice is limited, inconsistent, and in need of significant improvement.•Performance at this level tends to be passive without focus and requires targeted intervention to address key improvement needs.

Standard 1: Mission, Vision, and Core Values

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <ul style="list-style-type: none"> Develops and communicates the school's vision, mission, and core values. (a, b) Uses data to inform continuous improvement that promotes the success of each student. (b, c, e) Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. (b, e, f) Evaluates actions to achieve the school's vision. (d) 	<ul style="list-style-type: none"> Communicates the school vision, mission, and core values to stakeholders (e.g. parents, teachers, community members). (a, b) Facilitates opportunities for stakeholders to collaborate to promote student success. (b, f) Identifies a set of core values that recognizes the importance of student-centered education. (c, f) Initiates continuous improvement efforts. (c, d) Uses data to inform school actions that promote student success in alignment with school's vision, mission, or core values. (d, e) 	<p>...reaches the "developing" level and...</p> <ul style="list-style-type: none"> Collaboratively develops and implements a student-centered mission and vision that are aligned with the school system's mission, vision and well-being of all student groups. (a, f) Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. (b) Articulates and advocates a core set of values that defines the school's culture, vision and mission and stress the imperative for student-centered education, high expectation and student support; equity, inclusiveness, and social justice; and continuous improvement. (c) Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. (d, e) Models and pursues the school's mission, vision, and core values in all aspects of leadership. (g) 	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and is supportive of the school's vision, mission, and core values. Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values.

Standard 2: Ethics and Professional Norms

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> • Applies local, state, and federal laws, regulations, and policies. (a, b) • Communicates expectations of professional norms and ethical practices to school staff. (f) • Applies professional norms and ethical practices. (b, c, d) • Demonstrates understanding of school demographics including student and staff backgrounds and culture. (e) 	<ul style="list-style-type: none"> • Implements local, state, and federal laws, regulations, and policies. (a) • Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. (d, f) • Implements professional norms to promote a collaborative work culture. (f) • Demonstrates understanding of student and staff backgrounds and culture. (e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> • Makes the well-being of students the fundamental value in all decision making and actions¹. (a, c) • Places students at the center of education and accepts responsibility for each student’s academic success and well-being. (c) • Fulfills all professional duties with honesty, transparency and integrity¹. (b) • Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. (a) • Promotes ethical and professional behavior among faculty and staff aligned with the school system’s code of conduct and professional norms. (f) • Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. (d, f). • Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of all students, staff backgrounds, social-emotional well-being, disabilities and cultures. (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Informs the development or revision of school system and/or state policies focused on ethics or professional norms. • Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators.

Standard 3: Equity and Cultural Responsiveness

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently...</p> <p>Demonstrates equitable and culturally responsive² practices. (h)</p> <p>Provides student access to learning experiences that promote equity³ and culturally responsiveness². (a, b)</p> <p>Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. (c, f)</p> <p>Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. (g, h)</p>	<p>Communicates equity³ and cultural responsiveness² as a priority. (h)</p> <p>Demonstrates understanding of data related to equity³ such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b)</p> <p>Uses data to identify achievement gaps among student groups. (c, f)</p> <p>Identifies institutional and school biases. (e)</p> <p>Improves student policies based on his/her perspective. (d)</p> <p>Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)</p>	<p>...reaches the “developing” level and...</p> <p>Implements and expects equity and cultural responsiveness² initiatives. (h)</p> <p>Collaboratively establishes specific and measurable goals for equity³ that are informed by data and are in alignment with student needs. (a, b)</p> <p>Collaboratively develops and implements an action plan to address the disproportionality of inequities. (a, c, e)</p> <p>Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. (c, f)</p> <p>Partners with stakeholders to provide learning experiences and resources for all student groups that promote cultural responsiveness² and equitable practices. (c, e)</p> <p>Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f)</p> <p>Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g)</p> <p>Aligns and coordinates student services to address student needs and promote student academic success and well-being. (c)</p> <p>Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. (d)</p>	<p>...reaches and maintains the “effective” level and...</p> <p>Informs school system, state or, professional organizations on matters related to equity³ and/or cultural responsiveness².</p> <p>Serves as a coach or mentor for other school leaders to support the implementation of equitable leadership practices.</p>

Standard 4: Curriculum, Instruction, and Assessment

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) Requires teachers to collaborate within grade levels and/or disciplines. (a, b) Reviews student data to monitor student progress. (g) Uses assessments to inform instruction. (f) Implements curriculum in alignment with school system requirements. (b) Provides technology for student learning. (e) 	<ul style="list-style-type: none"> Provides feedback to teachers on curriculum, instruction, and/or assessment. (c, d) Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. (a, b) Reviews data to monitor student progress. (g) Implements assessments in alignment with school system and state requirements. (f) Implements curriculum in alignment with school system requirements. (b) Promotes appropriate technology use in and out of the classroom. (e) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Communicates rigorous student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. (a) Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and evidence based instructional practices aligned to an integrated tiered system of supports that meet the diverse needs of student learners. (c, d) Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment. (a, b) Implements a formative assessment process to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes (e.g. growth targets). (f, g) Leads school educators on effective practices that are evidence based to improve instruction (e.g. differentiation, universal design, personalized learning, and specialized instruction). (a, c, d) Works collaboratively with teachers to collect and share data in an understandable way to monitor and inform improvements in instructional practices for all student groups. (c) Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity). (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations. Serves as a mentor or coach to other school leaders. Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements.

Standard 5: Community of Care and Support for Students

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> Reviews school data. (e) Adheres to school system policies regarding safety and security. (a, c) Demonstrates mutual respect and trust in working with students, teachers, and/or stakeholder groups (e.g. parents, community members) (d). Demonstrates an understanding of students' cultures and languages. (f) 	<ul style="list-style-type: none"> Reviews school data (e.g. school climate, suspension, attendance). (e) Implements academic and socio-emotional resources provided by the school system. (c) Shares student handbook in compliance with school system requirements. (a, e) Implements school security and safety procedures (e.g. visitor sign-in, emergency preparedness drills) in alignment with school system requirements. (a, e) Demonstrates an understanding of students' cultures and languages. (f) 	<p>...reaches the "developing" level and...</p> <ul style="list-style-type: none"> Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group (e.g. ensuring that students with disabilities and English language learners have opportunities to learn with their non-disabled and English proficient peers). (c) Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socio-emotional supports to students. (c) Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student. (b, d) Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies. (a, e) Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system's policies. (e) Infuses the school environment with students' cultures and languages. (f) Communicates directly with students celebrating success and affirming student value. (b, d) Establishes trusting relationships with school staff and community members. (f) 	<p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level. Facilitates professional learning experiences on school culture and climate for the school system, state, or professional organizations. Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school.

Standard 6: Professional Capacity of School Personnel

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> • Demonstrates effective hiring practices. (a) • Conducts evaluation of assistant principals and teachers. (d, e, f) • Provides feedback to assistant principals and teachers that inform improvement to their professional practice. (e) • Participates in professional learning opportunities to enhance professional practice of self. (i) 	<ul style="list-style-type: none"> • Conducts hiring processes in accordance with school system practices. (a) • Responds to staff turnover as it occurs. (b, g) • Provides data-informed professional learning experiences. (c, d, h) • Conducts evaluation of teachers in accordance with school system policies. (d, e, f) • Identifies and participates in professional learning opportunities to enhance professional practice of self. (i) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> • Develops explicit criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. (a) • Establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. (d, e, f) • Creates, implements and evaluates plan for staff turnover and succession. (b, g) • Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs (e.g. provides high quality professional learning experiences with follow up coaching). (b, g) • Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning, and work life balance of faculty and staff. (c, d, h) • Communicates feedback to assistant principals, teachers, and staff through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice. (d, e,) • Collaboratively develops and uses data to inform a plan to foster professional growth of self. (i) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Informs professional learning experiences at the school system or state level to build the capacity of school personnel. • Advances the professional growth of assistant principals and teachers as evidenced by evaluation records, student academic performance, and promotion to leadership positions. • Provides evidence of assistant principals, teacher leaders, or other staff facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations.

Standard 7: Professional Community for Teachers and Staff

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> Provides professional learning experiences to staff. (e, f, g) Includes staff input to inform school decisions. (b) Reviews staff perception data. (c) 	<ul style="list-style-type: none"> Adheres to the professional learning processes of the school system. (e, f, g) Provides professional learning experiences for staff. (e, f, g) Creates a school leadership team that works in isolation with limited input from other staff members. (b, h) Reviews staff perception data. (c) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. (a, b) Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. (c) Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. (b, c, h) Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. (c, e, f, g) Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff is responsible for. (c, d) Interacts with staff in a way that reflects trust, transparency, and positive intention which improves professional practice. (e) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals. Implements one or more faculty-initiated improvement efforts successfully. Demonstrates evidence of assistant principals, teachers, counselors, and/or other staff members actively participating and contributing to professional organizations and/or communities of practice in alignment with school goals.

Standard 8: Meaningful Engagement of Families and Community

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> Communicates with families and community members. (c) Partners with families and community members to address school needs. (b, e, f, g, j) Participates in community events. (d) 	<ul style="list-style-type: none"> Creates limited partnerships to support school goals. (b, e, f, g, j) Communicates to families and community members. (c) Participates in community events. (d) Communicates to staff the need for engaging families but does not hold staff accountable for engagement. (c) Provides the school as a resource for families and the community. (g) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Establishes a network of partners and community resources to promote student achievement and family and community well-being. (b, e, f, g, j) Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being (e.g. working with families of students with disabilities to be able to fully communicate the student’s needs to teachers and appropriate staff). (a, b) Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. (c) Holds self and staff accountable for regularly engaging with families and community members to support student learning. (e, f) Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. (d) Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. (b, e, f, g, j). Builds and sustains productive partnerships to promote school improvement and student learning. (j). Advocates publically on behalf of the school system for the need for family and community support of schools (h, i) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Demonstrates sustained partnerships with positive results on student achievement. Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members. Establishes partnerships that positively affect the school system.

Standard 9: Operations and Management

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently....</p> <ul style="list-style-type: none"> Manages resources. (a, c) Demonstrates fiscal responsibility. (d) Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) Resolves conflicts. (k) Implements technological solutions for operational management. (f, g) Communicates with colleagues or central office staff. (l, j) 	<ul style="list-style-type: none"> Manages resources to meet staff and student needs. (a, c) Demonstrates fiscal responsibility. (d) Demonstrates understanding of school, local, state, and federal policies to promote student success. (h, i) Applies technology to support school operations. (f, g) Implements conflict resolution strategies. (k) Communicates with central office staff and colleges within the school system. (i, j) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> Advocates for and seeks to acquire resources that meet the needs of staff and students. (c) Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school’s vision, mission, and core values (e.g. ensuring that all student groups’ academic needs are being met). (a, c) Assigns and schedules staff to roles and responsibilities that optimizes their professional capacity to address the learning needs of students (e.g. school schedule is created with all student groups in mind, meeting accommodation needs for students with disabilities). (b) Protects student learning time and teacher professional learning time from disruptions. (e) Establishes systems and processes for fair and equitable conflict resolution. (k) Demonstrates ethical and responsible budgeting and accounting practices. (d) Employs technology to improve operational efficiency which includes but is not limited to data and communication systems that monitor and improve school outcomes. (f, g) Builds school community understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). (h, i) Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. (l, j) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> Demonstrates sustained improved operational efficiencies resulting from strategic implementation of targeted strategies. Improves teaching and learning outcomes resulting from implementation of targeted operational and management strategies. Provides professional learning experiences to other leaders in the school system, state, and/or professional organizations that focus on effective operations and management.

Standard 10: School Improvement

AN INEFFECTIVE SCHOOL LEADER...	A DEVELOPING SCHOOL LEADER...	AN EFFECTIVE SCHOOL LEADER...	A HIGHLY EFFECTIVE SCHOOL LEADER...
<p>Inconsistently.....</p> <ul style="list-style-type: none"> • Uses research to inform school improvement strategies. (d, f, g) • Implements a school improvement plan. (b, d) • Reviews data to monitor school improvement progress. (b, d, g) • Communicates with stakeholders. (c, d, i) 	<ul style="list-style-type: none"> • Uses data to inform school improvement. (g) • Applies research to inform improvement strategies. (d, f, g) • Creates and implements a school improvement plan. (b, d) • Informs stakeholders of school improvement goals. (d, g) • Establishes coherence across initiatives in support of school improvement goals. (h, i) • Reviews data to monitor school improvement progress. (b, d, g) 	<p>...reaches the “developing” level and...</p> <ul style="list-style-type: none"> • Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). (c, d, i) • Establishes high expectations for student achievement (e.g. all student groups’ needs are identified and met). (c) • Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school’s mission, vision, and core values. (b, d) • Collaborates with stakeholders throughout the cycle of continuous improvement. (d) • Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. (c, i) • Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. (a) • Establishes and implements a process to diagnose and respond to student learning needs. (b) • Uses data to prioritize needs and identify evidence-based strategies to address identified needs. (d, g) • Unifies improvement strategies and resources to align with identified needs. (h, i) • Establishes and implements a system to monitor progress towards meeting identified improvement goals. (c, d) • Adjusts improvement strategies as necessary to meet established improvement goals. (d, e) • Provides opportunities for staff or stakeholders to lead improvement initiatives. (f, j) • Demonstrates significant gains in student achievement. (a) 	<p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Demonstrates significant and sustained gains in school improvement. • Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement. • Serves as a mentor or coach to school leaders.

APPENDIX 7

RUBRIC FOR SCORING ASSISTANT PRINCIPAL & ADMINISTRATIVE INTERN PRIORITY INITIATIVES

1 - Ineffective	2- Developing	3 - Effective	4 - Highly Effective
<ul style="list-style-type: none"> The employee's work in this area demonstrates an <u>awareness</u> of effective practices; however, the employee does not demonstrate evidence of implementation, resulting in no improvement with student outcomes. The employee's work in this area is limited, inconsistent, or in need of significant improvement. 	<ul style="list-style-type: none"> The employee's work in this area demonstrates an <u>attempt</u> to implement effective practices, resulting in small to moderate results in achieving student outcomes. 	<ul style="list-style-type: none"> The employee's work in this area demonstrates <u>consistent implementation</u> of practices that lead to improved student outcomes. 	<ul style="list-style-type: none"> The employee's work in this area demonstrates <u>consistent implementation</u> of practices that lead to significantly improved student outcomes. The employee's work in this area extends beyond the school building and evidence exists to demonstrate how this work has positively impacted other schools, the school system, or the state.

APPENDIX 8

ADMINISTRATIVE & SUPERVISORY EVALUATION FORM

<div style="text-align: center;">Evaluation of Performance Administrative & Supervisory</div> <div style="display: flex; justify-content: space-between;"><div>Administrator Name: _____</div><div>Position: _____</div></div> <div style="display: flex; justify-content: space-between;"><div>Work Location: <u>Central/Starkey</u></div><div>Work Year: _____</div></div> <div><u>SECTION I -- Individual Objective(s)</u></div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"><div>Signature _____ Evaluatee</div><div>Signature _____ Evaluator</div><div>Date _____</div></div>	<div>Comments:</div> <div><u>Year End Progress</u></div> <div style="margin-top: 20px;"><u>Evaluator's Statement</u></div>
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SECTION II - SCALE

O = Outstanding H = Highly Effective S = Satisfactory
N = Needs to Improve U = Unsatisfactory

Scale Criteria:

O = Outstanding: Meets and exceeds performance criteria; shows exemplary progress; has clear, detailed and innovative plans to maintain that progress

H = Highly Effective: Meets all performance criteria; shows significant progress and plans for continuing improvement

S = Satisfactory: Meets basic performance criteria; shows progress; makes plans for improvement

N = Needs to Improve: Not meeting performance criteria; not showing progress; demonstrates responsiveness to assistance on plans for improvement

U = Unsatisfactory: Not meeting performance criteria; not showing progress; not responsive to attempts to assist in planning

SECTION II - General Categories for Performance

I. Organizational Skills _____	IV. Job Related Skills _____
II. Communication Skills _____	V. Professional Growth & Development _____
III. Human Relations Skills _____	VI. Accountability _____

OVERALL EVALUATION FOR SECTIONS I & II _____

Evaluatee: I certify that this report has been discussed with me. I understand that my signature does not necessarily mean that I agree with this evaluation.

Signature _____ Date _____
Evaluatee

Signature _____ Date _____
Evaluator

Criteria for Evaluating Administrator Performance

1. Organizational Skills - (Management Skills -- MSDE)

- Shows evidence of effectiveness in planning, organizing, implementing, and evaluating his/her job related activities
- Develops and refines with stakeholders the overall measurable objectives and the short-term and long-range plans for the program, including system goals and objectives
- Identifies and manages resources effectively
- Delegates management duties effectively, related to fiscal operations, personnel, program materials and supplies, program facilities, and equipment
- Keeps records within established guidelines for the areas supervised
- Meets time lines for required reports and other requested information
- Shows evidence of collaboration
- Others as determined by the evaluator

2. Communications skills (Management Skills & Interpersonal Relations - MSDE)

- Communicates system goals and objectives
- Articulates school improvement/program and initiatives/vision
- Uses communication skills to resolve conflict with and among students, staff, co-workers, and parents
- Routinely communicates day to day expectations to all staff in order to maintain efficient operations
- Provides regular feedback to staff on job-related issues and functions
- Others as determined by the evaluator

3. Human Relations Skills - (Interpersonal Skills - MSDE)

- Involves all staff and all segments of the community in planning and decision making
- Effects positive change through clear communication with all students, parents, co-workers, and staff
- Demonstrates leadership and respect in working collaboratively with all segments of the school community regarding multi-cultural issues
- Evidences integrity and understands the established conventions of the school and community (Professional Ethics - MSDE)
- Performs effectively and maintains self control in situations of conflict
- Creates a positive climate for stakeholders
- Others as determined by the evaluator

4. Job Related Skills

A. School Based Personnel

1. Instruction (Instructional Skills - MSDE)

- Selects, supervises and evaluates staff to improve delivery of instruction and/or services for all students
- Monitors and supervises classroom instruction on a regular basis through high visibility and regularly scheduled meetings
- Provides for staff leadership, development, and training
- Demonstrates knowledge of national, state, and county curricula, efforts and trends in education
- Fosters a climate that promotes student learning
- Provides feedback for instructional growth
- Offers accelerated and enrichment activities for all students
- Addresses and plans programs to assure a high level of achievement and participation for all students, regardless of race or gender
- Promotes the use of higher order thinking skills
- Others as determined by the evaluator

2. Discipline (Management Skills - MSDE)

- Provides a safe and orderly environment
- Develops, communicates, and implements a plan to insure a safe and orderly environment
- Others as determined by the evaluator

B. Non-School Based Personnel and Itinerants

- Performs at a high level of competency and efficiency
- Possesses the necessary technical job skills
- Maintains high visibility in the system
- Supports the functioning and efforts of the schools
- Shows initiative in performing tasks and creating solutions
- Provides for staff leadership, development and training of personnel supervised
- Selects, supervises and evaluates staff to improve the delivery of services (where applicable)
- Uses good judgment in making decisions
- Keeps students as the central focus of all decisions
- Maintains a positive attitude toward work tasks
- Others as determined by the evaluator

5. Professional Growth and Development (Scholarship - MSDE)

- Keeps current in the field and shares information with colleagues
- Holds membership(s) and participates in professional organizations
- Maintains a written personal plan for professional growth
- Others as determined by the evaluator

6. Accountability (Instructional Effectiveness, Management Skills, & Interpersonal Relations - MSDE)

A. School Based Personnel

- Improves test scores for all disaggregated groups
- Improves attendance
 - Staff and student patterns
- Maintains a positive climate
 - Staff, student, and community surveys
- Improves the Instructional Program
 - Sets and meets targets
- Improves student participation in extracurricular activities and competitions
- Utilizes technology personally and promotes utilization by students and staff
- Improves the condition of building
 - Sets and meets targets
- Improves Community Involvement
- Maintains business partnerships
- Improves data on school profiles
- Meets annual objectives
- Others as determined by the evaluator

B. Non-School Based Personnel and Itinerants

- Completes assignments/work orders efficiently and on time
- Improves attendance patterns of personnel supervised
- Maintains a positive climate
 - Staff input/surveys
- Offers support to the schools
 - Principal, Associate Superintendent input/surveys
- Improves the quality of the service provided
 - Sets and meets targets
- Utilizes stakeholder involvement
- Utilizes technology personally and promotes utilization by staff (where applicable)
- Meets annual objectives
- Others as determined by the evaluator

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