| **RIGHTS OF REPRESENTATIVE RECOGNITION** | | | |  |
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| **Article & Topic** | **PGCEA Proposals January 20, 2022** | **PGCPS Potential Response Language**  **February 8, 2022** | **PGCEA Response**  **February 17, 2022** | **PGCPS March 15 Response** |
| **Article 1.3**  **COMMUNICA-TIONS IN WRITING** | Any written communication to be given by one party or the other under this Agreement, will be given by email, registered mail, and/or regular carrier. If given by the Board, said notice will be sent to the Prince George’s County Educators’ Association, 8008 Marlboro Pike, Forestville, Maryland 20747. Email communication shall be sent to the PGCEA President and Executive Director. Either party may, by written notice, change the address at which notice to it may be given.  The PGCEA President and Executive Director will be included in any system wide or Unit I employee related communications. Such communications will be sent to the PGCEA email addresses shared by the Association. | Any written communication to be given by one party or the other under this Agreement, will be given by email, and/or registered mail, ~~and~~/or regular carrier. If given by the Board, said notice will be sent by email, or by registered mail, and/or regular carrier to the Prince George’s County Educators’ Association, 8008 Marlboro Pike, Forestville, Maryland 20747. Email communication shall be sent to the PGCEA President and Executive Director. Either party may, by written notice, change the address at which notice to it may be given. The PGCEA President and Executive Director will be included in any system wide or Unit I employee related communications. Such communications will be sent to the PGCEA email addresses shared by the Association. | **Tentative Agreement** |  |
| **Article 1.8**  **LABOR MANAGE-MENT RELATIONS COMMITTEE** | The parties agree that there shall be a committee composed of not more than four members appointed by PGCEA and four members appointed by the Chief Executive Officer. The Committee will be co-chaired by the Chief Executive Officer/designee and the Association/designee. The parties agree to collaborate in a respectful and meaningful manner and within a timeframe that provides an opportunity to formulate solutions to common issues. ~~Within ninety (90) days of the signing of this Agreement, the assigned~~ committee ~~members shall select the trainers/consultants to be trained in Interest Based Bargaining (IBB)~~ techniques~~. The cost for such trainers/consultants shall be at the Board’s expense.~~ The committee will meet monthly or as otherwise mutually agreed to exchange views and information, address matters of interest and mutual concerns and explore opportunities for mutually advantageous ways to improve the relationship between the parties and improve the effectiveness of the school system. The Labor Management Committee will, as the parties deem appropriate, establish subcommittees to address ~~particular~~ topics of mutual interest that will enhance the work environment for staff. | Agree | **Tentative Agreement** |  |
| **Article 2.7** | The Board shall not hire contract employees not directly employed by PGCPS for any positions assigned to Unit I without notification, discussion, and the agreement of PGCEA. | The Board shall not hire contract employees ~~not directly employed by PGCPS for any positions assigned to Unit I~~ for PGCPS Unit I positions without notification~~, discussion, and the agreement of~~ to PGCEA. If requested, discussion of the need and purpose of such action will occur with PGCEA. | **Decline Board’s counter – hold to original proposal** | **PGCPS – Hold to proposed counter** |
| **Article 4.3 PROFESSIONAL ORGANIZATION INVOLVEMENT LEAVE** | When the need arises, officers, Board members, committee chairpersons and members designated by approval of the Board of Directors of PGCEA may attend essential local, state, and national meetings with no loss of pay or personal or annual leave. No more than a total of ~~150~~ 300 days aggregate and cumulative for all professional employees or ~~five (5~~) ten (10) days for any one individual shall be approved in any school year. Exceptions to this provision shall be a ~~ten~~ twenty (20) day maximum each for the elected treasurer of the Association and one other individual designated by the Association. Other exceptions may be granted upon approval by the Chief Human Resources Officer. When the immediate supervisor is unable to make emergency arrangements, the Board will be reimbursed by PGCEA for the cost of substitutes used on a full or half-day basis. Application for such leave shall be made in writing to the Chief Human Resources Officer as far in advance as practicable and ordinarily at least forty-eight (48) hours in advance. PGCEA and its officers recognize and agree that this privilege should not be abused. This section does not apply to summer school teaching ~~or persons on eleven-month contrac~~t. The Board will develop appropriate leave codes for use when PGCEA members are absent from their work location for professional organization involvement leave.  The Board will grant up to two hundred (200) days of Union Business Leave for use by PGCEA members who are elected as representatives to the Annual Convention of the Maryland State Education Association (MSEA), for purposes of participating in the Convention, in years when the Board schedules the Friday of the Convention as an instructional day. If the Friday of the Convention is scheduled as a Unit I  professional development or other non-student workday, attendance at the Convention shall be accepted by PGCPS as appropriate use of that day. | When the need arises, officers, Board members, committee chairpersons and members designated by approval of the Board of Directors of PGCEA may attend essential local, state, and national meetings with no loss of pay or personal or annual leave. No more than a total of ~~150 300~~ 200 days aggregate and cumulative for all professional employees or five (5) ~~ten (10)~~ days for any one individual shall be approved in any school year. Exceptions to this provision shall be a ten (10) ~~twenty (20)~~ day maximum each for the elected treasurer of the Association and one other individual designated by the Association. Other exceptions may be granted upon approval by the Chief Human Resources Officer. When the immediate supervisor is unable to make emergency arrangements, the Board will be reimbursed by PGCEA for the cost of substitutes used on a full or half-day basis. Application for such leave shall be made in writing to the Chief Human Resources Officer as far in advance as practicable and ordinarily at least forty-eight (48) hours in advance. PGCEA and its officers recognize and agree that this privilege should not be abused. This section does not apply to summer school teaching ~~or persons on eleven-month contrac~~t. The Board will develop appropriate leave codes for use when PGCEA members are absent from their work location for professional organization involvement leave.  ~~The Board will grant up to two hundred (200) days of Union Business Leave for use by PGCEA members who are elected as representatives to the Annual Convention of the Maryland State Education Association (MSEA), for purposes of participating in the Convention, in years when the Board schedules the Friday of the Convention as an instructional day. If the Friday of the Convention is scheduled as a Unit I~~  ~~professional development or other non-student workday, attendance at the Convention shall be accepted by PGCPS as appropriate use of that day~~  If the Friday of the Annual Convention of the Maryland State Education Association (MSEA), is scheduled as a Unit I professional development or other non-student workday, attendance at the Convention shall be accepted by PGCPS as appropriate use of that day. Unit I employees not attending the Convention shall have the opportunity to work virtually or in person. Should it be a scheduled student instructional day, the Board will grant up to 200 days for use by PGCEA members who are elected as representatives to the Annual Convention of the Maryland State Education Association (MSEA). Use of such leave required PGCEA to submit a master list of approved names to the Chief of Human Resources.  \*Monetary Item | When the need arises, officers, Board members, committee chairpersons and members designated by approval of the Board of Directors of PGCEA may attend essential local, state, and national meetings with no loss of pay or personal or annual leave. No more than a total of ~~150 300~~ ~~200~~ **two hundred fifty (250**) days aggregate and cumulative for all professional employees or ~~ten (10)~~  ~~five (5)~~ **eight (8)** days for any one individual shall be approved in any school year. Exceptions to this provision shall be a ~~twenty (20)~~ ~~ten (10)~~ **fifteen (15)** day maximum ~~each~~ for the elected treasurer of the Association and **ten (10) days for PGCEA Board members and** one other individual designated by the Association. Other exceptions may be granted upon approval by the Chief Human Resources Officer. When the immediate supervisor is unable to make emergency arrangements, the Board will be reimbursed by PGCEA for the cost of substitutes used on a full or half-day basis. Application for such leave shall be made in writing to the Chief Human Resources Officer as far in advance as practicable and ordinarily at least forty-eight (48) hours in advance. PGCEA and its officers recognize and agree that this privilege should not be abused. This section does not apply to summer school teaching ~~or persons on eleven-month contrac~~t. The Board will develop appropriate leave codes for use when PGCEA members are absent from their work location for professional organization involvement leave.  Agreed - If the Friday of the Annual Convention of the Maryland State Education Association (MSEA), is scheduled as a Unit I professional development or other non-student workday, attendance at the Convention shall be accepted by PGCPS as appropriate use of that day. Unit I employees not attending the Convention shall have the opportunity to work virtually or in person. Should it be a scheduled student instructional day, the Board will grant up to 200 days for use by PGCEA members who are elected as representatives to the Annual Convention of the Maryland State Education Association (MSEA). Use of such leave required PGCEA to submit a master list of approved names to the Chief of Human Resources.  \***Potential** Monetary Item | When the need arises, officers, Board members, committee chairpersons and members designated by approval of the Board of Directors of PGCEA may attend essential local, state, and national meetings with no loss of pay or personal or annual leave. No more than a total of ~~150 300~~ ~~200~~ **~~two hundred fifty (250~~**~~)~~ **two-hundred twenty five (225)** days aggregate and cumulative for all professional employees or ~~ten (10)~~  ~~five (5~~) **eight (8)** **six (6)** days for any one individual shall be approved in any school year. Exceptions to this provision shall be a ~~twenty (20)~~ ~~ten (10)~~ **~~fifteen (15)~~** **ten (10)** day maximum ~~each~~ for the elected treasurer of the Association and **~~ten (10) days for PGCEA Board members and~~**one other individual designated by the Association. Other exceptions may be granted upon approval by the Chief Human Resources Officer. When the immediate supervisor is unable to make emergency arrangements, the Board will be reimbursed by PGCEA for the cost of substitutes used on a full or half-day basis. Application for such leave shall be made in writing to the Chief Human Resources Officer as far in advance as practicable and ordinarily at least forty-eight (48) hours in advance. PGCEA and its officers recognize and agree that this privilege should not be abused. This section does not apply to summer school teaching ~~or persons on eleven-month contrac~~t. The Board will develop appropriate leave codes for use when PGCEA members are absent from their work location for professional organization involvement leave. |
| **REDUCE THE UNSUSTAINABLE WORKLOAD ON EDUCATORS** | | | |  |
| **Article 3 12**.  **Telework** | A work arrangement that allows a Unit I member to perform work, during any part of regular, paid hours, at an alternative worksite such as their home. | Decline - The administration has an administrative procedure on teleworking. That procedure has a current definition. | PGCEA has follow up questions | Decline - The administration has an administrative procedure on teleworking. That procedure has a current definition. |
| **Article 6.1. A** | 1. Subject to the PGCPS Calendar, of the above number of days, time will be scheduled for Unit I members when students are not in attendance on a day near the end of each of the first, second and third grading periods in order that Unit I members will be able to devote such three ~~one-half~~ days to complete required reports ~~and hold parent conferences~~. Unit I members shall be allowed to telework on these days. | Decline - Maintain current language  School calendar decisions are made based upon the mandatory number of days and hours for students. This change would impact that requirement. | **Hold to Original Proposal** | Decline - Maintain current language |
| 1. ~~In preparation for the Middle States Evaluations of High Schools, the chairperson of each official~~ faculty ~~committee shall have scheduled the equivalent of one workday for the purpose of preparing~~ required ~~reports in the evaluation process. Official Faculty Committee shall be those determined in~~ Section ~~1-10, including the subcommittees of Section 4 in the Evaluative Criteria edition being used~~ by ~~that school. The school-wide Chairperson of the Middle States Evaluation Committee shall have~~ scheduled ~~the equivalent of three (3) workdays to complete the report.~~   Of the above number of days one 7.5-hour day will be used by Unit I members to complete required web-based training (such as Smart Schools training videos). This workday will be included as one of the 192 required duty days as a floating telework day scheduled by each Unit I member to complete assigned video training which must be finished by published due dates. Assigned web-based training will not total more than 7 hours. | Decline - Maintain Current Language  Language for Middle States Evaluations of High Schools should remain. This still occurs. | **Accept maintenance of current 6.1 A. 3. language**  **6.1 A. 4. Of the above number of days one 7.5-hour day will be used by Unit I members to complete required web-based training (such as Smart Schools training videos). This workday will be included as one of the 192 required duty days as a floating telework day scheduled by each Unit I member to complete assigned video training which must be finished by published due dates. Assigned web-based training will not total more than 7 hours.** | **Decline** |
| 1. School Counselors shall be 11-month Unit I positions. Each high school will have a minimum of two 12-month positions. The 12-month positions will be offered to the two most senior school counselors at each school. If a counselor in line for the 12-month position declines, it shall then be offered to the next most senior counselor until the position is filled. | ~~School Counselors shall be 11-month Unit I positions. Each high school will have a minimum of two 12-month positions. The 12-month positions will be offered to the two most senior school counselors at each school. If a counselor in line for the 12-month position declines, it shall then be offered to the next most senior counselor until the position is filled.~~ Professional School Counselors shall be eleven (11) month Unit I positions.  The administration recognizes the value of an extended work year based upon the needs of our students related to guidance, student enrollment assistance and other needs after and before the student school year.  \*Monetary Item | School Counselors shall be 11-month Unit I positions. Each high school will have ~~a minimum of~~ ~~two~~ **one** 12-month **counselor** position. The 12-month position will be offered to the ~~two~~ most senior school counselor at each school. If a counselor in line for the 12-month position declines, it shall then be offered to the next most senior counselor until the position is filled. ~~Professional School Counselors shall be eleven (11) month Unit I positions~~ | Hold to proposed counter |
| 1. Pupil Personnel Workers shall be 12-month Unit I positions. | ~~Pupil Personnel Workers shall be 12-month Unit I positions~~. Pupil Personnel Workers shall be eleven (11) month Unit I positions. The administration recognizes the value of an extended work year based upon the needs of our students related to services after and before the student school year.  \*Monetary Item | ~~Pupil Personnel Workers shall be 12-month Unit I positions~~. Pupil Personnel Workers shall be eleven- month Unit I positions. **With the exception of** **twelve** **(12) Pupil Personnel Worker positions which shall be twelve-month position. The 12-month position will first be offered to the Pupil Personnel Workers with the most seniority. If a Pupil Personnel Worker in line for the 12-month position declines, it shall then be offered to the next most senior Pupil Personnel Worker until the position is filled.** | Hold to proposed counter |
| 1. School Psychologists shall be 12-month Unit I positions. | Decline - Maintain current number of 12-month positions. All other School Psychologists are eleven (11) month positions. | **Hold to Original Position** | Decline |
| 1. A full time, 11-month Athletic Director position will be added at all PGCPS comprehensive high schools and other schools with a full athletic program comparable to a comprehensive high school. Athletic Directors will be Unit I members. Athletic Directors shall receive a 10% salary differential. | A full time, eleven (11) ~~11~~-month Athletic Director position will be assigned to a~~dded at~~ all PGCPS ~~comprehensive~~ high schools. ~~and other schools with a full athletic program comparable to a comprehensive high school.~~  ~~Athletic Directors will be Unit I members. Athletic Directors shall receive a 10% salary differential.~~  \*Monetary Item | A full time, **Unit I member** eleven (11) ~~11~~-month Athletic Director position will be assigned to a~~dded at~~ all PGCPS ~~comprehensive~~ high schools. ~~and other schools with a full athletic program comparable to a comprehensive high school. Athletic Directors will be Unit I members.~~ **Athletic Directors shall receive a 10% salary differential.** | A full time, **~~Unit I member~~** eleven (11) ~~11~~-month Athletic Director position will be assigned to a~~dded at~~ all PGCPS ~~comprehensive~~ high schools. ~~and other schools with a full athletic program comparable to a comprehensive high school. Athletic Directors will be Unit I members.~~ **~~Athletic Directors shall receive a 10% salary differential~~.**and added to the differential schedule for Unit I members. The Athletic Director/Teacher pay scale will be eliminated. |
| **ARTICLE 6.2 A.1**. | The normal workday for Unit I members ~~employed for ten months~~ shall be 7 1/2 hours inclusive of lunch time. Unless otherwise agreed this shall be a continuous block of time. ~~The time before and after school may be scheduled on a more flexible basis~~. Unit I members working during the summer break, will be given the option of a four-day work week with longer daily hours if the system implements such a schedule. | Agree to striking “employed for ten months”. Maintain remaining current language.  Decline other proposed changes - Maintain remaining current language.  Summer workdays are scheduled based upon student and program needs. Employees cannot dictate their schedules. | **Agreement on first strikeout**  **Hold to original proposal on the rest of the language.** | Hold to proposed counter |
| **ARTICLE 6.2 B.**  **Lunch Period** | 1. Each Unit I member shall be provided a lunch period free of duty each regularly scheduled school day as established by Maryland School Law. The period shall extend for at least thirty (30) minutes ~~unless the regular lunch period scheduled for students is for a lesser period of time, in which case, the unit members’~~  ~~schedule may coincide with the students, However, the principal may schedule up to a thirty (30) minute~~  ~~duty free lunch period for Unit I members where the students’ lunch period is less than thirty (30)~~  ~~minutes~~. ~~At the elementary level, a total of thirty (30) minutes will be provided during the lunch/recess time period.~~ Changes will only be made due to unforeseeable circumstances. The principal is responsible for implementing this provision. Any difficulty in scheduling that would prevent this should be reported immediately to the Associate Superintendent. | Agree | **Tentative Agreement** |  |
| **ARTICLE 6.2 C. Planning Time** | 1. ~~The Labor Management Relations Committee will meet and discuss the scheduling of planning~~ time ~~for secondary classroom Unit I members and jointly identify solutions that will be submitted~~ to ~~the Chief Executive Officer and President of PGCEA. A Joint Committee composed of~~ elementary ~~PGCEA members and other stakeholders will meet to explore ways to provide more~~ elementary ~~planning time during the workday. Recommendations from the joint PGCEA/PGCPS~~ Joint ~~Elementary Planning Time Committee shall be used as a foundation by the administration~~  ~~for consideration to provide additional elementary planning time for Unit I members.~~  ~~Recommendations shall be completed by January 1, 2020.~~   Schools shall be closed three (3) hours early on a biweekly basis. Time on these early release dates shall be for individual unit member directed planning time. Unit 1 members will be permitted to leave the building after student dismissal and their regular assigned duties are met. | Agree to striking the stricken stated language regarding the Labor Management Committee.  Decline – ~~Schools shall be closed three (3) hours early on a biweekly basis. Time on these early release dates shall be for individual unit member directed planning time. Unit 1 members will be permitted to leave the building after student dismissal and their regular assigned duties are met.~~  Student instructional hours and days must meet required state mandates and the maximum duty days for 10-month personnel is 192 days. | **Hold to Original Proposal** | Hold to proposed counter |
| **ARTICLE 6.2**  **C. 2.** | 1. Secondary Schools: ~~The principal shall schedule a continuous block of forty-five minutes daily of planning time during the workday of 7 1/2 hours for each teacher~~. Unit I members shall receive a continuous block of planning time equal to a full class period or 45 minutes, whichever is greater. Secondary planning time shall be scheduled during the student day. | Decline - Maintain current language.  Opportunities for the student instructional day must continue to be the priority. | **Hold to Original Proposal** | Hold to proposed counter |
| 1. Elementary Schools, Early Childhood Centers, and Special Education Centers: The principal shall schedule ~~225~~ a minimum of 320 minutes of planning time for each ~~teacher~~ Unit I member per regular work week of five normal workdays. 240 minutes shall be scheduled during the student day and in daily blocks no less than 40 minutes. The additional 80 minutes can be scheduled outside the student day in blocks not less than 20 minutes. ~~In addition to the 225 minutes of~~  ~~planning time scheduled weekly, each principal shall schedule a block of thirty (30) minutes or~~  ~~the time equal to scheduled student lunch and recess periods (but not less than 25 minutes) of~~ ~~daily uninterrupted planning time during student lunch and recess periods for each elementary~~  ~~teacher.~~ The principal will provide the planning time schedule at least one week in advance and changes will only be made in the event of unforeseeable circumstances. | Decline - Maintain current language. Option - Language would require extending the Unit I 7 ½ hour duty day. Student instructional hour mandates must be met.    Should agreement be reached to extend the duty day to eight (8) hours the administration agrees to extend the minimum of 320 minutes of planning time for each Unit I member per regular work week of five normal workdays. | **Hold to Original Proposal** | Elementary Schools, Early Childhood Centers, and Special Education Centers: The principal shall schedule ~~225~~ a minimum of ~~320~~ **240** minutes of planning time for each **teacher**~~Unit I member~~ per regular work week of five normal workdays |
| 1. Except as may be necessitated by G. below, Unit I members will be responsible for determining the use of their planning time in accordance with C. above. Attending required meetings, such as IEP, 504, RTI, SIT, parent conferences- or other such meetings shall not be counted toward the required minimum planning time. If a Unit I member is required to attend ~~such~~ a meeting during their regularly scheduled planning time, the administration will reschedule their planning time within the same day to meet the minimum requirements. | Decline - Maintain current language  G. Except for the lunch period, any non-teaching time of a teacher shall be devoted to professional activities such as planning the instructional program, conferring or meeting with pupils, parents and colleagues, studying and maintaining records and any other professional endeavors | Except as may be necessitated by G. below, Unit I members will be responsible for determining the use of their planning time in accordance with C. above. **If a Unit I member is required to attend a meeting during their regularly scheduled planning time, the administration will reschedule their planning time within the same day to meet the minimum requirements.** | Except as may be necessitated by G. below, Unit I members will be responsible for determining the use of their planning time in accordance with C. above. **If a Unit I member is required to attend a meeting required by the administration during their regularly scheduled planning time, the administration will reschedule their planning time within the same day, where possible, to meet the minimum requirements.** |
| 1. Elementary, ECC and Regional School creative arts teachers shall be provided 5 minutes of transition time between classes. | Decline - Maintain current language | **Hold to Original Proposal** | Elementary, ECC and Regional School schedules will reflect transition time  between creative arts classes.  ~~creative arts teachers shall be provided 5 minutes of transition time between classes.~~ |
| 1. If a Unit I member is required to assist with test administration during their scheduled planning time or lunch, the administration will reschedule their planning time or lunch within the same day to meet the minimum requirements. | If a Unit I member is required to assist with test administration during their scheduled ~~planning time or~~ lunch, the administration will reschedule their ~~planning time or~~ lunch within the same day to meet the minimum requirements. | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| **ARTICLE 6.2 D. Collaborative Planning** | 1. ~~The administration and Representatives selected by PGCEA will meet to provide recommended~~ expectations ~~for collaborative planning sessions that focus solely on instructional improvements.~~  ~~Recommendations will be made by January 1, 2020.~~   Collaborative Planning shall be based on the following essential tenets:   1. Collaborative Planning is scheduled in addition to an educator’s individual contractual planning time. Collaborative Planning must not take place during contractual planning time. 2. Collaborative Planning is a time for grade level/ content area teams/departments to work together to meet the needs of their students. 3. The agenda of Collaborative Planning is driven by the educators in the grade level/ content area team/department. 4. Collaborative Planning is an opportunity to work together as collegial instructional teams. e. Collaborative Planning should examine each of the four components of planning: Data Inquiry Process, Examining Student Work, Lesson Planning, and Study Group. The instructional team shall determine which components will be discussed during each meeting | Collaborative Planning shall be based on the following essential tenets:   1. Collaborative planning will be scheduled on a regular basis for teams to engage collaboratively as an instructional professional learning community (PLC) of grade level/content teams, special population service providers and instructional leadership team members. 2. Collaborative planning is a time to work, study and plan together in a collegial manner to better understand content, ensure consistent delivery of instruction, analyze student thinking and performance to determine implications for instruction; and share best practices that will improve teaching and learning to meet the needs of our students. 3. Any **non-instructional time** labeled as collaborative planning shall not be counted towards required minimum planning time as described in Article 6.2.C. *(This language is already in the negotiated agreement. Note everything I described above is instructional)* 4. The agenda of Collaborative Planning will be created in alignment with the [Prince George's County Public Schools collaborative planning process model](https://drive.google.com/file/d/12FRJgqqpkWrGq1LhX15vz9L1zb64RTWx/view?usp=sharing) with educators in the grade level/content team/department in collaboration with special population service providers and the instructional leadership team. The team shall determine which components will be discussed during each planning session in alignment to the PGCPS collaborative planning process model.   Discussion:  There are also many new teachers who need assistance and guidance with the planning process. Collaborative planning provides an opportunity for research-based practices for collaboration with instructional stakeholders. The process formally outlined in the PGCPS collaborative planning model provides for shared collaboration in planning, studying and implementing best practices that will yield high quality instruction focused on meeting the needs of our students. | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| **ARTICLE 6.2 E. Substituting** | 1. Any Unit I member who volunteers or is assigned to cover or teach a class other than their regular scheduled ~~class~~ assignment shall be compensated in addition to their regular pay at the hourly rate of ~~eighteen dollars ($18.00)~~ fifty dollars ($50.00) payable in no less than one (1) hour increments. | Any Unit I member who volunteers and is approved, or is assigned to cover or teach a class, in the absence of the teacher of record, other than their regular scheduled class shall be compensated in addition to their regular pay at the hourly rate of ~~eighteen~~ thirty dollars ($~~18~~.30.00) payable in no less than one (1)  hour increments.  \*Monetary Item | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| 2. In the event that a unit 1 member is absent and no substitute is available and the principal divides a class between staff members, the unit members to whom the students are assigned shall be compensated in addition to their regular pay at the ~~established long term degreed substitute~~ hourly rate of ~~eighteen dollars ($18.00)~~ fifty dollars ($50.00) for each instructional period additional students are assigned to them, payable in no less than one hour increments. | In the event that a unit 1 member is absent and no substitute is available and the principal divides a class between staff members, the unit members to whom the students are assigned shall be compensated in addition to their regular pay at the ~~established long term degreed substitute~~ hourly rate of ~~eighteen dollars ($18.00) fifty dollars ($50.00)~~ thirty ($30) for each instructional period additional students are assigned to them, payable in no less than one hour increments.  \*Monetary Item | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| 3. When a Unit I member assigned to a co-taught class is absent and no substitute teacher is available the remaining co-teacher shall be compensated in addition to their regular pay at an hourly rate of ~~eighteen dollars ($18)~~ fifty dollars ($50.00) per each student instructional hour in no less than half hour increments. | When a Unit I member assigned to a co-taught class is absent and no substitute teacher is available the remaining co-teacher shall be compensated in addition to their regular pay at an hourly rate of ~~eighteen dollars ($18) fifty dollars ($50.00)~~ thirty ($30) per each student instructional hour in no less than half hour increments.  \*Monetary Item | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| 4. Any Unit I member who volunteers or is assigned to cover or teach a class during their planning period shall be compensated in addition to their regular pay at the hourly rate of seventy-five dollars ($75.00) or their hourly rate, whichever is higher, payable in no less than one (1) hour increments. | Any Unit I member who volunteers or is assigned to cover or teach a class during their planning period shall be compensated in addition to their regular pay at the hourly rate of ~~seventy-five dollars ($75. 00)~~ thirty ($30) or their hourly rate, whichever is higher, payable in no less than one (1) hour increments. This provision does not apply if the criteria for numbers 1, 2 or 3 above are met.  \*Monetary Item | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| **ARTICLE 6.2 F. Covering for Non-classroom Based Educators** | 1. Non-classroom-based educators covered by this language include school and non-school based Unit I members who are not teachers of record and/or do not work in classrooms as part of their regular assignments. These positions include, but are not limited to, professional school counselors, media specialists, psychologists, pupil personnel workers, speech and language pathologists, therapists, Instructional Lead Teachers, mentors, subject instructional specialists and school testing coordinators. | Further Study Needed |  | Decline - These are Unit I members. |
| 2. In the event a Unit I member volunteers or is assigned to cover the caseload/work of an absent non-classroom-based or non-teacher of record educator in addition to their regular assignment, they shall be compensated in addition to their regular pay, three hundred and fifty dollars ($350) or their daily rate, whichever is higher, per day. | In the event a Unit I member is designated by an assigned supervisor to cover the caseload/work of another Unit I position in addition to their regular assignment, the Unit I member shall be compensated thirty dollars ($30) per hour for such additional assignment. | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| 3. In the event a non-classroom-based educator is absent, and the principal/supervisor divides the work/caseload between two staff members, the unit members to whom the work is assigned shall be compensated, in addition to their regular pay, one hundred and seventy-five dollars ($175) or one-half their daily rate, whichever is higher, per day. If the work/caseload is divided between three staff members the unit members to whom the work is assigned shall be compensated, in addition to their regular pay, one hundred twenty dollars ($120) or one-third their daily rate, whichever is higher, per day. Work/caseloads shall not be divided between more than three Unit I members. | See #2 above | **Decline Counter – Hold to Original Proposal** | **Hold to previous response.** |
| **ARTICLE 6.2 G** | School Administration will work collaboratively with Unit I members and the Faculty Advisory Council to develop an equitable duty schedule for all staff members for lunch, recess, and other required duties overseeing the student population. Should an unscheduled emergency require that a Unit I member not receive all or a portion of his/her planning time for the purpose of lunch/recess duty coverage, the member will be compensated in addition to their regular pay at the hourly rate of ~~twenty dollars ($20)~~ seventy-five ($75.00) in no less than half hour increments for that planning period. This entitlement does not include days where the school system has a delayed opening or early dismissal. | School Administration will work collaboratively with Unit I members and the Faculty Advisory Council to develop an equitable duty schedule for all staff members for lunch, recess, and other required duties overseeing the student population. Should an unscheduled emergency require that a Unit I member does not receive all or a portion of his/her planning time for the purpose of lunch/recess duty coverage, the member will be compensated in addition to their regular pay at the hourly rate of ~~twenty dollars ($20)~~ ~~seventy-five ($75.00)~~ thirty ($30) in no less than half hour increments for that planning period. This entitlement does not include days where the school system has a delayed opening or early dismissal. of lunch/recess duty coverage, the member will be compensated in addition to their regular pay at the hourly rate of ~~twenty dollars ($20) seventy-five ($75)~~ thirty ($30) in no less than half hour increments for that planning period. This entitlement does not include days where the school system has a delayed opening or early dismissal.  \*Monetary Item | **Decline Counter – Hold to Original Proposal** | Hold to proposed counter |
| **ARTICLE 6.2 J. Early Departure** | 2. When an individual school is closed for an emergency, Unit I members will remain on duty ~~unless the decision is made that the entire building is uninhabitable~~ but shall telework until the school reopens. | Decline - Maintain current language | **Hold to Original Proposal** | Decline - Maintain current language |
| **ARTICLE 6.2 M.** | Non School-Based Unit I members, may, in coordination with their supervisor, adjust their weekly work schedule as these educators and their supervisor determine given the priorities and scope of the work. This may include telework options. | Non School-Based Unit I members, may, in coordination and approval ~~with~~ of their supervisor, adjust their weekly work schedule as these educators and their supervisor determine given the priorities and scope of the work. ~~This may include telework options.~~ | Non School-Based Unit I members, may, in coordination and approval ~~with~~ of their supervisor, adjust their weekly work schedule as these educators and their supervisor determine given the priorities and scope of the work. Requests for adjustments will not be unreasonably denied. Adjustments may include telework options. | Non School-Based Unit I members, may, in coordination and approval ~~with~~ of their supervisor, adjust their weekly work schedule as these educators and their supervisor determine given the priorities and scope of the work. Requests for adjustments will not be unreasonably denied. ~~Adjustments may include telework options.~~ |
| **ARTICLE 7. A**. | Secondary Unit I members will be assigned to their major or minor field of certification and should not be assigned more than ~~three~~ two different subject preparations. Preparations are defined by different course codes (ex. AP, on-level, honors, co-taught) taught at different times.   1. ~~In the event that~~ If scheduling necessitates a variation, the principal shall give the reason in writing to the teacher and provide the teacher an opportunity to discuss their schedule. 2. A teacher may volunteer to teach more than ~~three~~ two preparations in a school year. 3. If a teacher must be assigned to teach more than ~~three~~ two different preparations, the principal ~~will make reasonable efforts to~~ shall provide accommodations ~~to~~, in consultation with the teacher to account for the expanded planning responsibilities. This would include reduced duties or additional planning time as an accommodation | Decline - Maintain current language.  Student instructional hours during the duty day must take priority. The change would be a major budget improvement as it would require additional teachers. Recruitment is already a challenge. | **Hold to Original Proposal** | Decline - Maintain current language. |
| **ARTICLE 7 B.** | Unit I members will be provided tentative assignments in writing by the principal/supervisor for the following school term on or before the last duty day for ten-month employees. Such assignment may not be changed after the last duty day unless unforeseen circumstances cause the principal to make such changes. When changes need to be made, notification setting forth the reasons for the change shall be promptly given to the Unit I member in writing at the address on file in the school and by email sent to their PGCPS email address. A school administrator/supervisor will also attempt to reach the Unit I member by the phone number on file to discuss the change in schedule. ~~If the Unit I member cannot be~~  ~~reached by telephone, the notice shall be sent in writing~~ | Agree with two exceptions  Unit I members will be provided tentative assignments in writing by the principal/supervisor for the following school term on or before the last duty day for ten-month employees. Such assignment may not be changed after the last duty day unless unforeseen circumstances cause the principal to make such changes. When changes need to be made, notification setting forth the reasons for the change shall be promptly given to the Unit I member in writing at the address on file in the school and by email sent to their PGCPS email address. ~~A school administrator/supervisor will also attempt to reach the Unit I member by the phone number on file to discuss the change in schedule.~~ ~~If the Unit I member cannot be~~ reached ~~by telephone, the notice shall be sent in writing~~ | **Tentative Agreement** |  |
| **ARTICLE 7. E. Co-taught Classes** | ~~The administration and representatives of PGCEA will meet to collaboratively work on recommendations~~ to ~~improve the services to students in co-taught classrooms while seeking to address the concerns of~~  ~~educators in these settings. Recommendations shall be made by January 1, 2020.~~   1. Special educators, ESOL teachers, and general educators assigned to co-taught classes will be provided shared professional development to foster a stronger relationship and understanding of how to co-teach. This will be scheduled during the system or school based professional development provided at the start of the school year before students return.   2. PGCPS shall pilot co-teaching in two content areas only at two different high schools and two different middle schools (schools without special education programs) - English and Math to determine if this will improve the caseload responsibilities, collaborative planning, and teacher preparation. This pilot shall occur during the 2022-23 school year.  3. Secondary special educators will be assigned as co-teachers in one content area to build capacity and knowledge in the specific content areas and to ensure special educators understand the progressive instructional requirements in English or Math from grades 9 - 12.  4. PGCPS and PGCEA shall establish a joint elementary resource teacher task force designed to examine and recommend how to implement a schedule that enables special education teachers to better serve students in grades K-5 or K-6. Taskforce participants shall include elementary resource teachers, administrators, and general education teachers. The PGCEA President shall assign the Unit I member participants. The task force shall issue recommendations to the CEO of PGCPS and the PGCEA President by June 1, 2023.  5. PGCPS shall expand the implementation and use of technology in secondary classrooms to provide access to the general education curriculum using accommodations to reduce the impact and challenges at the secondary level in the implementation of accommodations. | Special educators, ESOL teachers, and general educators assigned to co-taught classes will be provided shared professional development to foster a stronger relationship and understanding of how to co-teach. This will be scheduled during the system or school based professional development days. ~~provided at the start of the school year before students return.~~  Decline #2 - Currently planning is ongoing in this area with an expected pilot in 2023 - 2024.  Decline #3 - Special Education staffing is based upon current resources and available staffing.  Decline #4 - Currently, there is a Special Education Committee with joint representative that meets to discuss issues and make recommendations. Utilize that committee rather than create another group/task force.  Decline #5 - The opportunity already exists with a student’s IEP team that is composed of multiple service providers. | **Hold to Original Proposal with one modification:**   1. PGCPS and PGCEA shall establish a joint elementary resource teacher task force designed to examine and recommend how to implement a schedule that enables special education teachers to better serve students in grades K-5 or K-6. Taskforce participants shall include elementary resource teachers, administrators, **ESOL teachers** and general education teachers. The PGCEA President shall assign the Unit I member participants. The task force shall issue recommendations to the CEO of PGCPS and the PGCEA President by June 1, 2023. | **Hold to original proposal** |
| **ARTICLE 7. G.** | The principal shall be responsible for obtaining substitutes for classroom teachers who are absent. Unit I members shall not be responsible for finding substitutes for their primary or assigned duties, such as arrival, lunch, or dismissal duties if they are going to be absent from work. | The principal shall be responsible for obtaining substitutes for classroom teachers who are absent. Unit I members shall not be responsible for finding substitutes for their primary or assigned duties, such as arrival, lunch, or dismissal duties if they are going to be absent from work. | **Tentative Agreement** |  |
| **ARTICLE 7 M.** | Special Education teachers and related service providers will be released from teaching and other duties at least ~~five (5) days per school year~~ one day per month from September to June, to work on paperwork/IEP compliance ~~at their work location~~. These days will be scheduled through agreement between the teacher and principal ~~with no more than two (2) occurring in any one quarter~~. Teacher requests for the placement of these days will not be unreasonably denied. Substitutes shall be provided to cover any teaching or co teaching assignments. Unit members shall be allowed to telework on these days.  1. Agreed upon release time shall be in addition to any other school district provided leave or preparation time.  2. To the extent possible, employees shall have access to computers, printers, software, and all other appropriate materials necessary to complete IEPs. | Decline - Maintain current language.  Related service providers do not maintain the same schedule as Special Education teachers. These professionals have built in and flexible opportunities for planning, testing, and completing the necessary paperwork and reports. The current five (5) days of release time are serving current needs. A minimal number of days have been accessed each year of the agreement.  (Per email sent on 2/12/22) | Special Education teachers and related service providers will be released from teaching and other duties at least ~~five (5) days per school year~~ one day per month from September to June, to work on paperwork/IEP compliance ~~at their work location~~. These days will be scheduled through agreement between the teacher and principal ~~with no more than two (2) occurring in any one quarter~~. Teacher requests for the placement of these days will not be unreasonably denied. Substitutes shall be provided to cover any teaching or co teaching assignments.   1. Agreed upon release time shall be in addition to any other school district provided leave or preparation time. 2. To the extent possible, employees shall have access to computers, printers, software, and all other appropriate materials necessary to complete IEPs. 3. **Unit members shall be allowed to telework on these days.** 4. **PGCPS shall create a separate absence code for the tracking of these days** | **Decline - Maintain current language.**  **With the exception of #4 - PGCPS shall create a separate absence code for the tracking of these days** |
| **ARTICLE 8 E.** | Attendance at meetings of Unit I members called for purposes directly related to the educational process shall be required duty. Faculty and other ~~teacher~~ mandatory Unit I member meetings shall require notification at least ~~forty-eight (48) hours~~ seven (7) calendars days in advance except in emergencies and shall not ~~normally~~ last more than one hour before or after the student day. Except in emergencies there shall be no more than two general faculty meetings per month ~~excluding the months of August and June~~  ~~when three general faculty meetings may be held each month~~. Unit I members will not be required to attend more than two meetings per month that extend beyond the normal duty day including the general faculty meetings. Unit I members ~~at elementary schools~~ will not be required to attend more than four mandatory staff and/or professional development meetings per month during the duty day ~~unless there are unforeseen circumstances~~. The principal/supervisor will be responsible for sharing a faculty/staff meeting calendar with the staff within the first five (5) duty days of the 10-month employee calendar. | Attendance at meetings of Unit I members called for purposes directly related to the educational process shall be required duty. Faculty and other ~~teacher mandatory~~ Unit I member meetings shall require notification at least forty-eight (48) hours ~~seven (7) calendars days~~ in advance except in emergencies and shall not ~~normally~~ last more than one hour before or after the ~~student~~ teacher workday. Except in emergencies there shall be no more than two general faculty meetings per month excluding the months of August and June when three general faculty meetings may be held each month. Unit I members will not be required to attend more than two meetings per month that extend beyond the normal duty day including the general faculty meetings. Unit I members at elementary schools will not be required to attend more than four mandatory staff and/or professional development meetings per month during the duty day ~~unless there are unforeseen circumstances~~. The principal/supervisor will be responsible for sharing a tentative faculty/staff meeting schedule/calendar with the staff within the first ~~five (5)~~ ten (10) duty days of the 10-month employee calendar. | Attendance at meetings of Unit I members called for purposes directly related to the educational process shall be required duty. Faculty and other ~~teacher mandatory~~ Unit I member meetings shall require notification at least ~~seven (7)~~ ~~calendars days~~ ~~fort~~**~~y~~**~~-eight (48)~~ **~~hours~~ 5work days in** advance except in emergencies and shall not ~~normally~~ last more than one hour before or after the student ~~teacher work~~ day. Except in emergencies there shall be no more than two general faculty meetings per month excluding the months of August and June when three general faculty meetings may be held each month. Unit I members will not be required to attend more than two meetings per month that extend beyond the normal duty day including the general faculty meetings. Unit I members ~~at elementary schools~~ will not be required to attend more than four mandatory staff and/or professional development meetings per month during the duty day ~~unless there are unforeseen circumstances~~. The principal/supervisor will be responsible for sharing a tentative faculty/staff meeting schedule/calendar with the staff within the first ~~five (5)~~ ten (10) duty days of the 10-month employee calendar. | **Hold to previous proposal.** |
| **ARTICLE 8 F.** | Unit I members are encouraged to take an active role in the school parent organization and each Unit I member is required to attend one Back-to-School ~~Night~~ event beyond the regular duty day. Unit I members with multiple school assignments shall only be required to attend one Back-to-School event at their base school. | Decline - Maintain current language | **Hold to Original Proposal** | Decline - Maintain current language |
| **ARTICLE 8 G.** | Unit I members shall not be responsible for taking or recording student attendance on days they are absent, including when at professional development sessions or other training. Each school principal, in consultation with the Faculty Advisory Council, shall develop a plan to check and record attendance when a Unit I member is absent. This language shall apply to both in-person and distance learning. | Unit I members shall not be responsible for taking or recording student attendance on days they are absent, including when at professional development sessions or other training. ~~Each school principal, in consultation with the Faculty Advisory Council, shall develop a plan to check and record attendance when a Unit I member is absent. This language shall apply to both in-person and distance learning.~~ | **Tentative Agreement** |  |
| **ARTICLE 20 C.** | When the Division of Curriculum and Instruction and Chief Executive Officer approve major policy and curriculum changes, sufficient professional staff involvement will be initiated with ~~the local staff~~ impacted school-based staff before the changes are implemented at the ~~local~~ classroom level. When financing and staffing are affected by a curriculum change, adequate time for the preparation and planning must be allowed before it is initiated at the school level.  1. If the changes are Vendor Purchased:  a. educators who are expected to implement new or substantially revised curricula at the beginning of the year, shall be provided access to all materials and training opportunities starting at least four weeks before the expected implementation date. Non-work periods, such as summer break, are not to be counted towards the four-week minimum.  b. educators who are expected to implement new curricula or substantially revised curricula mid-year, shall be provided access to all materials and training opportunities starting at least four weeks before the expected implementation date. Non-work periods, such as winter break, are not to be counted towards the four-week minimum.  2. If the changes are PGCPS Developed:  a. detailed outlines (including common tasks or required summative assessments, and a list of required readings and other activities) with timelines shall be provided to the teachers starting at least four weeks prior to the beginning of the semester during which the curriculum is scheduled to be taught. Non-work periods, such as summer or winter break, are not to be counted towards the four-week minimum, or  b. The PGCPS curriculum materials for a unit shall be available to teachers who are expected to teach it starting at least four weeks before the unit is scheduled to be taught. Non-work periods, such as summer or winter break, are not to be counted towards the four-week minimum.  3. When implementing a new vendor purchased curriculum, appropriate training for impacted staff shall be provided by the vendor.  4. Formal observations shall not be conducted of any Unit I member during the first quarter a new curricula or substantial revisions to curricula are implemented by that member. | When the Division of Curriculum and Instruction and the Chief Executive Officer approve major policy and curriculum changes, sufficient professional staff involvement will be initiated with ~~the local staff~~ impacted ~~school-based staff~~ Unit 1 members before the changes are implemented. ~~at the local classroom level.~~ When financing and staffing are affected by a curriculum change, adequate time for the preparation and planning must be allowed before it is initiated at the school level.  **1-4 Further study needed.** |  | When the Division of Curriculum and Instruction and the Chief Executive Officer approve major policy and curriculum changes, sufficient professional staff involvement will be initiated with ~~the local staff~~ impacted ~~school-based staff~~ Unit 1 members before the changes are implemented. ~~at the local classroom level.~~ When financing and staffing are affected by a curriculum change, adequate time for the preparation and  planning must be allowed before it is initiated at the school level.    **Decline 1-4** |
| **ARTICLE 23.11 ATHLETIC DIRECTOR, ~~BAND DIRECTOR,~~ AND COACHING LEAVE** | Athletic Directors, Band Directors, and Unit I member coaches ~~with less than 1500 students~~ will be provided ~~six (6)~~ eight (8) days of professional leave annually. ~~Athletic Directors and coaches with more~~  ~~than 1500 students will be provided ten (10) days of professional leave annually.~~ Use of leave days is for the purpose of meeting the program requirements of the PGCPS athletic program only. Use of leave requires prior approval of the school administration but shall not be unreasonably denied. Leave can be taken in hourly increments. The allotment will be available throughout the duration of this agreement. | Athletic Directors, ~~Band Directors~~, and Unit I member coaches ~~with less than 1500 students~~ will be provided up to ~~six (6) eight~~ ~~(8)~~ seven (7) days of professional leave annually. ~~Athletic Directors and coaches with more~~  ~~than 1500 students will be provided ten (10) days of professional leave annually.~~ Use of leave days is for the purpose of meeting the program requirements of the PGCPS athletic program only. Use of leave requires prior approval of the school administration but shall not be unreasonably denied. Leave can be taken in hourly increments. The allotment will be available throughout the duration of this agreement.  \*Monetary Item | **Hold to Original Proposal** | **Hold to Previous Proposal** |

**PGCEA February 17, 2022 Proposals - PGCPS March 15, 2022 Response**

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| **PGCEA 2.17.22 Proposals**  **Article** | **PGCPS Response**  **Date 3.15.22** |
| Article 8 J.  Classroom teachers will not be compelled to administer more than one district created assessment per subject per quarter.  20.1 STUDENT TESTING AND SURVEY DATES  A. PGCPS will publish testing and survey calendar dates and windows of all state and district mandated tests and surveys, as well as required ELL testing, by September 15 of each school year of this agreement. The published testing information will include the number of minutes required for each district/state test. This testing document will be shared with PGCEA. This testing information will be publicly shared through appropriate communication venues used by the school system.    B. The total number of hours any PGCPS student spends on mandated state or local assessments shall not exceed the maximum hours in the “More Learning, Less Testing Act of 2017” (SB 452). PGCPS shall be responsible for tracking this data.  C. Elementary schools will be provided substitute teachers to assist Kindergarten teachers with responsibilities for administering baseline assessments during the initial fall assessments. The classroom teachers and the school administration will determine collaboratively how the assessment and instructional responsibilities are shared.    D. The loss of instructional planning time due to required testing should be minimized through careful planning and staff input. Faculty Advisory Councils shall have input on the testing schedule for their buildings. These schedules shall be completed before the end of the first grading quarter.    E. PGCPS shall establish a committee to examine and make recommendations to reduce the time spent on mandatory state and local assessments. This committee shall include a broad membership of stakeholders impacted by such tests. The committee will include but not be limited to PGCPS administration, Unit I and other bargaining unit members, parents/caregivers, students, and community members. The PGCEA president shall appoint the Unit I members. The Committee shall meet at least bi-monthly starting in September of 2022. The committee shall issue a report, including recommendations to the CEO, Board of Education, bargaining units and the public by May 1 of each year. | 8J. Decline  20.1 A – Agree  20.1B Agree  20.1 C - Elementary schools will be provided substitute teacher~~s~~ funding to assist Kindergarten teachers with responsibilities for administering baseline assessments during the initial fall assessments. The classroom teachers and the school administration will determine collaboratively how the assessment and instructional responsibilities are shared.  20.1 D – Decline  20.1 E - Decline |
| Article 20. 2  In subjects where the district has implemented a Quarterly Benchmark Exam, PGCPS will include students’ scores on the report card. In subjects where there is a state assessment, PGCPS will include students’ scores on the report card. | Decline |
| Article 24. ~~B.~~ D  The administration will ~~continue to~~ support the ~~effort to implement~~ implementation of Restorative Practices ~~in newly selected schools~~ at all PGCPS schools which reach a 75% threshold of Unit I members support for becoming a restorative practices school. Staff in those schools not already using Restorative Practices at the start of the 2022-2023 school year will be provided an overview of Restorative Practices and will administer the readiness survey during the 2022-2023 school year. The readiness survey will be administered ~~in selected schools~~ by the school administration and FAC with support from the PGCPS  Restorative Practices Coordinator to determine faculty support for becoming a Restorative Practice School. Schools where a minimum of 75% of staff is in support of the school transitioning to a Restorative Practice School will receive ~~consideration of selection for~~ support for transition in the subsequent school year. | Decline – maintain current language. The school system has articulated a 5yr growth plan for Restorative Practices. |
| Article 24. ~~C~~. E.  1. In schools transitioning to Restorative Practices, the district will provide principals with training and support to facilitate effective planning and implementation.  2. In schools transitioning to Restorative Practices, staff members will be provided the full training, including the financial support necessary, to successfully implement this approach throughout the school.  3. Staff new to schools that use restorative practices will be provided training and support in using Restorative Practices. | Decline – maintain current language. |
| Article 24. ~~D~~. F.  All schools using restorative practices shall be provided a Restorative Practices Coordinator. The Restorative Practices Coordinator ~~will receive a compensatory emolument for his/her service~~ will be a full time Unit I position. ~~Unit I members will have the first opportunity to apply for the position~~. | Decline – maintain current language. |

**PGCPS Proposals March 15, 2022**

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| **Article** | **Section** | **Title** | **Alpha** | **Number (& letter if applicable)** | **Current language** | **PGCPS Recommendation**  **March 15, 2022** |
| 17 |  | Return from Extended Leaves of Absence | P |  | Unit I Members returning from authorized leave will be placed  in active pay status upon the first day they are eligible to return  to work as long as they provided written notice of their return  to work date to the Division of Human Resources at least ten  (10) work days prior to such return to work date. Return to work  must be approved by Absence Management. Upon placement  in active pay status, if no permanent assignment is available,  Unit I members may be assigned to perform substitute teaching  duties until such an assignment becomes available. In placing  Unit I members in such temporary substitute assignments,  Human Resources shall consider proximity to place of residence  and make every effort to avoid day to day assignments to  different locations. Unit I members will not receive formal annual  evaluations while performing such temporary substitute teaching  duties, but will be subject to normal performance monitoring. Unit  I members who have not provided written notice at least ten (10)  work days prior to their planned return to work date will, if they  have been approved by Absence Management for return to work,  be entitled to be placed in active pay status upon the eleventh  (11th) work day after such notice was provided; however, such  unit members may volunteer to perform substitute teaching duties  during this 10-day period and will be paid their regular rate of  pay if a substitute position is offered to them during this period.  Unit I members will be placed in the first available permanent  assignment in their area of certification for the remainder of that  duty year | Unit I Members returning from authorized leave will be placed  in active pay status upon the first day they are eligible to return  to work as long as they provided written notice of their return  to work date to the Division of Human Resources at least ten  (10) work days prior to such return to work date. Return to work  must be approved by Absence Management. ~~"Upon placement~~ ~~in active pay status, if no permanent assignment is available,~~ ~~Unit I members may be assigned to perform substitute teaching~~ ~~duties until such an assignment becomes available. In placing~~ ~~Unit I members in such temporary substitute assignments,~~ ~~Human Resources shall consider proximity to place of residence~~ ~~and make every effort to avoid day to day assignments to~~ ~~different locations. Unit I members will not receive formal annual~~ ~~evaluations while performing such temporary substitute teaching~~ ~~duties, but will be subject to normal performance monitoring. Unit~~ ~~I members who have not provided written notice at least ten (10)~~ ~~work days prior to their planned return to work date will, if they~~ ~~have been approved by Absence Management for return to work,~~ ~~be entitled to be placed in active pay status upon the eleventh~~ ~~(11th) work day after such notice was provided; however, such~~ ~~unit members may volunteer to perform substitute teaching duties~~ ~~during this 10-day period and will be paid their regular rate of~~ ~~pay if a substitute position is offered to them during this period"~~Upon placement in active pay status, if no permanent assignment is available in their area of certification, Unit I members will be assigned to their current school location as an overhire until a permanent assignment in the area of certification becomes available.Unit I members will be placed in the first available permanent  assignment in their area of certification for the remainder of that  duty year. |
| 22 | 22.2 | PLACEMENT OF UNIT I MEMBERS ON THE SALARY SCHEDULE | A,B,C,D,E,F | If you would like representation from PGCEA union, youare encouraged to contact your PGCEA UniServ Director (who is included in theinvitation. Failure to attend your meeting will be deemed as you waiving youropportunity to present your side to the allegations, and a recommendation willbe rendered by the ELRO Advisor based on the information submitted bymanagement. If you choose to resign in lieu of a Loudermill, you can do so bylogging into your account through Oracle. | A. Bachelor’s Degree B. Bachelor’s Degree Plus 30  C. Bachelor’s Degree Plus 45 hours and Master’s Degree D. Master’s Degree Plus 30 E. Master’s Degree Plus 60 F. Doctorate 1. Approved course work that is not part of the requirements for the master’s degree may be counted toward the master’s degree plus 30 hours’ scale and master’s degree plus 60 hours’ scale. 2. Courses must be selected from those listed in the graduate school catalogue except as noted below. 3. After placement on the master’s salary scale and with prior approval of the Chief Human Resources Officer, a maximum of fifteen (15) semester hours of state-approved workshop credit and/or undergraduate credit may be accepted. | A. Salary Grades  • Bachelor’s Degree  • Bachelor’s Degree Plus 30 ~~At least fifteen (15) hours of the course work must be listed in a graduate school catalogue or be certified by the registrar as graduate level. With prior approval of the Chief Human Resources Officer, a maximum of fifteen (15) hours of stateapproved workshop and/or undergraduate course credit may be counted toward the bachelor’s degree plus 30 hours scale.~~  ~~•~~ Bachelor’s Degree Plus 45 hours and Master’s Degree  • Master’s Degree Plus 30  • Master’s Degree Plus 60  • Doctorate  1. ~~Approved course work that is not part of the requirements~~ ~~for the master’s degree may be counted toward the master’s~~ ~~degree plus 30 hours’ scale and master’s degree plus 60 hours’~~ ~~scale. le.~~ ~~2. Courses must be selected from those listed in the graduate~~ ~~school catalogue except as noted below.~~ ~~3. After placement on the master’s salary scale and with prior~~ ~~approval of the Chief Human Resources Officer, a maximum~~ ~~of fifteen (15) semester hours of state-approved workshop~~ ~~credit and/or undergraduate credit may be accepted.~~ 1. A minimum of fifteen (15) hours of the course work must graduate level or be certified by the registrar as graduate level. A maximum of fifteen (15) hours of undergraduate course credit (taken while employed) with PGCPS and/or state approved workshop may be counted toward salary advancement. 2. Approved course work that is not part of the requirements for the master’s degree may be counted toward the master’s degree plus 30 and master’s degree plus 60 hours’ scale. |
| 22 | 22.2 | PLACEMENT OF UNIT I MEMBERS ON THE SALARY SCHEDULE | G. General Information Regarding All Salary Schedules |  | Courses in religion or religious education may not be counted for salary purposes unless they are recognized by the State of Maryland for certification. | Courses in religion, ~~or~~ religious education, ~~may not be counted for salary purposes unless they are recognized~~ and courses or degrees not recognized by the State of Maryland for certification and related to a school assignment may not be counted for salary purposes. |
| 22 | 22.2 | PLACEMENT OF UNIT I MEMBERS ON THE SALARY SCHEDULE | G. General Information Regarding All Salary Schedules |  | Advancement on the salary schedule for a Unit I member holding a Conditional Degree Certificate is contingent upon meeting the requirements of State Board of Education by presenting a minimum of six (6) semester hours toward regular certification during each year. | ~~Advancement on the salary schedule for a~~ A Unit I member holding a Conditional ~~Degree~~ Certificate is ~~contingent upon meeting the requirements of State Board of Education by presenting a minimum of six (6) semester hours toward regular certification during each year.~~ paid on a Bachelor’s salary and is not eligible for a grade salary advancement through educational attainment until a professional certificate is obtained. |
| 22 | 22.2 | PLACEMENT OF UNIT I MEMBERS ON THE SALARY SCHEDULE | G. General Information Regarding All Salary Schedules | ────────── | A Unit I member holding either the bachelor’s degree or an advanced degree in a field other than education may request that graduate courses related to that Unit I member’s assignment be recognized for advanced standing on the salary schedule, provided that the individual holds at least an Advanced Professional Certificate in the field in which such individual is teaching. | REMOVE |
| 22 | 22.2 | PLACEMENT OF UNIT I MEMBERS ON THE SALARY SCHEDULE | G. General Information Regarding All Salary Schedules | 5 | A Professional Growth Form must be submitted at the time the Unit I member qualifies for placement on the new lane on the salary scale. Retroactive payment for a Unit I member will not be granted beyond the beginning of the current school year. | ~~A Professional Growth~~ An electronic Salary Lane Change Request or Credit Count Request form must be submitted at the time the Unit I member qualifies for placement on the new lane on the salary scale. ~~Retroactive payment for a Unit I member will not~~  ~~be granted beyond the beginning of the current school year.~~ Retroactive wages will be issued effective at the start of the pay period in which the documents were received by the Department of Human Resources. |
| 22 | 22.2 | General Information Regarding All Salary Schedules | D |  | D. Outside applicants will be hired at a maximum entry level of Step 10 on the salary scale unless the PGCPS Chief Human Resources Officer determines the needs of the school system and critical need dictates otherwise. The PGCEA Executive Director will be informed of these cases annually on October 1 and February 1. | D. Outside applicants will be hired based on established administrative procedures. ~~at a maximum entry level of Step 10 on the salary scale unless the PGCPS Chief Human Resources Officer determines the needs of the school system and critical need dictates otherwise. The PGCEA Executive Director will be informed of these cases annually on October 1 and February 1~~. |
| 23 | 23.6 | Compensatory Emolument Program | A |  | It is the purpose of the compensatory emoluments program in the Prince George’s County Public Schools to provide instruction in a wide variety of activities for as many students in the elementary and secondary schools as can be accommodated. It is not to be a program only for school teams which participate in sports but it is also intended to provide activities in recreational and cultural programs approved by the Chief Executive Officer. | It is the purpose of the compensatory emoluments program in the Prince George’s County Public Schools to provide ~~instruction in a wide variety of activities for as many students in the elementary and secondary schools as can be accommodated. It is not to be a program only for school teams which participate in sports but it is also intended to provide activities in recreational and cultural programs approved by the Chief Executive Officer.~~ compensation for Unit I educators serving as club and/or service sponsors. |
| 23 | 23.6 | Compensatory Emolument Program |  |  | Compensatory Emoluments Compensation Scale (page 40 - 41) | Consider removing the Enrichment Activity and Service Activity designations listed on the Compensation Scale (addendum to Negotiated Agreement) and have just one school-based activity emolument. Change to "School Based Activity" with a compensation amount of $894.22 (average of current compensation amounts for both activities - no budget impact) |
| 23 |  | Employment in addition to regular assignment |  | 23.8 | Unit I members that receive compensation for a stipend, bonus, grant  or emolument shall be paid in a separate paycheck and not as part of  the Unit I members’ regular bi-weekly pay. | 1. Unit I members that receive compensation for a stipend, bonus, grant  or emolument shall be paid in a separate paycheck and not as part of  the Unit I members’ regular bi-weekly pay. 2. These activities cannot interfere with regular full time responsibilities. If these additional activities are at the current school assigned/work location, there must be a clear stop time for the regular duties and a clearly outlined start time for the additional assignments and special programs duties; They must not overlap. |
| 23 | 23.7 |  |  |  | Unit I members designated through written correspondence by the  Division of Human Resources as Mentor Teachers, in addition  to their normal teaching assignment, will receive a stipend of  $500.00 per teacher mentored during the school year. Assignment,  training, and responsibilities will be coordinated through the Office of  Talent Development. Payroll procedures shall be in compliance with  established emolument payroll procedures | Unit I members designated through written correspondence by the  Division of Human Resources as Mentor Teachers, in addition  to their normal teaching assignment, will receive a stipend of  $500.00 per teacher mentored during the school year. Assignment,  training, and responsibilities will be coordinated through the Office of Professional Learning and Leadership. Payroll procedures shall be in compliance with  established emolument payroll procedures |