**PGCEA 2.8.22 Proposals - PGCPS 2.17.22 Response – PGCEA Response 3.15.22**

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| **PGCEA Proposals**  **Date 2/8/22** | **PGCPS Response**  **Date 2/17/22** | **PGCEA Response**  **Date 3/15/22** |
| Article 4.5 FACULTY ADVISORY COUNCIL  A. A Faculty Advisory Council is to be established by the Unit I members in every school, work site or department ~~not later than September 15~~.  B. The Faculty Advisory Council (FAC) shall consist of:  1. The elected head Association Representative ~~who shall act as Chair~~, and a group of Unit I members elected by the faculty at the rate of one for every ten (10) Unit I members or portion thereof. No site shall have less than ~~five (5)~~ four (4).  2. ~~All Association Representatives, one of whom shall be elected by the FAC and be~~ designated ~~Chair of the Faculty Advisory Council (and shall serve concurrently as Chair~~ ~~of the Association Delegation to PGCEA)~~. Once elected the members of the FAC shall elect a Chair and Secretary.  C. The ~~Chair~~ elected Association Representative(s), or any four Unit I members shall issue a call to organize the FAC and the election procedures will be determined by the Unit I members of the school, work site or department. Once elected, FAC members shall serve until the start of the subsequent 10-month employee work year. | Article 4.5 FACULTY ADVISORY COUNCIL  A. A Faculty Advisory Council is to be established by the Unit I members in every school. ~~work site or department not later than September 15~~.  B. The Faculty Advisory Council (FAC) shall consist of:  1. The elected head Association Representative ~~who shall act as Chair~~, and a group of Unit I members elected by the faculty at the rate of one for every ten (10) Unit I members or portion thereof. No site shall have less than ~~five (5)~~ four (4).  2. ~~All Association Representatives, one of whom shall be elected by the FAC and be~~ designated ~~Chair of the Faculty Advisory Council (and shall serve concurrently as Chair~~ ~~of the Association Delegation to PGCEA)~~. Once elected the members of the FAC shall elect a Chair and Secretary.  C. The ~~Chair~~ elected Association Representative(s), or any four Unit I members shall issue a call to organize the FAC and the election procedures will be determined by the Unit I members of the school~~,~~ ~~work site or department~~. Once elected, FAC members shall serve until the start of the subsequent 10-month employee work year*.*  *We feel that the FAC is clearly specific to a ‘school faculty’ and the focus should remain there. There is no consistent evidence or regularly communicated challenges of various central office settings to establish more groups to have personal meetings to take up additional time. All of those individuals were created to support schools, our foundation, so our primary focus remains there while we address the needs and challenges of those who support schools. Student Services has monthly meetings with the two associates to address challenges and concerns. Hopefully this helps for you to pull some responses that work.* | **Decline Board’s Counter – Hold to original Proposal** |
| Article 6.1 B.  The Annual Calendar Committee appointed by the Chief Executive Officer will prepare a calendar in accordance with the above stipulations. The committee shall have a representative of PGCEA selected by the PGCEA President. The final composition of the Calendar Committee will include a person currently assigned as a classroom teacher in addition to the PGCEA representative. This classroom teacher will be appointed by the PGCEA president. The calendar prepared by the Committee shall be submitted to the Unit I members for consideration. After consideration by the Unit I members the Calendar Committee shall consider their reactions before making their final recommendations to the Chief Executive Officer. | Article 6.1 B.  The Annual Calendar Committee appointed by the Chief Executive Officer will prepare a calendar in accordance with the above stipulations. The committee shall have a representative of PGCEA selected by the PGCEA President. The final composition of the Calendar Committee will include a person currently assigned as a classroom teacher in addition to the PGCEA representative. ~~This classroom teacher will be appointed by the PGCEA president.~~ The calendar prepared by the Committee shall be submitted to the Unit I members for consideration. After consideration by the Unit I members the Calendar Committee shall consider their reactions before making their final recommendations to the Chief Executive Officer. | **Decline Board’s counter – hold to original proposal** |
| Article 8 H.  Classroom teachers will be required to input student attendance data daily except on days the classroom teacher is not at work. This shall serve as adequate communication from the classroom teacher to families/caregivers about student attendance. | Article 8 H.  Classroom teachers will be required to input student attendance data daily except on days the classroom teacher is ~~not at work~~ on approved leave. ~~This shall serve as adequate communication from the classroom teacher to families/caregivers about student attendance.~~ | Article 8 H.  Classroom teachers will be required to input student attendance data daily except on days the classroom teacher is ~~not at work~~ on approved leave. Follow up communication regarding attendance shall not be the responsibility of the classroom teacher, as the information is available in the SchoolMAX Family Portal. |
| Article 8 I.  Classroom teachers will input grades according to the PGCPS Grading Procedures and conference with parents/caregivers on scheduled parent-teacher conference days. This shall serve as adequate communication to parents/caregivers regarding student academic progress. Any additional communication will be at the teacher’s discretion. | Article 8 I.  Classroom teachers will input grades according to the PGCPS Grading Procedures and conference with parents/caregivers on scheduled parent-teacher conference days or as necessary based upon the needs of the students. ~~This shall serve as adequate communication to parents/caregivers regarding student academic progress.~~ ~~Any additional communication will be at the teacher’s discretion.~~ | Article 8 I.  Classroom teachers will input grades according to the PGCPS Grading Procedures and conference with parents/caregivers on scheduled parent-teacher conference days or ~~as necessary based upon the needs of the students.~~  as deemed necessary by the classroom teacher. Follow up communication regarding grades shall be at the discretion of the classroom teacher as the information is available in SchoolMAX Family Portal. |
| Article 9. A.  When a Unit I member is formally observed or evaluated by that person’s supervisor or another appropriate administrator, the completed formal observation or evaluation forms shall be discussed with the Unit I member before being signed by the Unit I member in the presence of the immediate supervisor or other appropriate administrator. ~~and a~~ A copy of the formal observation or evaluation form shall be given to the Unit I member at that time. The Unit I member’s signature acknowledges receipt of the formal observation or evaluation form and does not necessarily indicate agreement with its content. Forms can be signed electronically. | Article 9. A.  When a Unit I member is formally observed or evaluated by that person’s supervisor or another appropriate administrator, the completed formal observation or evaluation forms shall be discussed with the Unit I member before being signed by the Unit I member in the presence of the immediate supervisor or other appropriate administrator. ~~and a~~ A copy of the formal observation or evaluation form shall be ~~given to~~ shared with the Unit I member at that time. The Unit I member’s signature acknowledges receipt of the formal observation or evaluation form and does not necessarily indicate agreement with its content. Failure by the Unit 1 member to sign the formal observation or evaluation does not negate the observation or evaluation. Forms can be signed electronically. Formal observations and evaluations of Unit I members shall only be done by administrators who have been certified in the PGCPS Evaluation System. | Article 9. A.  When a Unit I member is formally observed or evaluated by that person’s supervisor or another appropriate administrator, the completed formal observation or evaluation forms shall be discussed with the Unit I member before being signed by the Unit I member in the presence of the immediate supervisor or other appropriate administrator. ~~and a~~ A copy of the formal observation or evaluation form shall be ~~given to~~ shared with the Unit I member at that time. The Unit I member’s signature acknowledges receipt of the formal observation or evaluation form and does not necessarily indicate agreement with its content. Failure by the Unit 1 member to sign the formal observation or evaluation does not negate the observation or evaluation. Forms can be signed electronically. Formal observations and evaluations of Unit I members shall only be done by administrators who have been certified in the PGCPS Evaluation System.  Unit I members shall have the opportunity to include a rebuttal to formal observations which shall be attached to the observation form as a part of the record. |
| Article 9 B.  A continuing program of evaluation of Unit I member performance based in part on personal observation is required. Whenever it appears that any aspect of a tenured Unit I members’ performance is less than effective the principal or supervisor shall notify the Unit I member in writing, shall follow such notification with a conference to suggest necessary improvement, and shall make at least one classroom/assignment observation which shall be announced to the Unit I member at least ~~two~~ five (5) ~~days~~ workdays in advance. ~~Additional classroom/assignment observations may be made without advance notice.~~ No less than an effective evaluation may be given to a Unit I member without prior notification and conference. All evaluations which are less than effective must be given to the Unit I member on or before June 10th and all other evaluations must be given to the Unit I member before the last duty day for teachers. | Article 9 B.  A continuing program of evaluation of Unit I member performance based in part on personal observation is required. Whenever it appears that any aspect of a tenured Unit I members’ performance is less than effective the principal or supervisor shall notify the Unit I member in writing, shall follow such notification with a conference to suggest necessary improvement, and shall make at least one classroom/assignment observation which shall be announced to the Unit I member at least ~~two five (5)~~ ~~days~~ three (3)workdays in advance. ~~Additional classroom/assignment observations may be made without advance notice~~. Additional informal ~~classroom/assignment~~ observations may be made without advance notice. No less than an effective evaluation may be given to a Unit I member without prior notification and conference. All final evaluations which are less than effective must be shared with the Unit I member on or before June 10th and all other evaluations must be given to the Unit I member on or before the last duty day for teachers. Employees must be evaluated using the processes outlined in the employee evaluation handbook provided annually through the Office of Employee Performance. | **Tentative Agreement** |
| Article 9 E.  Formal classroom observations shall be conducted as part of the evaluation process for Unit I members who are On-Cycle. The scores for each component are used in the calculation of the Final Evaluation Report. The requirements for formal observations are as follows:   1. A formal observation must occur for a minimum of 30 minutes, uninterrupted. 2. All Formal observations of Unit I members are to be announced at least five (5) duty days before they occur. 3. A pre-observation conference is required for each formal observation. 4. All formal observations must include a post-observation conference. 5. The observer will share formal observation notes with the Unit I member prior to the post observation conference. 6. Post-observation conferences will be held within seven (7) duty days after the formal observation. Conferences may be delayed, by documented mutual agreement, due to extenuating circumstances.   7. Formal observations can be conducted by the Principal/Supervisor, Assistant Principal, other school, or district observer. The observer must be a PGCPS employed administrator certified in the PGCPS Evaluation System.  8. Observers may only observe one unit member at a time. Observers may only observe unit members in a setting that is part of their normal assigned duty, which excludes observing while a unit member is covering duties for another unit member, or when students from other classes/caseloads have been assigned temporarily.  9. Observations shall not occur the day before or the day after a holiday. Such days include Labor Day, Thanksgiving, Winter Break, Martin Luther King Jr.’s Birthday, President’s Day, Spring Break, and Labor Day. Formal observations shall not occur the day after emergency closings greater than three (3) days, and approved absences greater than three (3) days. Formal observations shall not be held on late arrival or scheduled early release days.  10. Observations shall not be conducted the first 10 days of the student year or the first 10 days after a non-full year class starts.  11. All Unit I members who are On-Cycle will have a minimum of two formal observations.  12. Formal observation notes shall be shared with the Unit I member within seven (7) workdays of the formal observation.  13. The Unit I member shall acknowledge receipt of the completed formal observation in the electronic platform.  14. There must be at least fifteen (15) workdays between a post-observation conference and the subsequent formal observation to allow unit members time to implement recommendations or respond to feedback provided by the Observer during the previous observation.  15. Unit I members are not entitled to union representation at an observation or evaluation conference unless there is a potential violation of this article. Formal post-observation conferences are not disciplinary in nature; therefore, it is at the principal’s/supervisor’s discretion to permit such attendance unless there is a potential contract violation. | Article 9 E - Formal classroom observations shall be conducted as part of the evaluation process for Unit I members who are On-Cycle or moved to On-Cycle. The requirements for formal observations are as follows:   1. A formal observation must occur for a minimum of 30 minutes, uninterrupted. 2. ~~Formal observations of Unit I members are to be announced at least three (3) duty days before they occur~~. Formal observations can occur in two ways, Announced and Unannounced. For the Announced observation, notification must be provided to the Unit 1 Educators at least 3 duty days before the observation. 3. A pre-observation conference is required for each Announced formal observation. 4. All formal observations must include a post-observation conference. 5. The observer will share formal observation notes with the Unit I member. ~~prior to the post observation conference.~~ 6. Post-observation conferences will be held within seven (7) duty days after the formal observation. Conferences may be delayed, by documented mutual agreement, due to extenuating circumstances.   7. Formal observations can be conducted by the Principal/Supervisor, Assistant Principal, other school, or district observer. The observer must be a PGCPS employed administrator certified in the PGCPS Evaluation System.  8. Observers may only observe one unit member at a time. Observers may only observe unit members in a setting that is part of their normal instructional duty, which excludes observing while a unit member is covering duties for another unit member, or when ~~students from~~ other classes/caseloads have been assigned temporarily.  9. Observations shall not occur the day before or the day after a holiday. Non-duty days include Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days, and approved absences greater than three (3) days.  9. ~~Observations shall not occur the day before or the day after a holiday. Such days include Labor Day, Thanksgiving, Winter Break, Martin Luther King Jr.’s Birthday, President’s Day, Spring Break, and Labor Day. Formal observations shall not occur the day after emergency closings greater than three (3) days, and approved absences greater than three (3) days. Formal observations shall not be held on late arrival or scheduled early release days.~~  10. Formal observations shall not be conducted the first 10 days of the student year. ~~or the first 10 days after a non-full year class starts.~~  11. All Unit I members who are On-Cycle will have a minimum of two formal observations. If an Educator is on leave the day of a scheduled observation, the formal observation will occur upon return.  12. Formal observation notes shall be shared with the Unit I member within ~~seven (7)~~ ten (10) workdays of the formal observation.  13. The Unit I member shall acknowledge receipt of the completed formal observation using the electronic signature process in the online platform. Failure by the Unit 1 Educator to sign electronically does not negate completion of the observation.  14. There must be at least fifteen (15) workdays between a post-observation conference and the subsequent formal observation to allow unit members time to implement recommendations or respond to feedback provided by the Observer during the previous observation.  15~~.~~ Unit I members are not entitled to union representation at an observation or evaluation conference. ~~unless there is a potential violation of this article.~~ Formal post-observation conferences are not disciplinary in nature; therefore, it is at the principal’s/supervisor’s discretion to permit such attendance. ~~unless there is a potential contract violation.~~ | Article 9 E  Formal classroom observations shall be conducted as part of the evaluation process for Unit I members who are On-Cycle or moved to On-Cycle. The requirements for formal observations are as follows:   1. A formal observation must occur for a minimum of 30 minutes, uninterrupted. 2. Formal observations of Unit I members are to be announced at least three (3) duty days before they occur. ~~Formal observations can occur in two ways, Announced and Unannounced. For the Announced observation, notification must be provided to the Unit 1 Educators at least 3 duty days before the observation.~~ 3. A pre-observation conference is required for each ~~Announced~~ formal observation. 4. All formal observations must include a post-observation conference. 5. The observer will share formal observation notes with the Unit I member prior to the post observation conference. 6. Post-observation conferences will be held within seven (7) duty days after the formal observation. Conferences may be delayed, by documented mutual agreement, due to extenuating circumstances. 7. Formal observations can be conducted by the Principal/Supervisor, Assistant Principal, other school, or district observer. The observer must be a PGCPS employed administrator certified in the PGCPS Evaluation System. 8. Observers may only observe one unit member at a time. Observers may only observe unit members in a setting that is part of their normal instructional duty, which excludes observing while a unit member is covering duties for another unit member, or when ~~students from~~ other classes/caseloads have been assigned temporarily. (PGCEA has a question about the use of the term ‘instructional” duty. Not all Unit I members directly instruct as a part of their job description) 9. Observations shall not occur the day before or the day after a holiday. Non-duty days include Thanksgiving, Winter Break, Spring Break, emergency closings greater than three (3) days, and approved absences greater than three (3) days. Formal observations shall not be held on late arrival or scheduled early release days. 10. Formal observations shall not be conducted the first 10 days of the student year, or the first ~~10~~ 5 days of one semester or quarter classes. 11. All Unit I members who are On-Cycle will have a minimum of two formal observations. If an Educator is on leave the day of a scheduled observation, the formal observation will occur upon return except in those instances covered under Article 9 E. 9. 12. Formal observation notes shall be shared with the Unit I member within seven (7) ~~ten (10)~~ workdays of the formal observation. 13. The Unit I member shall acknowledge receipt of the completed formal observation using the electronic signature process in the online platform. Failure by the Unit 1 Educator to sign electronically does not negate completion of the observation. Signing electronically does not signify the Unit I member’s agreement with the observation. 14. There must be at least fifteen (15) workdays between a post-observation conference and the subsequent formal observation to allow unit members time to implement recommendations or respond to feedback provided by the Observer during the previous observation. 15. Unit I members are not entitled to union representation at an observation or evaluation conference. ~~unless there is a potential violation of this article.~~ Formal post-observation conferences are not disciplinary in nature; therefore, it is at the principal’s/supervisor’s discretion to permit such attendance. ~~unless there is a potential contract violation.~~   Violations of provisions of this contract article shall be subject to the grievance process. |
| Article 9 ~~E~~. G.  The Board will follow State Board of Education Guidelines for Evaluation of Probationary Teachers. ~~One of the~~ All observations of probationary classroom teachers will be announced at least ~~two~~ five (5) workdays prior to the observation. | Article 9 ~~E~~. G.  The Board will follow State Board of Education Guidelines for Evaluation of Probationary Teachers. ~~One~~ of ~~the~~ All formal announced observations of probationary classroom teachers will be announced at least ~~two five (5) workdays~~ three (3) workdays prior to the observation. | Article 9 ~~E~~. G.  The Board will follow State Board of Education Guidelines for Evaluation of Probationary Teachers. ~~One~~ of ~~the~~ All ~~formal announced~~ observations of probationary classroom teachers will be announced at least ~~two five (5) workdays~~ three (3) workdays prior to the observation. |
| Article 9. ~~F~~ J  Unit I teacher (FfT)evaluations will be based on rating of professional practice for ~~70%~~ 75% and ~~30%~~ 25% based on student growth. | Decline - Maintain Current Language | **PGCEA withdraws proposal.** |
| Article 9. ~~I~~ L.  ~~L. The Teacher and Principal Evaluation Steering Committee will continue. It should include cross functional offices including PGCEA representation in the decision-making around the evaluation system.~~ Formal observations and evaluations of Unit I members shall only be done by PGCPS employed administrators who have been certified in the PGCPS Evaluation System. Informal observations ~~done by other Unit I members~~, shall not be used in evaluations. | Agree | **Tentative Agreement** |
| Article 9. ~~K~~ N.  ~~A Work Group of PGCEA and administration representatives will collaborate to recommend appropriate~~ changes ~~to ensure Unit I members’ evaluations will not be based on the performance of students they do~~ not ~~teach. Recommendations will be in line with state requirement and made prior to September 1, 2019~~.  ~~The Teacher and Principal Evaluation Steering Committee will continue. It should include cross functional offices including PGCEA representation in the decision-making around the evaluation system.~~ The educator evaluation system will be reviewed on a continuous basis by a restructured joint PGCEA/PGCPS TPE Steering Committee. Changes recommended by the committee will be implemented at the start of each school year. The committee will be restructured as follows:   * PGCEA President or designee and PGCPS CEO or designee will serve as co-chairs. * There will be an equal number of voting members appointed by PGCEA and PGCPs. * Unit I members will be appointed by the President of PGCEA. * The Steering Committee will be tasked with ensuring that evaluation procedures are fair and appropriate for the level of instruction and/or service delivery, the students whose growth will be measured, the content area taught, and the position of the member being evaluated. * The committee will look for ways to simplify the evaluation system, make it more transparent, and reduce Unit I member workload related to evaluation. * The Committee will meet at least monthly beginning in September 2022. * The Committee will continue to meet to monitor implementation of changes and suggest further refinements to the Unit I member evaluation process, model, and tool for the duration of the contract. | Article 9. K N.  Agree to proposed strike through.  ~~The educator evaluation system will be reviewed on a continuous basis by a restructured joint PGCEA/PGCPS TPE Steering Committee. Changes recommended by the committee will be implemented at the start of each school year. The committee will be restructured as follows:~~   * ~~PGCEA President or designee and PGCPS CEO or designee will serve as co-chairs. • There will be an equal number of voting members appointed by PGCEA and PGCPs. • Unit I members will be appointed by the President of PGCEA.~~ * ~~The Steering Committee will be tasked with ensuring that evaluation procedures are fair and appropriate for the level of instruction and/or service delivery, the students whose growth will be measured, the content area taught, and the position of the member being evaluated.~~ * ~~The committee will look for ways to simplify the evaluation system, make it more transparent, and reduce Unit I member workload related to evaluation.~~ * ~~The Committee will meet at least monthly beginning in September 2022.~~ * ~~The Committee will continue to meet to monitor implementation of changes and suggest further refinements to the Unit I member evaluation process, model, and tool for the duration of the contract.~~   The Unit I Employee evaluation models are designed to promote professional growth and development to enhance academic excellence through a supportive performance management system. To ensure a system that seeks to grow performance and enhance academic excellence for every child, the Unit 1 Educator Workgroup will continue with the goal of further refining and developing the professional growth evaluation activities for Unit 1 Educators, including, but not limited to, equitable and streamlined evaluation procedures, Student Growth Measures (SGMs), and conference requirements.  Workgroup members will be recommended in equal measure by PGCEA and PGCPS with no more than 16 members who will each serve a three-year term.  The Workgroup will make recommendations at the end of each academic year for implementation enhancements or maintenance to the CEO or designee for consideration.  The Workgroup will meet at least monthly September through June. At the discretion of the Chair(s), an additional summer meeting may be held if there is unresolved business. | **Decline Board’s Counter – Hold to Original Proposal** |
| Article 12. D. 1.  The Board and the Association agree that academic freedom is essential to the fulfillment of the purpose of the Prince George’s County school system, and they acknowledge the fundamental need to protect teachers from censorship or restraint that might interfere with their obligations to present fairly all sides of issues in their teaching functions. Both parties understand that classroom presentation and discussions shall be relevant to course content as prescribed in the appropriate Curriculum Guides adopted by the Board of Education.  In performance of their teaching functions, Unit I members shall be responsible for presenting all sides of an issue and for providing students with the opportunity to investigate all facets and/or opinions of or about ~~any and~~ all germane topics and materials of the curriculum introduced or presented and shall have a special responsibility to provide such opportunity with regard to those topics of the curriculum which are or may be of a controversial nature. Such germane material presented to students must be of appropriate maturity level and intellectual ability of the students | Decline - Maintain current language. | **Hold to Original Proposal** |
| Article 12 D. 5.  Student grade changes will be handled in accordance with administrative procedures.   1. Additionally, when an administrator and Unit I member disagree on a student grade, the administrator shall meet with the Unit I member to discuss the grade in question before starting the grade change process. If, in the judgement of the administrator, the grade should be changed, the administrator will initiate the grade change through the Grade Appeal Committee and the Unit I member shall have the right to put their objections in writing or in person to the Committee.   b. No classroom teacher will be required by the Board of Education, Chief Executive Officer, or any local school administrator or other staff member to change the grade of a student. No classroom teacher will be disciplined by the Board of Education, CEO, or any local school administrator or other staff member for not changing a grade of a student. This protection will not apply, however, when a teacher has failed to comply with grading policies or procedures adopted by the local board of education that are applicable to the grading process, unless such policy or procedure would require a student be given a grade different than the actual grade achieved. | Decline - Maintain current language - AP 5116 - adequately addresses the need. | **Hold to Original Proposal** |
| Article 12 D. 6.  Teachers will be responsible for developing policies for students to make up missed work in line with PGCPS policies and procedures. These policies will be shared with students and families. System wide late work amnesties however will not be imposed. | Decline - AP 5113 specifies PGCPS actions in this area. | **Hold to Original Proposal** |
| Article 12.D. ~~7~~ 8.  The principal will inform the educator ~~by September 30th~~ within the first ten (10) days of the 10-month Unit I member work year, as to the schedule for submitting student grades at the end of each marking period in compliance with the Board adopted school calendar. Unit I members will not be required to submit (interim, semester or final) grades prior to the end of the ~~duty~~ calendar day established for grade completion by the Prince George’s County Public Schools calendar. | Article 12.D. ~~7~~ 8.  The ~~principal~~ administration will inform the educator ~~by September 30th~~ within the first ten (10) days of the 10-month Unit I member work year, as to the schedule for submitting student grades at the end of each marking period in compliance with the Board adopted school calendar. Unit I members will not be required to submit (interim, semester or final) grades prior to the end of the ~~duty~~ calendar day established for grade completion by the Prince George’s County Public Schools calendar. | **Tentative Agreement** |
| Article 12. D. ~~8~~. 9.  ~~PGCEA and the Board of Education agree to establish a work group to determine a comprehensive approach to lesson planning. The diversity of the work group shall reflect grade levels, core content areas, and special education, and creative/performing arts. Recommendations from the joint PGCEA/PGCPS Lesson Planning Work Group shall be used as a foundation by the administration for consideration of language to determine a comprehensive approach to lesson planning. Recommendations shall be completed by January 1, 2020.~~  Lesson Planning is an important first step in effective instruction. Lesson planning helps educators organize content, materials, time, and instructional strategies to create a smooth instructional flow and structure for learners. Lesson planning identifies what students will learn and how students will be assessed. Educators develop lesson plans to guide teaching and learning.  Lesson planning requirements shall be made based on the following tenets:   1. Daily lesson plans should be available either electronically or in hard copy. Educators shall not be required to submit lesson plans except in the case of formal observations or growth plans. 2. Lesson plans will receive actionable and timely feedback if submission is being required by an administrator as part of a formal observation or growth plan. 3. Educators shall not be compelled to place daily lesson plans in a particular template. Educators may use the suggested daily lesson plan templates identified by the content supervisor. Lesson plans required for formal observations will be presented in the required FfT format. 4. Educators may utilize curriculum documents and sample lesson plans provided by the district, modified to meet the needs of their students. They will not be required to rewrite these plans. 5. The school system shall provide systemic training for all affected Unit I (Instructional) and Unit II (Supervisory) personnel on this contract language at the start of each school year. | Agree with striking  Article 12. D. ~~8~~. 9.  ~~PGCEA and the Board of Education agree to establish a work group to determine a comprehensive~~  ~~approach to lesson planning. The diversity of the work group shall reflect grade levels, core content areas,~~  ~~and special education, and creative/performing arts. Recommendations from the joint PGCEA/PGCPS~~  ~~Lesson Planning Work Group shall be used as a foundation by the administration for consideration of~~  ~~language to determine a comprehensive approach to lesson planning. Recommendations shall be~~  ~~completed by January 1, 2020.~~  Lesson Planning is an important first step in effective instruction. Lesson planning helps educators organize content, materials, time, and instructional strategies to create a smooth instructional flow and structure for learners. Lesson planning identifies what students will learn and how students will be assessed. Educators develop lesson plans to guide teaching and learning.  Lesson planning requirements shall be made based on the following tenets:   1. Daily lesson plans should be available either electronically or in hard copy upon request. Educators shall not be required to submit lesson plans except in the cases of formal observations, if the member is on a formal growth improvement plan or in instances where there are communicated performance concerns on lesson planning, preparation and implementation. 2. Lesson plans will receive actionable and timely feedback if submission is being required by an administrator as part of formal observations; if the member is on a formal growth improvement plan or in instances where there are communicated performance concerns on lesson planning, preparation and implementation 3. ~~Educators shall not be compelled to place daily lesson plans in a particular template.~~ Educators may use the suggested daily lesson plan templates identified by the content supervisor. Lesson plans required for formal observations will be presented in the required FfT format. 4. Educators may utilize curriculum documents and the sample lesson plan guidance provided by the district. If sample lesson plans are used by the teacher, there must be evidence that the sample plan has been modified and differentiated to meet the needs of the learners in the classroom. ~~to, modified to meet the needs of their students~~. ~~They will not be required to rewrite these plans.~~ 5. ~~The school system shall provide systemic training for all affected Unit I (Instructional) and Unit II (Supervisory) personnel on this contract language at the start of each school year.~~   Training on updates to the curriculum inclusive of the requirements for lesson planning will be provided annually. | **Decline Board’s Counter – Hold to Original Proposal** |
| Article 15 C.  Classroom management is the responsibility of the Unit I member. Procedures for handling disruptive students both within and without the classroom will be developed in accordance with PGCPS policies and procedures in each school by the principal or duly appointed designee and the faculty, including input and review by the Faculty Advisory Council. | Article 15 C.  Classroom management is the responsibility of the Unit I member. Procedures for handling disruptive students both within and without the classroom will be developed in accordance with PGCPS policies and procedures in each school by the principal or duly appointed designee and the faculty, including input ~~and review~~ by the Faculty Advisory Council. | PGCEA seeks clarity about Board’s rejection of “and review”. |
| Article 20.3  The Board will share proposed new administrative procedures or changes to existing administrative procedures that impact classroom instruction (Students-5000, Instruction-6000), with PGCEA for input and review. PGCEA shall have ten business days to provide comments to the Board before changes are adopted. | Article 20.3  The Board will share proposed new administrative procedures or changes to existing administrative procedures that impact classroom instruction, specifically ~~(~~Students-5000~~,~~ & Instruction-6000~~)~~, with PGCEA for input prior to posting.  ~~and review. PGCEA shall have ten business days to provide comments to the Board before changes are adopted.~~ | Same question regarding “review”. PGCEA also seeks clarity about “prior to posting”. |
| Article 24 A**.**  ~~Prior to the conclusion of this Agreement,~~ The Board of Education and PGCEA will conduct a review of instructional and support programs that strengthen the capacity of staff ~~in~~ to ~~improving~~ improve ~~the~~  ~~achievement level of~~ ~~our~~ student achievement and wellbeing ~~in hard-to-staff subject areas, high-need~~  ~~schools, or schools in a stage of corrective action/ restructuring implementation~~. This shall incorporate determining best practices and learning environments for our students, including exploring ways to incorporate a shared governance model that allows for innovation in ways that engages school staff, students, parents, and the community. | Agree | **Tentative Agreement** |
| Article 24 B.  The Board and PGCEA shall establish a joint Blueprint for Maryland’s Future Planning and Implementation committee which will meet biweekly to discuss and respond to emergent issues related to implementation of Maryland’s Blueprint funding and policy requirements. The committee will include an equal number of PGCPS cabinet level members appointed by the CEO and PGCEA member leaders and staff appointed by the Association President. The committee will be jointly chaired by a PGCPS and PGCEA member. The meeting agendas will be jointly created by PGCEA and PGCPS. | Decline - Administration will have a process of involvement for all Unions. | **Hold to Original Proposal** |
| Article 24 C.  PGCPS/PGCEA Joint Special Education and Student Services Committee  A joint Special Education and Student Services Committee shall meet monthly from September through June to develop and review regulations and practices related to the delivery of special education and student services in PGCPS and be proactive in resolving issues of concern to both parties. (Strike 1). Each party shall identify up to (Strike at least) five representatives, and no more than ten representatives, as members of the committee. The Associate Superintendent for Special Education and the Associate Superintendent for Student Services shall be members of the committee. In their absence, the associates will send a designee for representation. Each party can suggest relevant agenda topics.  (Strike 2-4)2. PGCPS appointees shall have decision-making power and the ability to resolve concerns on behalf of PGCPS.  3. Topics that the committee shall address include, but are not limited to: • Workload  • Paperwork reduction, duplication, data collection, and information management • Support for IEP and Section 504 due process requirements  • Selection and use of funds for curriculum and materials  • Facilities and working conditions  • Professional development  • Support for schools to deliver focused interventions and evidence-based programs for all students, including those with special needs  • Preparation time  • Residency program for Special Education  • Caseload and ratio  • Service Providers’ data reports due dates  4. The committee shall keep a record of issues discussed and actions taken at each meeting to be shared with all special educators and related services providers. | Article 24. C  PGCPS/PGCEA Joint Special Education and Student Services Committee  A joint Special Education and Student Services Committee shall meet monthly (if agenda topics exist) from September through June to develop and review regulations and practices related to the delivery of special education and student services in PGCPS and be proactive in resolving issues of concern to both parties.~~1.~~ Each party shall identify up to ~~at leas~~t five representatives, and no more than ten representatives, as members of the committee. The Associate Superintendent for Special Education and the Associate Superintendent for Student Services shall be members of the committee. In their absence, the associates will send a designee for representation. Each party can suggest relevant agenda topics.  ~~2. PGCPS appointees shall have decision-making power and the ability to resolve concerns on behalf of PGCPS.~~  ~~3. Topics that the committee shall address include, but are not limited to: • Workload~~  ~~• Paperwork reduction, duplication, data collection, and information management • Support for IEP and Section 504 due process requirements~~  ~~• Selection and use of funds for curriculum and materials~~  ~~• Facilities and working conditions~~  ~~• Professional development~~  ~~• Support for schools to deliver focused interventions and evidence-based programs for all students, including those with special needs~~  ~~• Preparation time~~  ~~• Residency program for Special Education~~  ~~• Caseload and ratio~~  ~~• Service Providers’ data reports due dates~~  ~~4. The committee shall keep a record of issues discussed and actions taken at each meeting to be shared with all special educators and related services providers.~~ | Article 24. C  PGCPS/PGCEA Joint Special Education and Student Services Committee  A joint Special Education and Student Services Committee shall meet monthly (if agenda topics exist) from September through June to develop and review regulations and practices related to the delivery of special education and student services in PGCPS and be proactive in resolving issues of concern to both parties.~~1.~~ Each party shall identify up to ~~at leas~~t five representatives, and no more than ten representatives, as members of the committee. **(PGCEA seeks clarity on the number of members on the committee)** The Associate Superintendent for Special Education and the Associate Superintendent for Student Services shall be members of the committee. In their absence, the associates will send a designee for representation. Each party can suggest relevant agenda topics.  ~~2. PGCPS appointees shall have decision-making power and the ability to resolve concerns on behalf of PGCPS.~~  ~~3. Topics that the committee shall address include, but are not limited to: • Workload~~  ~~• Paperwork reduction, duplication, data collection, and information management~~  ~~•Support for IEP and Section 504 due process requirements~~  ~~• Selection and use of funds for curriculum and materials~~  ~~• Facilities and working conditions~~  ~~• Professional development~~  ~~• Support for schools to deliver focused interventions and evidence-based programs for all students, including those with special needs~~  ~~• Preparation time~~  ~~• Residency program for Special Education~~  ~~• Caseload and ratio~~  ~~• Service Providers’ data reports due dates~~  4. The committee shall keep a record of issues discussed and actions taken at each meeting to be shared with all special educators and related services providers. |