

**Montgomery County Education Association**  
**Bargaining Proposal to Montgomery County Public Schools**

**12.05.22**

**Recruitment and Retention in High Impact Schools (various articles)**

**A. Definition – High Impact School (HIS)**

1. **An elementary High Impact School (HIS) is any school that meets ONE of the following criteria averaged within the last 3 years:**
  - a) **FARMS rate equal to or greater than 40% of current students**
  - b) **MLL rate equal to or greater than 30%**
  
2. **A secondary High Impact School (HIS) is any school that meets ONE of the following criteria averaged within the last 3 years:**
  - a) **FARMS rate equal to or greater than 30% of current students**
  - b) **MLL rate equal to or greater than 10%**

**B. Pay Differential for Interpreting Responsibilities — A unit member may receive a pay differential for utilizing advanced skills in oral communication and comprehension to provide interpretation between English and another language if said unit member uses these skills to meet the needs of the work-site community beyond the duties and responsibilities of the unit member's position. The following conditions will apply:**

1. **Unit members will not be asked to provide interpretation services until all the other resources for interpretation have been exhausted.**
2. **Prior to becoming eligible for the pay differential, the bargaining unit member must pass an oral language proficiency and interpreting examination, designed to assess advanced oral and interpreting skills in an eligible language. The examination and requirements for proficiency will be jointly developed by MCPS and MCEA.**
3. **Bilingual unit members asked to translate either orally or in writing (e.g. curriculum, talking to families) shall be paid at the rate of \$55 per hour or portion thereof for time spent providing translation services for one of the identified MLL home languages.**
4. **A unit member who has concerns about the impact of such an assignment on their regular responsibilities should raise those concerns with their supervisor. The principal or director involved will consider the concerns and make a decision about priorities.**
5. **A unit member who has passed the proficiency exam may choose at any time to withdraw from the program and no longer be eligible for the interpreting differential. The unit member shall no longer be required to provide interpretation support and services.**

**C. Teacher Induction Programs**

1. First-year teachers shall have the opportunity to participate in a new teacher cohort (either county-wide or school-based) with job-alike colleagues. If no job-alike cohort exists, teachers shall have the opportunity to participate in the cohort of their choosing.
  2. First-year teachers will be supported by a teacher induction, retention, and advancement (TIRA) teacher (see staffing).
  3. First-year teachers shall be provided 20% release time covered by the TIRA teacher to allow for mentoring, peer observation, assistance with planning, or other classroom preparation activities during the academic week. These supportive activities that constitute the additional 20 percent of time do not include administrative responsibilities or student supervision.
- D. One hundred percent of collaborative and individual planning time will be teacher-directed.
- E. Educators shall have the opportunity to observe other educators in order to increase their repertoire of skills and strategies. Educators shall use professional development leave for these observations.
- F. All highly-impacted schools will be designated as low-performing schools as defined by the Blueprint for Maryland's Future so that eligible members will receive the additional \$7,000 supplement.
- G. Longevity Supplements
1. Each unit member shall become eligible to receive an annual longevity supplement of \$5,000 upon completion of five (5) years of continual service in a HIS.
  2. Each unit member shall become eligible to receive an additional annual longevity supplement of \$5,000 upon completion of ten (10) years of continual service in a HIS.
- H. Residency within Cluster Boundary
1. All unit members who have a primary residence within the cluster boundary of the HIS where they work, shall be granted a one-time relocation allowance of \$5,000.
  2. Educators who live within the cluster boundary for 5 years shall receive an annual stipend of \$2000.
- I. Each June unit members who have accumulated at least 280 hours of sick leave, will be permitted to "cash out" up to four (4) days of such sick leave and deposit the monetary value of the leave in an available 403(b) plan of the employee's choice. All sick leave so deposited must be matched by the unit member's payroll deduction of at least an equal amount of salary in the same fiscal year to a qualifying 403(b) and/or 457(b) plan.
- J. Ratios in HIS
1. Counselors who work in a HIS shall have a student ratio of 1:150.
  2. Psychologists who work in a HIS shall have a student ratio of 1:300.
- K. Counselors and psychologists in HIS shall have a dedicated individual office space.

- L. All secondary staff in a HIS shall be required to complete no more than one chaperone duty. Elementary unit members will attend back-to-school night and one other activity outside of the contractually agreed upon workday.
- M. Increased planning time
  - 1. All instructional staff in an elementary HIS shall receive an additional 45 minutes of daily planning time. This additional time may be spent on family outreach and engagement.
  - 2. All instructional staff in a secondary HIS shall receive 3 planning periods per day, 10% of which may be used for instructional related activities. This additional time may be spent on family outreach and engagement.
- N. All unit members assigned to a HIS shall receive an annual allowance of \$1,000 to attend educator-directed professional conferences and engage in external professional development.
- O. Each HIS will be allocated one permanent building substitute teacher for every 250 students.
- P. The ILT at High Impact middle schools shall create schedules that allow for students to have a combination lunch/break period that totals at least 45 minutes.