

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

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### New Article 7(A)(11)

**Definition – High Impact School (HIS):** HIS schools are schools identified as Title I, Focus, or Community Schools.

- ~~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%-~~

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### New Article 22(l)(4)

**Pay Differential for Interpreting Responsibilities at a High Impact School (HIS) —** A unit member at a HIS school may receive a pay differential for utilizing advanced skills in oral communication and comprehension to provide interpretation between English and another language that has been determined to be eligible for receipt of the pay differential, 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~~ ten dollars (\$10) per hour for all hours actually worked utilizing the skill, with a minimum of one hour pay for each occurrence. ~~or portion thereof for time spent providing translation services for one of the identified MLL home languages.~~ The pay differential is applied in half-hour blocks after the first hour.

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. When a unit member is receiving the interpreting differential, the unit member's use of advance language interpreting skills may become an element of the unit member's professional growth plan and the unit member's performance of advance language skills may be noted in the performance evaluation. Poor performance in this area will not adversely impact an employee's overall evaluation, but may lead to removal of certification for the differential.
6. 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.

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## New Article 15(G)

### 3. Teacher Induction Programs

- a. First-year teachers in HIS schools 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 a cohort of their choosing~~ selected by mutual agreement between MCPS and the teacher.  
  
~~First-year teachers will be supported by a teacher induction, retention, and advancement (TIRA) teacher (see staffing).~~
- b. ~~First-year teachers shall be provided 20% release time covered by the TIRA teacher to allow for~~ The new teacher cohort program may include 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.~~

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- B. ~~One hundred percent of collaborative and individual planning time will be teacher directed.~~

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New Article 15(G)(4)

Subject to the availability of a substitute teacher, Educators new educators at a High Impact School shall have the opportunity to observe other educators in order to increase their repertoire of skills and strategies. These observations may include visits to other classrooms within the same school, at another MCPS location, or at another public, non-charter school within the state of Maryland. Peer visits shall be coordinated with the consulting teacher and, if to a school outside of MCPS, with other similarly-situated educators and attended with either the consulting teacher or a staff development teacher. Educators shall may use professional development leave for these observations.

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- C. ~~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.~~

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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.~~

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D. 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.~~

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- E. ~~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.~~

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~~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.~~

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New Article 11(D)(2)(g)

Counselors and psychologists in HIS a High Impact School shall have should be provided access to a dedicated individual office space. The parties acknowledge that the footprint of existing MCPS schools may make providing such a space impossible.

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New Article 17(C)(7)

Provided there is no adverse operational impact, All secondary staff in a HIS shall be required to complete no more than one chaperone duty and elementary unit members will attend back-to-school night and one other activity outside of the contractually agreed upon workday.

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~~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.~~

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New Article 15(H)

1. Contingent upon the availability of funds allocated for this purpose in the budget, MCPS shall offer Studying Skillful Teaching (SST) 1 and 2 courses to educators and make them

available each semester. Additional sections of each course shall be added when the waitlist reaches 20 people.

2. MCPS will prioritize placement of educators at HIS schools in the Studying Skillful Teaching courses.
3. MCPS and MCEA will collaborate to identify professional development opportunities during the 2023-2024 school year that will support educators at HIS schools.

~~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.~~

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#### New Substitute Contract Article 10(D)(2)

When assigning permanent substitutes, preference will be given for the placement of at least twenty-five percent (25%) of all participating permanent substitutes at a High Impact School (as defined in Article 7 of the MCEA negotiated Agreement). ~~Each HIS will be allocated one permanent building substitute teacher for every 250 students.~~

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- F. ~~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.~~

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#### New Article – Location TBD

1. Educators who work in a High Impact School or an Innovative School Year school may request and will be prioritized for a transfer for their own child to attend the school in which they work under the following conditions:
  - a. The staff member is assigned to work in one of the above-referenced schools for the upcoming school year in a budgeted full-time equivalent (FTE) position that is eligible for leave, retirement, and health benefits coverage;
  - b. The staff member is a Montgomery County resident and the student is otherwise eligible to enroll in MCPS; and
  - c. The request is accompanied by a plan for childcare during all times during the staff member's duty day.

2. If the student's enrollment in the school in which the staff member works becomes an impediment to the staff member's ability to perform their duties satisfactorily, the student transfer may be rescinded.
3. MCPS staff who do not work in one of the schools identified in this section may otherwise apply for COSAs for their children in accordance with requirements of the related MCPS policy and regulations.

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#### Amended Article 17(O)

##### Summer Work Meetings

1. Unit members required to attend meetings outside of their work year specified in Section H of this Article shall be paid their hourly Tier I rate.
2. Preference will be given for placement in summer positions for unit members working in a high impact school.

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#### Amended Article 17(H)(3)

The work year for elementary team leaders (including ESOL teams) shall not exceed 198 duty days, except for those working in a high impact school for whom the work year shall not exceed 199 duty days.

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#### Amended Article 15(F)(4)

~~Two (2)~~ Three (3) unit members will be designated as NBCT Lead Teacher Organizers for the NBCT Candidate Support Program. Their duties will include addressing candidate and facilitator questions, serving as a guest presenter or possible substitute, liaising with the state, communicating with the MCPS state liaison, and maintaining an informational webpage to support the program. ~~Two (2)~~ Three (3) unit members will be designated as NBCT Lead Teacher Organizer Assistants to provide support to the Lead Teacher Organizer. Their duties will include addressing candidate and facilitator questions and serving as a guest presenter or possible substitute. One pair of the NBCT Lead Teacher Organizers and NBCT Lead Teacher Organizer Assistants will be dedicated to supporting cohorts at High Impact Schools.

New Article 15(F)(5)

To the extent possible, MCPS will prioritize locating NBCT cohort programs at High Impact School locations with the site selection intended to maximize the number of participants from the host school. This shall not preclude a unit member from a different location from attending a training at a High Impact School location.

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New Article 25(B)(9)

- (a) MCPS may fill up to five (5) existing vacancies at a High Impact School with a newly-appointed, experienced MCPS principal with individuals selected by the principal without the need for the selected unit member to interview or apply, provided that the vacant position does not constitute a promotion for the selected unit member.
- (b) In deciding upon who to select, the principal shall consider diversity (defined for this purpose as “gender, race, ethnicity, ancestry, national origin, nationality, language, and or other legally-protected attribute or affiliations”) in the process and may, but will not be required to, consider seniority during the selection process.
- (c) Individuals selected to transfer may decline without fear of reprisal or retaliation.
- (d) The selection process, including the offer and acceptance, will be completed within thirty (30) days after the principal is appointed by the Board of Education.
- (e) The selected individual who agrees to fill the vacancy shall receive any incentives, stipends, or supplements to which they are otherwise entitled.