

HCEA-ESP NEGOTIATIONS
Interests & Proposals
(FY'15)
November 25, 2013

RESPONSIBILITY + RESPECT = RESULTS

“Everyone knows that the secretaries are the real building administrators and deserve to be paid on the principals’ scales. Our nurses and health assistants see more patients and prevent more illnesses than many doctors. The registrars, data clerks, bookkeepers, and IT folks could probably run a firm on Wall Street--and they staff a nearly 10,000 person organization at Central Office. On any given morning across 75 schools, breakfast and lunch are being prepared for 50,000 young people by our food service workers. Of course, hundreds of support staff members work in classrooms side-by-side with teachers and students. They make world-class education possible, and they make it happen.”

Paul Lemle, HCEA President
November 20, 2013
National ESP Day

Howard County Education Association
Educational Support Professionals Negotiations Team:

Teri Dennison	(Co-Chair) Central Office
Donna Schulze	(Co-Chair), Phelps Luck ES
Mary Stein	Cluster Nurse
Denise Lee	Central Office, Temp. Services
Karen Filippelli	Oakland Mills HS, Para-educator
Cheryl McLeod	MSEA/HCEA UniServ Director
(Jephta Nguherimo)	MSEA/HCEA UniServ Director)
(Dan Gottheimer)	MSEA Research Specialist)

Positive School/Work Environment

School Environment has a direct impact on student learning. **Educational Support Professionals** inspire learning by effectively engaging and performing their assigned duties as partners in this effort to provide a great public education for each child. When the school & work environments reflect reasonable expectations and support, employees feel respected for the time well-spent and a job well-done. Disengagement and low morale occurs when there are unreasonable expectations and a failure to enforce defined parameters. As partners, **Educational Support Professionals** need the opportunity to meet, collaborate, prepare, and network with colleagues and other educators. As valued employees, respect for the duration of the duty day, duty year, workload and other working conditions influence how the staff effectively and productively create a positive learning environment for students.

<p>Art. 11 Wk. Hr. & Conditions</p>	<p>NEW--Time to Collaborate and Prepare (Para-educators, Secretary/clerical)</p> <p>Work Load Relief</p> <ul style="list-style-type: none">• Add Registrar/Data Clerk position to each Elementary School• Increase # of summer days for Teachers' Secretaries in ES to use• Provide staffing ratio that factors in student enrollment as well as staff enrollment for:<ul style="list-style-type: none">• Secretary/Clerical Staff• Para-Educators (include program needs, i.e. RECC, Infants & Toddlers)• Provide extra resources and support for Special Education Paras <p>Establish Work Breaks and Duty Hours (beginning/end times) at beginning of work year</p> <p>Guarantee Access to technology (i.e. computers)</p>	
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	<p>Compensatory Time (aka Comp Time)</p> <ul style="list-style-type: none">• ADD Secretary/Clericals to “Parent Conferences” opportunity for “comp time”• ADD “Back to School Night”-- Provide “comp time” opportunity for <u>all unit members</u> <p>Fair Labor Standards Guarantees for all unit members (i.e. overtime)</p> <p>Paid Holidays (Art. 11.5)</p> <ul style="list-style-type: none">• ADD Yom Kippur• ADD Rosh Hashanah• ADD July 4 (for all eligible unit members (i.e. 10-11 month working summer months))	
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Employee Well-Being & Satisfaction

The most effective school systems are those where the stakeholders are highly engaged and where they feel respected for their efforts. ***Educational Support Professionals*** are the glue that holds school systems together. Maintaining a qualified, experienced, and talented work force are keys to effective learning. Competitive salaries, benefits, and leaves allowances are essential elements in recruiting and retaining the most qualified, respected, and engaged ***Educational Support Professionals***.

Art. 7 Leaves	<p>ADD Establish a fair/reasonable & uniform protocol re: calling in when need to be absent</p> <p>7.2A Personal Leave Days</p> <ul style="list-style-type: none"> • Increase to 3 per year <p>7.3 Bereavement Leave</p> <ul style="list-style-type: none"> • Increase to 3 days for aunt, uncle, niece, nephew • Remove 90 day time constraint <p>7.5A. Leave for Convention</p> <ul style="list-style-type: none"> • 50 days for use in Assn business... • The total of 50 days shall NOT include leave for convention attendance under the following provisions..." <p>7.8 Military Leave</p> <ul style="list-style-type: none"> • Remove 15 day limitation <p>7.10 Student Teaching</p> <ul style="list-style-type: none"> • Allow to retain BOE pay obligation for medical benefits <i>(Para-educators studying to seek teacher certification shall be provided unpaid leave with no loss of health</i> 	
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	<p><i>benefits in order to complete their student teaching requirements”</i></p> <p>7.12B.1 Professional Leave (w/o pay)</p> <ul style="list-style-type: none"> • Commence Fall or Winter <p>7.12B.2 General Leave</p> <ul style="list-style-type: none"> • To commence anytime if needed <p>7.16 Leave for Peace Corps or AmeriCorps VISTA</p> <p>ADD Reimbursement of Unused Sick Leave upon retirement</p>	
NEW Art.	Family Crisis Leave Exchange	
Art. 17 Salary Scales	<p style="text-align: center;"><u>AT A MINIMUM:</u></p> <p>5% COLA increase for each of 5 years</p> <p>Increment for all eligible unit members</p> <p>Improvements on Longevity</p> <p>Salary Step Compressions (including re-indexing)</p> <p>Salary Incentives (i.e. continuing education, Special Ed. Pay differential, College credit)</p>	
Art. 14 Insurance Protection	<p>No increases in employee costs or contributions</p> <p>Full participation in the Health Care Benefits Committee</p>	

Healthy, Safe, & Nurturing Environment

Providing a safe, healthy, and nurturing work environment is the goal of all school systems. Students and parents depend on ***Educational Support Professionals*** to help maintain a safe, healthy, and nurturing atmosphere for learning. For employees, injuries on the job often occur as a result of failure to define what is within the scope of employment, and failure to provide the proper training and resources needed to perform duties safely. When educators are injured, they are not “on the job.” When not on the job, learning is adversely affected.

<p>Art. 11 Wk. Hrs. & Conditions</p>	<p>Impact of Overcrowding (See Work Load Relief, Art. 11 above)</p> <p>Resolve problem re: current need for unit members to have to use Personal Cell phones and Personal Computers to accomplish work-related tasks</p>	
<p>Art. 9 Protection of members</p>	<p>Visitor access</p> <ul style="list-style-type: none"> • Safety Committees (Include relevant Unit members as key members) • Incorporate Protections for front office staff at schools • Incorporate Protections for Central Office staff 	
<p>Art. 10 Emergency Closings</p>	<p>Provide ability to make-up time in lieu of using “Liberal Leave”</p> <p>Identify “emergency personnel”</p>	

Professional Development (Education/Training)

As employers in the private sector have discovered, providing a culture of continuous improvement opportunities for employees is an essential element that helps to create the success of any industry. Professional growth and improvement that is relative, interactive, and highly valued is a key component to maintaining a high quality workforce, especially in the education arena. Academic and career advancement, pro-active, on the job, and off-sight training, and resources, as well as professional networking, for **Educational Support Professionals**, are key components in providing essential professional improvement.

<p>Art. 12 Professional Dev.</p>	<p>Professional Meetings: Determine how to disperse unused funds</p> <p>Restore Stipend Opportunity for Achieving “Highly Qualified Status” (12.5 from last year)</p> <p>ADD Summer School & Workshop wages shall be Regular Rate of Pay</p> <p>ADD Salary Credit for Continuing Professional Development</p> <p>ADD Salary Credit for College Experience</p>	
<p>Art. 7.10 Leaves</p>	<p>(See Student Teacher proposal under “Employee Well-Being”)</p>	

Protection of Employees

An effective school system is one that encourages employees to engage by honest and open dialogue, sharing of experiences, and responding to issues/concerns as they arise. The school system relies on **Educational Support Professionals** to provide a continuity of support. The **Educational Support Professional** needs to trust that the system provides protection, as well as respecting avenues of recourse to address issues and concerns.

<p>Art. 4 Employee Rights</p>	<p>4.5 Work Complaints SHALL be communicated to the employee</p> <p>4.6 Representation</p> <ul style="list-style-type: none"> • Right to representation prior to ANY disciplinary action. • Reasonable notice to be provided in order to secure representation 	
<p>Art. 2 Grievance Procedure</p>	<p>ADD Mediation Step</p>	
<p>Art. 9 Protection of Members</p>	<p>ADD "Student Code of Conduct" language <u>t</u> (<i>The Student Code of Conduct shall be followed by the school administrator/ (supervisor) in reviewing individual student disciplinary actions.</i>)</p>	

Expectations & Assessment Procedures

It is important to establish a culture of continuous improvement by establishing performance measures that are reasonable, reflective, consistent and supportive. Establishing a collaborative and supportive evaluation system for ***Educational Support Professionals*** helps all parties identify strengths and areas for improvement coupled with specific recommendations and appropriate resources. Such a system should be fair and open (transparent). Such a system should include both formative and summative components.

Art. 6 Evaluation	Guarantee use of Evaluations as “Performance Improvement Tool” not as Discipline Explore “Peer Assistance/Mentor Models” (<u>Note</u> : NOT Peer Review at this time)	

Stability & Mobility

Professional and personal growth opportunities for ***Educational Support Professionals*** are often provided via mobility (lateral movement; forward movement). Maintaining clear criteria and procedures assist the employee and system in providing fair opportunities for everyone. Stability is also a key component in promoting continuous student learning. Encouraging and rewarding consistency and dedication help to maintain an effective learning environment for students.

Art. 5 Personnel Employment	Personnel Employment (Art. 5) <ul style="list-style-type: none">• Remove requirement for administrator/supervisor to “approve” voluntary transfer requests	
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Association Rights

As the exclusive bargaining agent for ***Educational Support Professionals***, the Association plays a major role creating and maintaining a world-class school system. As a valued stakeholder, the Association protects the personal and professional rights of its members, and preserves the integrity of a credible work environment. The Association brings to the table its collective strengths to support, mobilize, and energize the public school employees in support of great public schools. Problem-solving, collaboration, and negotiation between the Association and other stake holders, fosters a joint commitment to a school system with a solid foundation. A solid foundation supports Howard County Public School Students as they successfully contribute, compete, and thrive in the global arena.

Art. 1 Recognition	ADD "One-On-Ones" to bargaining unit	
Art. 2 Grievance Procedure	See ADD Mediation Step (Protection of Employees)	
Art. 3	Principal/supervisors shall be available to meet with Assoc. representatives to discuss working conditions, other aspects of the <u>Agreement</u> .	
Art. 16	ADD Funding Contingency Language (See attachment)	