

1. Detailed outlines (including common tasks or required summative assessments, and a list of required readings) with timelines are not provided to the teachers at least two weeks prior to the beginning of the semester during which the curriculum is scheduled to be taught, or
2. The MCPS curriculum materials for a unit are not available to teachers who are expected to teach it at least two weeks before the unit is scheduled to be taught.

ARTICLE 14

PROFESSIONAL DEVELOPMENT

Ⓐ **DEVELOPING AND RETAINING HIGHLY QUALIFIED TEACHERS**

MCEA and MCPS agree that quality teaching is a complex job that requires knowledge, skill, preparation, and commitment. The Elementary and Secondary Education Act (No Child Left Behind Act) now requires that all school districts employ only “highly qualified” teachers, as defined by the Act. The Elementary and Secondary Education Act also imposes additional specific “quality” requirements on elementary and secondary teachers.

To meet the federal quality standards, particularly with regard to schools of greatest need, we agree that a focus on effective teaching must be a top priority of MCEA and MCPS. To be effective with a diverse and challenged student population, teachers need a significant repertoire of skills, strategies and practices derived from research about teaching and student learning, and the knowledge to match these skills to student instructional needs.

We acknowledge that incentives may be needed to encourage highly qualified teachers to join or remain in the workforce at our high needs schools. One of the best incentives for teachers is to understand that they will be joining a professional learning community, working with colleagues who are willing and able to collaborate with them and support their growth. MCEA and MCPS recognize the significant leadership that teachers provide in the improvement of instructional practice and school quality. Teachers work collaboratively with colleagues and administrators to design job-embedded professional development which is focused on student achievement, their own professional growth and the advancement of their profession. We will develop and encourage innovations in professional development and teacher leadership that allow our best teachers to lead and coach colleagues for educational improvement.

Lastly, we acknowledge that National Board for Professional Teaching Standards Certification—the teaching profession’s highest distinction—is one of the ways that new and experienced teachers can demonstrate that they meet NCLB’s definition of “highly qualified.” We commit to developing a support system

that will encourage and sustain applicants and reward recipients of National Board Certification.

Improving student learning and achievement is the goal for all educators as teachers, principals, and other administrators collaboratively plan professional development. All training and development activities are directly aligned to support student outcomes and system goals. The best strategy for improving teaching and learning is building the capacity of a school to function as a learning community in which professional development is job-embedded and is supported with sufficient time and resources. This comprehensive professional program, collaboratively designed, implemented and assessed, becomes the cornerstone of all district operations.

Ⓑ PROFESSIONAL DEVELOPMENT COLLABORATION

The Professional Growth System

The parties commit to maintain the comprehensive professional growth system that has been jointly designed and implemented.

Through the Professional Growth System, MCPS and MCEA aspire to achieve the highest performance possible of every student and educator by raising the quality of instruction in the schools. The Professional Growth System acknowledges that peers provide valuable support in establishing and expanding good teaching practices.

a. Elements of PGS

The Professional Growth System is a multi-dimensional approach to supporting and improving the quality of teaching in MCPS. The essential elements of the system are as follows:

- (1) Standards for performance;
- (2) Training for evaluators and unit members;
- (3) A professional growth cycle that integrates the formal evaluation year into a multi-year process of professional growth;
- (4) A job-embedded professional development program utilizing best practices of professional growth, such as school-based staff development teachers
- (5) Time to allow teachers to participate in professional development activities during their work day.

b. Governance of PGS Implementation

The Professional Growth System is governed by the collaborative PGS Implementation Team that includes representatives of MCEA, the MCPS Office of Human Resources, MCPS Office of School Performance and the MCPS Office of Organizational Development. Ongoing program evaluation of this complex initiative will continue through the PGS Program Evaluation Oversight Committee, a multi-stakeholder team that designs and oversees the collaborative program evaluation of the Professional Growth System and makes recommendations for improvements in the system.

The role of the PGS Implementation Team is to problem solve around issues related to the entire professional growth system. If changes need to be made to the evaluation component, including the instrument, and processes, changes shall not be made without following the procedures set out in Article 15.

c. PGS Handbook

The Professional Growth System is described in detail in an official handbook that is written by the PGS Implementation Team and reviewed and revised by the Implementation Team annually.

d. Reflection on Teaching and Learning in a Professional Learning Community

Intrinsic to the concept of continuous improvement is self-reflection on knowledge, skills strategies and practices. Observations by others are supportive of this reflection. All teachers may be observed formally and/or informally at any time. During professional development years, formal observations are not required. However, administrators, resource teachers (RTs), middle school content specialists, or interdisciplinary resource teachers (IRTs) are expected to do a minimum of two informal observations each professional development year in order to be familiar with teachers' classroom practices.

Recognizing that each professional staff member must constantly seek ways to improve his/her effectiveness, a program of 360-degree feedback will be implemented for all unit members. This practice of 360-degree feedback will include classroom teachers, counselors, media specialists, pupil personnel workers, and other unit members working with students by students; and assistant principals

and principals by teachers. All feedback will be confidential and for the sole use of the unit member seeking the feedback. Unit members are encouraged to share the results of the data and their plans for improvement with those individuals who have participated with them in the feedback process.

© **PEER ASSISTANCE AND REVIEW PROGRAM (PAR)**

1. MCEA and MCPS agree to jointly operate a Peer Assistance and Review (PAR) Program. The PAR Program is a mechanism for maintaining systemwide quality control and ensuring that all MCPS teachers responsible for teaching students are functioning at or above the high MCPS standards of performance. It provides intensive assistance for any teacher who has not yet achieved that standard or who falls below acceptable standards. Assistance and review are provided to both experienced MCPS teachers in need of significant improvement and teachers in their first year of teaching.
2. The PAR Program shall operate in accord with the procedures enumerated in the Teacher Evaluation Handbook PAR operational guidelines will be established by the Panel, in accord with the Handbook.
3. The PAR Program shall be run by a PAR Panel. The Panel shall consist of at least 12 members appointed by the superintendent; an equal number being teachers recommended by MCEA, and school-based administrators recommended by MCAASP.
4. The Peer Assistance and Review (PAR) Program has consulting teachers who provide instructional support to novice teachers (teachers new to the profession) and those not performing to standard.
5. The parties agree to design and oversee jointly evaluation of the PAR Program.
6. PAR is, by definition and design, a collaborative effort between MCEA and MCPS. In the event that one of the parties determines that the PAR Program fails to live up to the purposes and collaborative principles for which it was established, the PGS Implementation Team will meet with the superintendent and the president of MCEA to review options and attempt to address concerns. If consensus cannot be reached, MCEA can discontinue its involvement in the program with 90 days notice. MCPS may continue to fund positions in the budget associated with the evaluation system, but it may not refer to the program as PAR.

7. PAR Panel Recommendations

a. Probationary Teacher

If the PAR Panel recommends contract non-renewal for a probationary teacher, the teacher will be given the opportunity to appear before the PAR Panel. If the teacher chooses to appear before the PAR Panel, the principal also will be given the opportunity to present information to the PAR Panel. If the PAR Panel affirms its original recommendation for nonrenewal, that recommendation is forwarded to the superintendent. A majority vote of the PAR Panel shall be required to overturn its preliminary recommendation and uphold the teacher who has submitted the information.

b. Tenured Teacher

If the PAR Panel recommends contract termination for a tenured teacher, the teacher will be given the opportunity to appear before the PAR Panel. If the teacher chooses to appear, the principal also will have the opportunity to present information. A majority vote of the PAR Panel shall be required to overturn its preliminary recommendation and uphold the teacher. If the PAR Panel affirms its original recommendation for dismissal, that recommendation will be forwarded to the superintendent. Tenured teachers retain due process rights afforded them by the MCEA collective bargaining agreement and/or state law.

8. Rights and Responsibilities of Teachers in the PAR Program

- a. Nothing in this Article or the PAR Program shall diminish the rights granted to teachers under Section 6-202 of the Education Article of the Annotated Code of Maryland, relative to suspension and dismissal, and the right to appeal such personnel actions.
- b. MCEA unit members participating in the PAR Program, as consulting teachers or as members of the PAR Panel, shall be indemnified and held harmless by the Board against any and all claims arising as a result of their actions within the scope of their duties.

D PROFESSIONAL DEVELOPMENT

1. Principles — Professional development is the process by which educators individually and jointly enhance and update their knowledge of curriculum, content and process, and improve their instructional skills and strategies. Enhanced professional development increases effectiveness, builds confidence, morale and commitment, and subsequently, the ability to improve the quality of education of all students in MCPS.

The parties agree on the following assumptions about professional development:

- Successful professional development programs, activities and plans must be focused on student learning and achievement.
- Professional development should be continuous, focused on research-based best practices, and include job-embedded opportunities.
- School climates that promote professional learning and growth provide opportunities for collaboration and dialogue around student and teacher work for the purpose of improving student achievement.
- The professional learning community is responsible for collegial growth and support with the understanding that professionals have each other's best interest at heart.

2. Choice of Professional Development Activities

Professional development can take many forms, depending on the Professional Development Plan (PDP) of the individual educator. Examples of professional development options are provided in the PGS Handbook. MCEA unit members, in collaboration with their administrators and staff development teacher, will determine the forms of professional growth and development appropriate for meeting the goals of the PDP.

3. Graduate Coursework for Professional Development**Tuition Reimbursement Program**

The Board agrees to provide a tuition reimbursement program for full-time and part-time unit members who complete courses that enable them to continue their professional development and to maintain or increase their skills as education professionals in their employment with Montgomery County Public Schools.

Unit members may request tuition reimbursement for university and college courses. Courses must be approved by MCPS.

- (1) The unit member must achieve a grade of "B" or better. Documentation must be submitted (report card and proof of payment) within 60 days of the end of the course.
- (2) Reimbursement shall cover actual tuition only and not the cost of books or other materials.
- (3) Reimbursement shall be for 50 percent of the current cost of in-state tuition at the University of Maryland, College Park, up to a maximum of nine hours credit per fiscal year for courses not currently offered by the in-service program.
- (4) The nine credit hour limitation may be waived for a specific year or years under the following conditions:
 - (a) Completion of the requirements of an approved program requires enrollment in more than nine credits during one or more years of the program, or MCPS approves enrollment in more than nine credits in order to meet a specific school system need.
 - (b) No reimbursement for additional credits outside the approved program will be approved until the total reimbursement from the first year of excess credits is less than an average of nine credits per year.
 - (c) If the employee retires or resigns prior to the time the average reduces to nine credits per year the employee will be required to repay MCPS for any excess reimbursement beyond the average of nine credits per year from the first year of excess reimbursement.
 - (d) In no event may the employee be reimbursed for more than 45 credits in the five year period beginning with the first year of excess reimbursement.
- (5) The Board will reimburse 50 percent of the cost of tuition for the equivalent of one credit hour, up to the maximum of nine credit hours per year, for completion of Continuing Education Unit (CEU) or Continuing Professional Development (CPD) courses not offered by the in-service program (see below). Reimbursement requests must be submitted with proper documentation verifying completion of CEUs or CPDs that have been ap-

proved through a State-accepted accrediting agency.

4. MCPS/MCEA CPD Course Partnership

Unit members have an interest in expanding the availability of courses, which will enhance their professional development and potentially lead to salary and career advancement. MCPS has an interest in offering professional development opportunities designed to achieve system goals and priorities. In this collaborative spirit, MCPS and MCEA will jointly plan, design, implement and assess courses carrying CPD. MCPS and MCEA will design and implement courses that address system and unit member needs. The intention of this plan is to widen the variety of courses available to teachers and to facilitate training on MCPS priorities. This joint enterprise will be self-supporting; tuition will cover fees, salaries, and overhead.

Ⓔ TIME AND RESOURCES FOR PROFESSIONAL DEVELOPMENT

1. Recognizing the need for maximizing available instructional time for students, time for professional development is provided using a variety of options either within the work day or beyond the work day, as collaboratively determined by the school leadership team.
2. When the professional development activities take place during the work day, time may be provided by:
 - Flexible grouping and scheduling
 - Use of technology, e.g., distance learning with use of video and TV transmissions
 - Use of substitutes
 - Team or department meeting times
 - Staff meeting times
 - Other options as determined by the local school leadership team
3. When professional development activities take place outside the work day, compensation can be provided in the form of:
 - University credit
 - Stipends
 - CPD (in-service)
 - Fulfillment of professional development plan objectives

- Other options as determined by the local school leadership team

4. Funds available for local school professional development will be allocated to the local school with no less than a \$2000 base and half (.5) of the substitute cost for each member of the school’s professional staff to come from allocated funds. The allocation of these funds will be reported to the school leadership team.
5. For the term of this Agreement, the Board agrees to budget funds for the purchase of books, equipment, and other educational resource materials it determines to be necessary for use by the professional staff.
6. The Board is committed to continuous improvement through job-embedded professional development and agrees to fund support for activities that may include the following:
 - a. School-based staff development teachers
 - b. Necessary resources, materials, and equipment to be used specifically to support local school, field office and district-wide staff development activities and programs, including the training of staff development leadership

Ongoing assessment of the effectiveness of the Professional Growth System and programs offered by the Office of Organizational Development.

7. MCPS will provide for the assignment of staff development substitute teachers to schools to allow teachers to participate in professional development and growth during their normal school day. Each school develops its own procedures for assuring that educators have an opportunity to utilize the substitute to make time available for work on professional growth, including Professional Development Plans (PDPs).

Ⓕ TEACHER LEADERSHIP

The parties agree on the following assumptions about teacher leadership:

- We face a pressing challenge to increase the number of experienced, highly skilled teachers teaching in our neediest schools
- Skillful teachers have a profound and positive impact on improving the practice of peers

- Many of our most skilled and experienced teachers desire to provide leadership in their schools without leaving classroom teaching

Given those assumptions, MCEA and MCPS are committed to creating a variety of opportunities to recognize, reward and encourage mastery and leadership in teaching and to encourage our master teachers and teacher leaders to contribute to the improvement of our schools, especially our highest needs schools.

1. Support for National Board Certification

Certification by the National Board for Professional Teaching Standards is recognition of high levels of knowledge and skills, the ability for self-reflection and continuous improvement and the ability to use a variety of teaching strategies to meet the needs of a diverse student population. It is in the interest of MCPS and MCEA to support unit members in the certification process. To that end, the Board agrees to:

- Provide for communication to administrators, parents, content teacher specialists and teachers about the process and what it means
- Allow for local school material resources (video-cameras, microphones, etc) to be used by candidates in the process
- Allow for process related tasks to be done within the context of professional development
- Provide support from the Office of Organizational Development.
- Permit use of tuition reimbursement funds to pay the cost of National Board for Professional Teaching Standards certification renewal fees, "Take One" test fees, and successful retakes of National Board unit exams, provided the total cost for this and credit reimbursements does not exceed the maximum available per individual.

2. Supervising Student Teachers

Participation by supervising unit members in the training of student teachers or graduate interns in an education program shall be voluntary and shall be based on criteria established by the Office of Human Resources. The teacher and principal will receive a copy of the assignment, programs, and work schedules for approval. The Board shall support a systematic program of training for those unit members who wish to train

personnel from approved teacher training programs in accredited institutions.

© CAREER LATTICE PROGRAM

1. MCEA and MCPS are committed to ensuring that there are high-quality educators throughout every level of MCPS. This initial design will focus on school-based teachers and teacher specialists. A second phase will consider Lead Teacher status for other unit members. These commitments emphasize the importance of having structures and processes in place to attract, recruit, hire, mentor, develop, evaluate, recognize, and retain high-performing teacher professionals. MCEA and MCPS believe that excellence in teaching is critical to student learning.
2. There are three developmental stages in a teaching career, which include Induction, Skillful Teaching, and Leadership in Teaching (referred to as the Lead Teacher). To be successful in MCPS a teacher must reach the Skillful Teaching Stage. Some professionals will choose to become teacher leaders and enter into the Leadership in Teaching Stage. Teachers in this stage serve through leadership in their schools and classrooms and seek even greater responsibility. At this stage, the teacher takes on new challenges to support, coach, mentor, and lead colleagues in instructional and school improvement which result in increased student learning. The Career Lattice is a framework that includes definitions of leadership responsibilities; processes for application, identification, and evaluation of Teacher Leaders; and a compensation structure that is aligned to the leadership responsibilities.
3. Educators with Lead Teacher status are eligible for a variety of teacher leadership roles, such as resource teachers, consulting teachers, instructional specialists, and staff development teachers. At this time, the Lead Teacher opportunities consist of specific leadership positions and project leadership.
4. Classroom teachers who achieve Lead Teacher status can apply for teacher leadership positions designated in the Career Lattice Handbook or carry out school-based improvement projects. They may be eligible for additional responsibilities and additional compensation.
5. The Career Lattice is collaboratively designed by the Career Lattice Design Team to provide a structure

for career planning that expands professional opportunities for teacher leaders while allowing them to continue to have direct responsibility for student learning.

6. The Career Lattice program shall operate in accord with the procedures enumerated in the Career Lattice Handbook which may be reviewed and revised annually and collaboratively by the Career Lattice Joint Panel and the Teacher PGS Implementation Team.
7. The Career Lattice Joint Panel will provide leadership for the implementation of the Career Lattice. This panel is comprised of equal numbers of teachers and administrators who are recommended by the Montgomery County Education Association and the Montgomery County Association of Administrative and Supervisory Personnel and appointed by the superintendent. MCPS will be represented by the Associate Superintendent for the Office of Human Resources (or her designee).
8. The Career Lattice Joint Panel is responsible for:
 - a. Lead Teacher application process
 - b. Lead Teacher identification process
 - c. Lead Teacher recertification process
 - d. Data collection about the cadre of Lead Teachers (demographic, educational, etc.) as well as data needed to track results for continuous improvement
 - e. Career Lattice revisions and improvement recommendations
 - f. Working with the Department of Shared Accountability to provide input for the evaluation of the Career Lattice Program
9. The Career Lattice Joint Panel will report to the Teacher Professional Growth System Implementation Team which will review and revise procedures as necessary. The Teacher PGS Implementation Team will provide quarterly reports to the MCEA/MCPS Labor Management Collaboration Committee. Unresolved issues will be submitted by the Labor Management Committee to the Joint Associations/Deputies Committee.
10. The parties agree to jointly evaluate the Career Lattice program. The evaluation process will be developed by the Career Lattice design team. The evaluation will include the quantitative and qualitative indicators such as student achievement data,

teacher satisfaction and other measures that will be identified by the design team. The evaluation will consist of a yearly analysis of the effectiveness of the program.

11. In the event that one of the parties determines that the Career Lattice fails to live up to the purposes and collaborative principles for which it was established, the teacher PGS implementation team will meet with the superintendent and the president of MCEA to review options and attempt to address concerns. If consensus cannot be reached, either party can discontinue its involvement in the program with 90 days notice.

12. Instructional Specialist Task Force

- a. MCEA unit members and MCPS agree that it is important to provide the opportunities for leadership responsibilities to as many teachers as possible over time. We also recognize that those serving in those roles grow professionally as they work with colleagues in more comprehensive ways.
- b. Instructional specialists work at the system level and often support the implementation of policy and new initiatives. Serving in these roles provide enormous opportunities for leadership and professional growth.
- c. In considering the overall goals of the Career Lattice, MCEA and MCPS agree to set up a task force to consider the possibility, viability and efficacy of designating some instructional specialists' positions which are rotating. This would mean that an individual would serve in the position for a pre-determined number of years and then rotate back into a school-based position. The work of this task force will be completed by July 1, 2008, to be considered in future negotiations.

ARTICLE 15

EVALUATION

A In the PGS, the formal evaluation process is seen as a tool for continuous improvement. During the formal evaluation year, both the educator and evaluator gather data from the professional development years as well as from the evaluation year. This data serves as point of reference for the collaborative evaluation process. The evaluation year is a time when the teacher and evaluator reflect on progress made and potential areas for future professional growth.

Formal evaluations are not required during professional development years of the professional growth cycle. However, the principal must complete the Yearly Evaluation Report for MSDE Certification Renewal annually to verify to the Maryland State Department of Education (MSDE) that the certificate holder's performance is satisfactory ("meets standard").

The details of the evaluation processes are included in the Professional Growth System Handbook. Refer to this document for frequency/schedule and definitions.

B EVALUATION REPORT

The final evaluation report is completed by the principal or assistant principal. It includes an examination of the cumulative performance for an entire professional growth cycle and reviews the educator's overall performance on each of the MCPS performance standards. Data for this report is gathered from formal and informal observations, and should also include a variety of other sources. Some examples of these include samples of student work, student achievement, lesson plans, parent communication, and student and parent surveys.

C THE FORMAL OBSERVATION PROCESS

Formal observation data must be included in the final evaluation report. After the observation conference, the observer prepares a written narrative summary of the class and the conference called the Post-Observation Conference Report. This report contains an analysis of the lesson, including evidence from the lesson and information about the effect of the lesson activities on students. The report includes a summary of the discussion with the educator as well as any decisions or recommendations that resulted from the conference. The educator is expected to review and return a signed

copy of the Post-Observation Conference Report. The educator's signature indicates that s/he has received and read the conference report but does not necessarily indicate agreement with the contents of the report.

D DUE PROCESS RIGHTS DURING EVALUATION

1. Upon request, unit members will be given a copy of any evaluation report prepared by their administrator or supervisor at least one day before a conference is held to discuss it. Unit members will be required to sign the evaluation report as evidence that they have seen it. They will not be required to sign a blank or incomplete evaluation form. Unit member's signature does not signify acceptance of the rating.
2. Upon request, a teacher in the Peer Assistance and Review program will be given a copy of the Mid-year and/or Summative Report of the consulting teacher at least one day prior to a conference to discuss it. Unit members will be required to sign the mid-year and summative reports as evidence that they have seen them.
3. All observation of the work of a unit member, either by an administrator/supervisor or consulting teacher, will be conducted openly and with the observer visible to the unit member.
4. Upon request, unit members will be given a copy of any class visit notes/draft observation report prepared by their administrator, supervisor, or consulting teacher at least one day before a conference is held to discuss it, unless the observation and conference occur on the same day.
5. No class visit/observation report will be submitted to the central office, placed in the unit member's file, or otherwise acted upon before the conference with the unit member, unless the unit member is not available for a timely conference. Unit members will be required to sign the class visit/observation report.
6. Unit members will have the right, upon written request on the appropriate form, to review the contents of their personnel file. If a unit member wishes to be accompanied by another person or a representative of the Association during such a review, that request must be entered on the request-to-review form. Confidential records such as application references and promotional references will not be made available to a unit member.

7. Non-confidential complaints about, or material derogatory to, a unit member's conduct, service, character, or personality may be placed in his/her personnel file only if:
 - a. The unit member has had an opportunity to review the material and been given a copy,
 - b. The appropriate administrator has investigated the allegations, and
 - c. Has concluded that the allegations are true.
8. The unit member will acknowledge that he/she has had the opportunity to review such material by affixing his/her initials to the copy to be filed, with the expressed understanding that such initialing in no way indicates agreement with the contents. The unit member shall be permitted to attach his/her comments related to the derogatory material.
9. Complaints regarding a unit member made to an administrator that are used in the unit member's evaluation will be called to his/her attention. If the complaint is in writing, the unit member will be given a copy. The unit member will be required to initial the material indicating that he/she has read it. He/she will be permitted to attach his/her comments related to the complaint. Reprisals taken by the unit member against any student, any class, or any person will be cause for immediate investigation that may result in dismissal proceedings being activated.
10. The principal or immediate supervisor of a unit member will discuss the unit member's work performance with that person prior to a formal evaluation of that performance.
11. Final evaluation of a unit member upon termination or retirement will be concluded prior to severance, and no document or other material will be placed in the personnel file of such unit member after severance except in accordance with the procedures set forth in this Article.
12. Evaluation of unit members during their probationary period of employment is of high importance to the unit member and the school system. Cooperative efforts will be made to work for his/her success but if, after one or two years, success does not seem possible, he/she will not be continued in employment. Upon receiving notice of non-renewal of a provisional or regular contract, probationary unit members may, within 10 days of that notice, request a hearing by the superintendent. The unit member,

upon request, will be given adequate notice of the hearing date. Reasons for the proposed action will be given to the unit member upon request. The unit member will be entitled to be represented by the Association and/or counsel of his/her choice and will be granted an opportunity to defend himself/herself, presenting arguments and/or evidence. The decision of the superintendent shall be in writing, stating the reasons for the determination.

Ⓔ PROCESS FOR CHANGING THE EVALUATION SYSTEM

The current unit member evaluation system, including the instrument and the teacher evaluation system booklet of the Montgomery County Public Schools, Rockville, Maryland, (also known as the Professional Growth System Handbook) shall not be changed without following the procedures set out below:

1. Preceding the proposed implementation of any proposed changes, the Board shall notify MCEA of its desire to change the evaluation system.
2. Thereafter, the parties shall confer in good faith over the content of any proposed changes in the evaluation system, until agreement is reached, or until 90 days following receipt by MCEA of notification that the Board desires to change the evaluation system. The conferring teams shall be headed by the chief negotiator for each party.
3. If no agreement is reached within 90 days following receipt by MCEA of notification that the Board desires to change the evaluation system, the Board may unilaterally implement changes in the evaluation system.