

EACC

EDUCATION
ASSOCIATION
OF CHARLES
COUNTY

UPCOMING EVENTS...

- **April 7th**
5:00-7:00 p.m.
Unit I Negotiations Meeting
- **April 8th**
4:45-7:00 p.m.
Executive Board Meeting
- **April 9th**
5:00-7:00 p.m.
Unit II Negotiations Meeting
- **April 14th**
6:00-8:00 p.m.
Coffee & Chat with Linda (Panera, La Plata)
- **April 15th**
4:45-6:30 p.m.
Representative Assembly
- **April 19th**
2:00-4:00 p.m.
Coffee & Chat with Linda (Panera, La Plata)
- **April 25th**
8:30 a.m.-3:30 p.m.
MSEA Professional Development Conference (Bowie)
- **April 27th**
6:00-8:00 p.m.
Coffee & Chat with Linda (Panera, Waldorf)

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Beacon

March/April 2015

Greetings from the President



As we find ourselves deep in the testing "season" and the last few months of school, moving forward we should remind ourselves the amazing things we have accomplished this year already. At the beginning of this year we had a very important and successful election season. We helped get an education-friendly Board of Education elected who listen to us. Many of our Board members are former educators, so they can identify with our issues and concerns because they have been there themselves. We helped get 3 of our education-friendly endorsed Commissioners elected. We helped support education-friendly state Delegates and Senators. We have held 2 successful Town Halls and we have also lobbied in Annapolis three times, with very positive results. We have written and spoken to our state legislators as they work to restore the money the new Governor proposed as cuts to public education in his proposed budget.

We are continuing to address concerns with the new evaluation system, we continue in our Common Core implementation, and our first year of the administration of the PARCC test with all the technology challenges that creates. Workload has continued to increase and we are still finding areas where the SLO process needs to be "tweaked." We have been patient and we have been flexible, but that does not mean we have been complacent. In fact, this is the PERFECT time for us NOT to be complacent. It is time for us to speak up and speak out because there are people who want to know what we think, what we do, and what we are dealing with.

We have a receptive audience in our Superintendent and Board of Education. They need input and first-hand descriptions that illustrate educators' concerns as well as possible solutions. When they make the decisions that will affect your livelihood, they need to be as informed as possible. The members who have written emails to them have received positive, helpful responses. We need more people to write those emails, to make those calls, to help our local elected leaders know what we need and what our hardships are.

The County Commissioners are the funding authority for the Board of Education. What they provide as funding for the Superintendent's budget will determine what is available

for negotiations. The Commissioners are our elected officials, their responsibility is the well-being of the citizens of Charles County, and that includes the school system.

The County Commissioners' Budget hearing has been re-scheduled for May 20, 2015. We need to make sure that we show the Commissioners that we as educators have needs that should be met, not just for us, but to benefit the students of Charles County. The quality of our school system impacts how many people want to come and live in Charles County. We need as many people as we can muster to come and advocate for education at the Commissioners' Budget hearing. With superior numbers and an arsenal of stories from real educators who are in the trenches daily, we cannot help but succeed in making our voices be heard.

Governor Hogan's proposed budget cuts public education funds tremendously. Since his proposed budget was released, MSEA has led the charge to not "shortchange" Maryland. We have signed petitions, we have sent emails and we have traveled to Annapolis on Monday nights to lobby our delegates and senators. As evidence that MSEA's collective efforts have been working, recently the bill for the Blue Ribbon Commission on Testing passed unanimously in the Senate and in the House. This Blue Ribbon Commission will call for an audit of the amount of time students spend testing. This bill passed because our state senators have heard from the people like YOU. That is why it is so important that we not let up now. We cannot rest upon our laurels. We need to keep up our energy and our tempo so that our cause continues to be in the forefront of the minds of the legislators who are working for us.

Another important educational issue right now is the re-authorization of the Elementary and Secondary Education Act (ESEA). ESEA was first passed in 1965 and last passed in 2002 under the name "No Child Left Behind." ESEA now up for re-authorization. The re-authorization of ESEA is a chance to achieve "opportunity for all." We support a vision of ESEA that promotes less testing so students have more time to learn. Also, local autonomy should be protected so districts can determine the type of assessment that provides the most useful information to teachers. Another form of

advocacy is emailing your US Senators so they know how you feel. You can visit <http://educationvotes.nea.org/get-esea-right/> and send an email to your senator from there.

Advocacy comes in many forms. Another form of advocacy is letter writing. One person who writes a letter to the Superintendent, the Board of Ed, or the County Commissioners is a concerned teacher, a concerned citizen, but what if 50 people wrote emails? What if 100 educators wrote emails expressing concerns about testing or workload or salary? The sheer volume of emails would make a huge statement to whoever was receiving them. It would say, "I am not willing to simply be dissatisfied any more. I want to be part of the solution."

It seems to me that as long as I have been in education that education has been "under attack" in one way or another. There has always been a need for educators to act together as a cohesive group to make our voices be heard. The benefit of having others with a common goal is the ability to promote a shared vision. It provides the numbers to embolden people to feel like they can stand up and speak out to make a difference. It allows us to create a culture of cohesive commitment to a cause. Whether the cause is budget cuts on the state level, adherence to the contract, working conditions, professional development, salary scales, or whatever is the topic of the moment, our shared vision is what makes us come together as a team.

This is why it is of ultimate importance to stand together as we speak out. As Betty Weller said at our Public Town Hall, "You have the power." It's true; YOU have the stories, YOU have the power, YOU have the authentic examples from personal experience. Your voices, singularly and collectively, can and will make a difference if you choose to join in with us as we advocate for our professions. We have come so far this year and we have so much more to fight for. Our students are worth it. Our profession is worth it. WE are worth it.



Be sure to check www.neamb.com/clickandsave often for unadvertised and limited time offers!

“Education is
the most
powerful
weapon
which you
can use to
change the
world.”

—Nelson
Mandela

How Are Your Dues Working for You?

Sign-up today for the NEA Travel Newsletter and you'll be automatically entered to win a \$5,000 travel credit toward a Trafalgar guided vacation. Escape the everyday for a lot less than you'd expect. NEA Member Benefits has partnered with leading travel brands to bring you special travel offers and exclusive savings, like 10% off Trafalgar's more than 250 worldwide guided vacations. ENTER NOW AT: www.neamb.com/wintravel

nea Click & Save

NEA Click & Save, the online discount buying service for NEA members, highlights select retailers and merchants each month. Check out these featured “Buy-lights” for April!

Poppin.com (innovative office products): Enjoy 10% off your entire purchase, plus free shipping

Zephora: Get free 3-day shipping on orders of \$50 or more

Home Depot: Save 10% on appliances \$396 or more; free shipping on orders of \$45 or more.

Under Armour: Get free standard shipping on U.S. orders of \$49+, and free 2-day shipping on U.S. orders of \$149+

Samsung: Get up to 50% off suggested retail price; plus free shipping on orders over \$50.

Sports Authority: Save up to 70% off; get free shipping on shoes, clothes, and most orders over \$49.

1Voice (Wearable fitness technology): Get 25% off any order plus free shipping

Be sure to check C&S often for unadvertised, limited time offers, including discount dining certificates from Restaurant.com. Go to www.neamb.com/clickandsave or www.neamb.com/shopping-discounts/nea-click-and-save-retail-discounts.htm and start saving today!

Going, Going...Last Chance to Save on Tax Preparation with H&R Block

H&R Block offers discounts and special pricing on tax preparation for NEA members and their families. The clock is ticking, so take advantage of these savings while you still can!

- **Until April 30, 2015**—Get a free Second Look® Review of your individual tax return
- **Special pricing**—On tax preparation software and online tax preparation programs

To download your coupon for use at an H&R Block office, start your return online, or purchase tax preparation software, please visit www.neamb.com/hrblock.

Save \$150 Off Your NEA Vehicle Protection Program Plan—Now Until April 30!

Unexpected car repair bills can wreck your budget—that's why it's smart to participate in the **NEA Vehicle Protection Program** through CARCHEX. And from now until April 30, 2015, NEA members are eligible for a \$150 plan discount!

The NEA Vehicle Protection Program is designed to protect you from the high cost of auto repairs. The Program offers a variety of coverage and pricing options, enabling you to select the plan that best meets your needs. Plus, you get to use any licensed repair facility in the U.S. or Canada, which conveniently handles submitting the claim for their work and gets paid directly.

Additional benefits of the program include 24/7 roadside assistance, car rental coverage, and lock out, emergency gas delivery, flat tire, and battery jump service.

For more information about the NEA Vehicle Protection Program, please call 1-866-257-1505 or go to www.neamb.com, click on the “Discounts” tab, and then on “Auto and Home Discounts.”

Celebrate Spring Days & Holidays by Bestowing a Bouquet or Gift from 1800FLOWERS.COM or 1800BASKETS.COM!

Spring is a time of celebrations: holidays, Mother's and Father's Days, graduations, weddings and more. Why not surprise family and friends with a gorgeous floral arrangement or gourmet gift basket — plus save 20% — from 1800Flowers.com or 1800Baskets.com! For more information and to place your order, go to www.neamb.com and look for **1800Flowers.com** under the “Discounts” and “Everyday Discounts” tabs.

Update on EACC Membership Events

We enjoyed a great members-only happy hour at Martini's Lounge on March 26th. If you weren't able to join us, don't worry...we've got lots more events planned. Keep on the lookout for information about our

upcoming
Teacher
Appreciation
Week activities.



Monday, May 4th:

Ice Cream social @ Cold Stone Creamery in Waldorf

Tuesday, May 5th:

Teacher Appreciation/Family Night @ James E. Richmond Science Center

Thursday, May 7th:

Happy Hour Social @ Martini's Lounge in White Plains

Saturday, May 9th:

Countywide Scavenger Hunt and Family Picnic @ Gilbert Run Park

If you have questions about any of our events, or have an event idea you'd like to share, please feel free to contact our Membership Committee Chair, Kathy Reamy.

Committee Chair:

Kathy Reamy

Contact:

kreamy@ccboe.com

Courtney's Corner: What is Collective Bargaining?



Collective bargaining laws group employees into specified categories for negotiation purposes. Typically, teachers and other employees holding state education certificates are grouped into one category; administrators are grouped into a separate category; and support or classified employees are grouped into yet another category. These categories are called "bargaining units" or "unit." The members of the unit, e.g., the teachers, may then decide, through an election process if they want their unit to be represented by a professional organization, i.e., a "union." The National Education Association (NEA) and the American Federation of Teachers (AFT) are the two national teacher unions. This process is referred to as affiliation.

Education Association of Charles County (the local association representing you, the certificated employees of CCPS) is affiliated with the Maryland State Educators Association (MSEA) and also with the NEA. Approximately 75% of the association dues that members pay the Education Association of Charles County go to the MSEA and the NEA. In return for these dues, the local association receives benefits and services, including the allocation of professional staff to assist the local association in collective bargaining and grievances.

Each state specifies, through state law, which units are allowed and their composition. Some states permit teachers and administrators to be in the same unit, as in Charles County, while some prohibit them from being in the same unit because of an administrator's duties to manage and evaluate teachers. Rarely are certificated employees in the same local unit as support or classified employees, although they may both be affiliated with the same state and national organizations based on their respective elections of a bargaining representative. See 6-407 of COMAR.

The Duty to Negotiate in Good Faith

It is the duty of both the school board and association to negotiate in good faith. Failing to do so may subject the Board of Education in an unfair labor practice charge. In Maryland, the basic requirements for bargaining in good faith are set forth in the statute. See 6-408 of COMAR.

- 1) Confer in good faith, at all times;
- 2) Honor and administer existing agreements;
- 3) Make every reasonable effort to conclude negotiations with a final written agreement in a timely manner; and;
- 4) Reduce in writing the matters agreed on as a result of the negotiations.
 - Bargain over mandatory subjects of bargaining, including salary, wages, hours, and working conditions, including procedures regarding employee transfers and assignments.
 - Bargain with the intention of reaching an agreement, also described as making best

efforts to consider and respond to proposals made by the other party.

The duty to negotiate in good faith does *not* mean that a party is compelled to make a proposal, to agree to a proposal, or to make a concession. Good faith bargaining does not preclude "Hard bargaining"—taking a strong position on an issue. Examples of bad faith bargaining (or a violation of the good faith duty) are surface bargaining (meeting and merely going through the motions of negotiations with no intent of reaching an agreement), a "take-it-or-leave-it" position, refusing to meet, delaying meetings, or failing to give the chief negotiator sufficient authority to make agreements.

Scope of Bargaining

Scope of bargaining refers to the topics that the parties will negotiate, and it is determined by state law. There are hundreds of potential topics, ranging from subjects that are of fundamental importance to employees, such as salaries and health benefits, to matters that greatly impact a school board's instructional program, budget, or administrative prerogatives. Examples from the latter category include curriculum, assignment of teachers, and teacher dismissal. The law typically classifies all possible bargaining subjects into three categories:

- 1) Mandatory subjects of bargaining—subjects that the parties must negotiate, under the principles of good faith.
- 2) Illegal subjects of bargaining—subjects that the parties are prevented from negotiating, by law, typically because they fundamentally concern powers reserved to the school board or would undermine the authority of state law. **A public school employer may not negotiate the school calendar, the maximum number of students assigned to a class, or any matter that is precluded by applicable statutory law.** See 6-408(a)3 in COMAR.
- 3) Permissive subjects of bargaining—subjects that the parties are not obligated to negotiate, but which they may if both sides agree. Agreeing to negotiate a permissive subject does not mean the parties must reach an agreement on the matter.

Strikes Prohibited

It is illegal for public school employees to strike in Maryland. An employee organization designated as an exclusive representative that violates any provision of the law, shall have its designation as the exclusive bargaining representative revoked for a period of two years.

The EACC/CCPS Process of Negotiations:

- 1) A Negotiation Team is selected by each side; the EACC Negotiation Team members are appointed by the EACC President. This year, your team consists of the following members:

- Leslie Schroeck (High School), EACC Negotiations Team Chair
- Amy Segars (Elementary)
- Richard Kelly (Middle School and Special Education)
- James Short (Administration)
- Linda McLaughlin, Ex-Officio (non-voting member of the team)
- Courtney Dowling, EACC Chief Negotiator

- 2) Survey members for recommendations for contract changes to employee's benefit.
- 3) Conduct Negotiation Committee meeting, in which all members are invited to attend. The Negotiations Committee will review survey results, determine proposal ideas, and provide direction to the Negotiations Team.
- 4) The Chief Negotiator will take that information and prepare the negotiation proposal for the EACC.
- 5) EACC and CCPS will determine mutually agreed upon dates/times to schedule for bargaining sessions.
- 6) Negotiations will begin with each side exchanging negotiations proposals.
- 7) Negotiations will continue until a Tentative Agreement (TA) is reached. A TA is when both sides agree to the outcome of the contract.
- 8) Once a TA is reached, the EACC members must ratify it. The EACC will arrange ratification a meeting(s) where the members will receive a summary of the negotiations process and the tentative agreement. The members will vote to accept/reject the TA.
- 9) If the majority of the members who vote, accept the TA, then the contract has been ratified. The new contract will govern the working conditions of the certificated employees.

If a TA cannot be reached by EACC and CCPS, either team/both can declare impasse. Under procedures followed by the Maryland Public School Labor Relations Board (PSLRB), both sides have present "last and best offers" and have an agreed upon mediator hear the matter. The mediator must conclude talks and issue a written settlement for both parties. If at the end of negotiations an agreement hasn't been reached, the matter moves to back to the PSLRB, and the board will begin its own proceedings. The PSLRB would then decide whether to adopt the school system's final offer, the association's final offer, or the mediator's settlement offer. This final decision would be in the hands of another party, which is not an ideal situation.

The most ideal outcome for both the EACC and CCPS would be to negotiate in good faith and reach a TA. This is the optimum goal of both EACC and CCPS.

Did you know

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for assistance

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Keeping Your Students & Classroom Healthy

Students may be getting a little antsy from being indoors with March's snow and April's rain showers, but staying in can actually be very productive! Use rainy days to prep for spring and get rid of germs that may be lingering in your classroom from the winter. Here are a few ways to best utilize those rainy April days:

Clean AND Disinfect:

While cleaning removes dirt and grime, disinfecting actually kills germs on hard surfaces. The key is to incorporate both into spring cleaning. First clean commonly touched hard surfaces, like tables, doorknobs and computer keyboards, and then use a disinfectant spray to make sure you're getting rid of any harmful bacteria and viruses.

Get Your Hands Dirty -

Students play outdoors more frequently in warmer weather, which can mean dirtier - and germier - hands. Encourage students to frequently wash their hands with soap and water, especially after using the bathroom or being outside. Suggest they sing the Happy Birthday song to ensure that they are washing for a full 20 seconds.

Get the Kids Involved: Who said spring cleaning is a one-person job? Get the whole classroom involved and make it a game for students! Start a "cleaning train" by having each child clear a "track" by picking up garbage, unwanted school supplies, etc., so that you can disinfect these newly uncov-

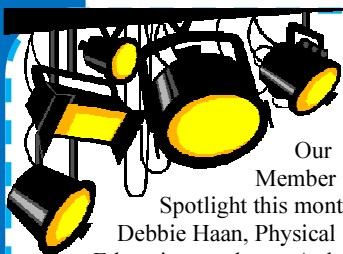
ered surfaces where bacteria may live.

Healthier Snack Packs -

Some students may be a bundle of energy, but are they getting the fuel they need from proper nutrition? Talk to your students about making the connection between good nutrition and healthy habits. Encourage them to investigate healthy foods that offer nutritional boosts and power!



Visit www.Lysol.com/HealthyHabits for information on the Healthy Habits Program and more tips on how to keep your classroom healthy!

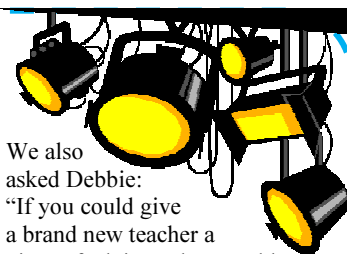


Our Member Spotlight this month is Debbie Haan, Physical Education teacher at Arthur Middleton Elementary School. Debbie has been in Charles County for 32 years. She was a substitute teacher in Michigan for 2 years before she moved here in 1981. She spent 9 years at Gale Bailey Elementary (split with Mitchell for 2 years), 2 years as a long-term sub at La Plata High School, 2 years at evening high school, and 22 years at Middleton.

Debbie is full of energy and vitality. She is a building rep, attends the MSEA convention, the NEA convention, and is the EACC PAC Chair at MSEA/NEA. She speaks passionately at the Commissioners' Budget Hearings, because that's how she feels about her school, her students, and her profession.

Member Spotlight

We asked Debbie: "What's the best part about being a teacher, in your opinion?" She answered: "To quote Sabrina Robinson Taylor... 'I get to do this' every day....every day....I love my staff and students. I have a hard time staying away from school. I come up all summer. I would miss it terribly if I did not teach. The laughter, learning something new every day. My life is my school. "



We also asked Debbie: "If you could give a brand new teacher a piece of advice, what would you tell them?" She told us: "I tell my teachers... 'You are much cuter and smarter than I will ever be. Tomorrow is another day. Today, you learned something.' Then I would give them a hug and maybe a free ink pen. I also say, 'If teaching was so easy, everyone would do it...BUT...you took the chance to make a difference. That takes guts!!!!'"

**"...if teaching
was easy,
everyone
would do it."**

—Debbie Haan

The Importance of the Arts Curriculum in Schools



Many years ago and hundreds of miles away from Charles County, I was gifted with a small piece of wisdom from a veteran teacher nearing the end of

her teaching career. She told me that classes like Social Studies and English are content classes, as are Math and Science to lesser degrees, while the arts are process classes.

Allow me to explain why that's relevant here.

There's not really anything better about content classes or process classes over the other type, but we're a little heavy in K-12 education on the content side. Content is all about the knowing of information. Math and science are pretty heavy into knowing things, but they give you just enough of a process to figure those things out so that you can verify or prove that you know them. Content classes tend to focus more upon facts, figures, dates and names; knowledge that is certainly important to developing a well-versed individual that has information to call upon without having to consult Wikipedia or Webster's Online Dictionary whenever they talk about more than the weather, the latest celebrity gossip, or who won their game the night before. It's vital to know things, and as I sometimes joke with friends, I sometimes feel like a font of useless information. It must be why I'm pretty good at games like Trivia Crack.

Process classes are a little different, because it's the process that's far more important than the content that you're learning about. Process is all about doing and discovering, trial and error. Process classes are often structured differently than content classes, but that doesn't mean that there isn't structure there. In point of fact, there's probably a rather lengthy trail of structured activities that lead into whatever is being done in a process class. Classes like music and art are heavily into process - the "content" in those classes takes a back seat because it doesn't matter if you're painting a bird or a vase of flowers or a bowl of fruit. You're using planes of color and small brushstrokes to form more complex fields like Cézanne. You're not specifically learning about Handel's life and mood leading up to the Hallelujah Chorus. You're learning about proper breathing technique and vowel phonation through the medium of the Hallelujah Chorus. You could exchange that work for Brahms' Requiem or Beyoncé's "Halo" and still work through the same process because the content isn't specifically what's important.

Children in K-12 schools get lots of content, whether by skill or by drill, but not enough process. So, they know things, but they don't necessarily know what to do with the things that they know. It's not completely unlike the idea that we're preparing students to be great test-takers, but they won't know how to do much

else (if you've ever seen that Xtranormal video about the job interview - Why We Need Common Core: "I choose C."). Granted, that is a bit of an exaggeration, but we all get students in our classes that ask the all-important questions of, "What do I need to know this for?", "When am I ever going to use this?" or "Okay... So I read the material, but what am I supposed to do now?"

So what do we do about this? There's such an emphasis placed on reading and math, and on a strong STEM education that the arts often get pushed to the side. There's just not enough time in the day to accommodate for everything. Last year, our First Lady advocated for expanding the role of arts in education, saying that six million children in the U.S. have no exposure to any form of arts in school. Here in Charles County, that's certainly not true of our students, but arts certainly takes a back seat. In our elementary schools, kids get 40-55 minutes a week of art class. The same holds true of music, physical education, media, and computers. Out of 1,950 minutes of time in their classes per week at the elementary level, that means that kids are spending 10%-14% of their instructional time in process classes, and the remaining 86%-90% of their time in content classes.

Middle and high school students also spend a lesser amount in process classes than content classes, particularly in high school where a "career path" and the credit requirements might discourage students from receiving what was considered in the Renaissance to be a complete education. Pulling from that bank of useless trivia I referenced before, did you know that a person was not considered to have had a full education unless they were well-versed in literature (classical and modern), mathematics, the sciences, geography, logic and philosophy, social graces, could swordfight, spoke multiple languages, sang, played a musical instrument, could dance, and could sculpt, paint or write poetry? That sounds like an exhaustively comprehensive curriculum, doesn't it? Can you think of how many of your students or co-workers fit that description?

This is one of the reasons why there is a movement across the nation to include the arts in STEM education and turn it into STEAM (Science, Technology, Engineering, the Arts, and Mathematics) model. We certainly need to give our students a more comprehensive education that includes more of the classes that give them process; namely, the arts. They are a critical element in the development of our children, enhancing their motor skills, helping children develop language, developing decision-making skills, enhancing inventiveness and cultural awareness, and improving academic achievement in general. Just think of how many of our

top students in our schools are current or former musicians, artists, or even athletes (yes, physical education classes also teach process!). These are the children that achieve, and we need to not only celebrate those achievements, but to provide more and greater opportunities for those students to develop and demonstrate their talents.

After all, who goes to graduation and wants to see a child work through a mathematical proof or recite the names of all fifty states and their capitals? They want to hear the band play Elgar's Pomp and Circumstance, watch the dance team perform, listen to an eloquently written poem, or examine a beautiful work of art created just for the event. They want to bear witness to the end result of a long process of creativity, dedication, precision and passion; opportunities that are drying up in our content-heavy course offerings.

This is not to say that we need to push content classes aside; far from it. We need those classes just as much as we need process classes in order for our children to grow up to be responsible and knowledgeable citizens of the world. Our students need exposure to great literature just as much as they need to understand how it was written. They should understand how physics are involved in shooting a basketball, from the trajectory of the ball to the force exerted by their muscular systems, just as much as they should try shooting the basketball during recess or gym time. It's pretty awesome to understand the science involved in cooking, like the Maillard reaction, especially when you're reviewing it while taking a big bite of that tender, juicy steak that you just cooked! Content and process coming together in joyous harmony that delights the senses and demonstrates practical application of acquired knowledge.

BAM! Take that, Emeril Lagasse! Now, let's see if we can kick it up a notch and make that push for a greater proportion of the school day dedicated to arts education at every level! Besides, studies have shown for decades that students that have a strong background in the arts are often more proficient at reading, writing and math, improves community cohesion, improves graduation rates, raises test scores, and leads to fewer disciplinary infractions. If you don't believe me, feel free to use your Google-fu to search for studies on the arts in education, such as the one found at <http://www.onlinecolleges.net/10-salient-studies-on-the-arts-in-education/>. You just might be surprised at what you can learn!

"Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand."
- Native American Saying

By: Peter K. Ullmann, Choral Programs and EACC Representative, John Hanson M.S.



EACC
Education Association
of Charles county

105 Centennial Street
Suite H
La Plata, MD 20646

Phone: 301-392-0150
Fax: 301-392-0151
www.teameacc.org

An affiliate of  **msea**

Executive Board Members

President

Linda McLaughlin lmclaughlin@mseane.org

Vice President

Joe McMahan jmcmahan@ccboe.com

Treasurer

Dan Brady dbrady@ccboe.com

Secretary

Margot Savoy msavoy@ccboe.com

Members-At-Large

Cheryl Ervin cervin@ccboe.com

Bill Fisher wfisher@ccboe.com

Veronica McFadden vmcfadden@ccboe.com

Denise Pratt dpratt@ccboe.com

Kathy Reamy kreamy@ccboe.com

Retired Member

Charlene Haynie chaynie53@aol.com

Ex-Officio Member

Liz Brown lizdelta48@hotmail.com

Government Relations (GR) Committee Corner

On Wednesday, February 25, 2015 EACC hosted a Town Hall at North Point High School to hear member concerns and to discuss Governor Hogan's budget cuts. Sean Johnson from MSEA gave a presentation explaining the "Don't Shortchange Maryland" initiative.

Several members of the Board of Education were in attendance — Chairwoman Ginny McGraw, Vice Chairman Michael Lukas, and Barbara Palko, as well as Amy Hollstein, Dr. Sylvia Lawson, and Pam Murphy.

The Town Hall was a success with several EACC members voicing their concerns and having those concerns heard.

If you missed the Town Hall fol-

low the YouTube links below to catch all action.

<http://youtu.be/6198xCBvYfxw>

http://youtu.be/-tFB_rZlENw

<http://youtu.be/c8wmkwOSPGU>

<http://youtu.be/nkLoAgFyW0I>

<http://youtu.be/R5VulUuTt84>

<http://youtu.be/JVu7NdwbSVo>

<http://youtu.be/OHHedTUGfrc>

<http://youtu.be/OHHedTUGfrc>

<http://youtu.be/-bhglEm1feo>

<http://youtu.be/zVkyjcg-TtA>

Also here is an interesting link about a 16 yr old's take on PARCC:

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/03/07/a-16-year-old-takes-the-new-parcc-exam-heres-her-disturbing-report/>

Committee Chair:
Veronica McFadden

Contact:
vmcfadden@ccboe.com

