






PORTLAND ASSOCIATION OF TEACHERS AND PORTLAND PUBLIC SCHOOLS TENTATIVE AGREEMENT HIGHLIGHTS



November 26, 2023

 Indicates signed TAs

TA'd as of 11/26/23	WINS
	<p>COMPENSATION: ARTICLE 12 **</p> <ul style="list-style-type: none"> ■ 13.75% COLA over three years: Year 1 - 6.25%, Year 2 - 4.5%, and Year 3 - 3% ■ Largest 3 year COLA in PAT history ■ Retroactive pay to apply 6.25% COLA to the start of this school year
	<p>BILINGUAL STIPEND: APPENDIX I</p> <ul style="list-style-type: none"> ■ Expanded bilingual pay which will result in more educators receiving the bilingual stipend <ul style="list-style-type: none"> ➢ Educators who are proficient in a District supported language other than English will receive an annual stipend of \$1,500 ➢ Educators who speak a non-supported language spoken by at least 5% of the school population will receive an annual stipend of \$1,500.
	<p>WORK YEAR: ARTICLE 6</p> <ul style="list-style-type: none"> ■ Adds 1 paid work day to the standard Work Year to 193 days. ■ 176 Instructional days for all grade levels ■ 4 ½ planning days ■ 4 Grading days ■ Educators will have a back to back grading and planning day at the end 1st, 2nd, and 3rd quarter
	<p>PLANNING TIME: ARTICLE 7</p> <ul style="list-style-type: none"> ■ 410 minutes of protected planning time guaranteed for educators at every grade level <ul style="list-style-type: none"> ➢ Elementary School educators are guaranteed at least 410 minutes of educator-directed planning time (up from 320 minutes) for standard work weeks ➢ Middle School educators (except for self-contained 6th grade classes) are guaranteed at least 410 minutes of educator-directed planning time for standard work weeks
	<p>WORKLOAD: ARTICLE 8 **</p> <ul style="list-style-type: none"> ■ Target class and caseload language added and overload pay preserved ■ More work groups added to the Overload Pay Threshold and Percentage Chart ■ Shared decision making committees involving educators and parents that address overloaded class sizes and caseloads



STUDENT SUPPORT & DISCIPLINE: ARTICLE 9 **

- All staff will receive training in de-escalation strategies from the relevant portion of the Nonviolent Crisis Intervention (NCI) training with ongoing training provided by on-site school climate teams
- At least two adults will be assigned for all duty assignments to support student safety
- The Tier III Rapid Response Team has been expanded to include 8 additional positions (for a total of 12) with the possibility of future expansion
- Building admin will provide feedback about Stage II/III referrals to educators within three school days
- Updated language around a student who threatens to or causes harm to an educator: Prior to the student returning to the class, a safety plan will be developed with the impacted professional educators' input and a restorative reentry meeting will be held.
- Schoolwide discipline data to be shared at least quarterly with building reps

MENTAL HEALTH SUPPORTS: ARTICLE 9

- Building Administrators to make reasonable efforts to assign mental health professional educators duty along with at least one professional educator outside of this job type.
- All schools will have access to a mental health team to support the ongoing mental health of students. The health teams have the possibility of future expansion.

ENVIRONMENTAL IMPROVEMENTS THAT SUPPORT SAFE, CLEAN AND HEALTHY FACILITIES: ARTICLE 9

- Expanded Safety Committee language that includes a safety audit and escalation plan to ensure immediate, midterm and long-term resolution for environmental hazards:
 - Loss of Electricity, Internet and/or Water
 - Presence of pests
 - Presence of mold, asbestos, smoke or other impacts to air quality
 - Presence of leaks
 - Extreme temperatures (above 85 or below 60)
 - Any other sitewide environmental safety concerns
- All windows in classroom/offices will have working blinds or alternative window coverings
- Access to VOIP (Voice Over Internet Protocol) available to all professional educators. Every school safety plan will include an alternative to account for a potential lack of VOIP during emergencies.



ACADEMIC FREEDOM: ARTICLE 10

- Added limits to the amount of instructional time used for standardized test taking (aims for an average to not exceed .65% of instructional time)
- Clarification of ownership of materials development during contract hours and identifies when educator created materials are the intellectual property of the educator



EXTENDED RESPONSIBILITY: ARTICLE 16

- Ensures that the extended responsibility schedule will be reviewed by a joint committee and updated within a specific timeline.



LEAVES: ARTICLE 17

- Incorporates the new Oregon Paid Family Medical Leave Insurance Law into contract language throughout



TRANSFERS: ARTICLE 18

- Maintains internal round
- Streamlines and expedites the internal transfer and reassignment process for unassigned members. A Job Fair model with informal interviews and no requirement to upload resumes, check references or face interview committees.



LAYOFFS: ARTICLE 20

- Adds protection for BIPOC educators in the event of layoffs
- Adds protection for bilingual educators in the event of layoffs



MENTOR PROGRAM: ARTICLE 21

- Adds mentorship/supervision language for educators who are required to complete clinical fellowship
- Adds language for mentorship for Special Educators new to the district or the profession
- At the educator's request, the mentor program may be used as a part of a Plan of Assistance



PROFESSIONAL GROWTH: ARTICLE 22

- The district will pay for licensure cost fees for eligible staff (Speech paths, Licensed counselors, social workers) to obtain or renew licensure from their respective Boards
- Increases professional growth funds to \$2,200 (up from \$1,500) that are available to professional educators once every three years.
- Tuition reimbursement and Professional growth funds language moved to Article 22 from Article 21



PROFESSIONAL EDUCATOR RIGHTS & JUST CAUSE: ARTICLE 23

- Maintains that a letter of expectation is not a disciplinary action
- Limits the use of letters of expectations in educator discipline



SPECIAL EDUCATION

- Special Education now has its own article in our contract
- Initial Evaluations with signed consents will now count on the caseload
- Planning & Case Management time are guaranteed
- Access to a Special Education mentor
- Individual student's special education services and service delivery model are determined by the student's IEP team that directly works with the student
- Additional staff and resources assigned to a building if a placement option is unavailable
- Dedicated time for general education teachers, special educators, and core enrichment educators (specialists) to review IEPs before the start of the school year during admin-directed time.
- If a student is being added after the school year has started, educators will have 1 day to review records before starting in their class.
- Maintains release time or extended hours for paperwork
- Maintains pay for meetings during planning time or outside of contract hours
- Improvements in Special Education spaces and materials

School Psychologist transfer and assignment process

- Maintains the appendix that the district sought to strike

SLP MOA

- Remains a Memorandum of Agreement that is enforceable, but not incorporated in the Collective Bargaining Agreement

WHEN DO THESE CHANGES TAKE EFFECT?

Immediately (23-24 School Year)

- 192-day work year
 - We will be held harmless financially this year (we will work one less day this work year, but will get paid for a full year)
- First year COLA increase (6.25%) including retro pay from start of this school year
- Professional Growth Funds increased to \$2,200 (up from \$1,500)
- Streamlined internal round in the form of an internal job fair
- Use of letter of expectation clarity.
- Extended responsibility committee will commence within 90 days of ratification.
- Limits on standardized testing.

Begins 24-25 School Year

- 193-day work year (all work days paid)
- Additional 4.5% COLA added
- 3 additional grading days added to calendar
- New Educator-Directed Planning Time
 - Elementary (410 minimum/standard week)
 - Middle School (410 minimum/standard week)
- NCI De-escalation PD for all staff
- Expanded Tier III Rapid Response Team (adding at least 8 team members)



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