

The Association and the District agree to resume negotiations over the new article "Early Childhood Educators" within 60 days of the ratification of the 2023-2026 successor agreement. The parties agree to resume negotiations based on the language mutually agreed upon as of 11/11/23 (shown below).

The parties aim to complete negotiations in time for implementation before the start of the 2024-25 school year.

Nothing will be implemented until the parties TA the entire article. GR 11/19/23

Article XX4 Early Childhood Educators

XX4.1. Early Childhood Educators include all certified staff in Pre-K, Head Start, and Universal Pre-K programs within Portland Public Schools.

XX4.2. The terms of this Article do not in any other way modify or amend the PAT/PPS collective bargaining agreement or its application to Professional Educators assigned to an Early Childhood Educator position.

XX4.3. Suitable & Appropriate PD

All licensed staff in all preschool programs in the District Early Childhood Educators will be given suitable and appropriate professional development for early childhood education.

XX4.4. Committee(s) working to develop Professional Development for Early Childhood Programs

Educators and the Administration will form a joint committee of at least 4 educators, with at least one each from Head Start and Pre-K programs, and 4 administrators ("Preschool Curriculum and Professional Development Committee"). This committee will solicit feedback from Early Childhood Educators as defined above, and recommend and review professional development programming to support a culturally relevant, play-based preschool curriculum. The Preschool Curriculum and Professional Development Committee will also research and promote a curriculum that is rooted in play-based pedagogy, including an emphasis on early literacy, social emotional learning and self-regulation skills.

XX4.4.1. If a professional educator on the committee agrees to meet outside of the workday, such member shall be compensated at their his/her per diem hourly rate for meeting/s which take place beyond the contract day. A professional educator who chooses to participate in a committee meeting during their her/his individual planning time, including the 15 minutes at the end of the work day, can do an equivalent amount of planning time outside of the work day and be compensated at their her/his hourly rate for the length of the meeting.

XX4.4.2. **Starting in the ~~2022-2023~~ 2023-24 School Year, all Early Childhood Teachers and Educational Assistants will receive the two year Tools of The Mind training, program/grant specific curricula and/or newly adopted curricula as required under article 8.11* (subject to change). Educators and Educational Assistants who have already received the training will have the option to receive the training. Moving forward, all Early Childhood Educators and Educational Assistants will receive training in newly adopted curricula as required under Article 8.11*. Nothing in this clause will be meant to interfere with Early Childhood Educators' Academic Freedom.**

XX4.5. Classroom Ratios and Staffing

XX4.5.1. **Classroom Ratios: The District will staff Early Childhood Education classrooms either:**

XX4.5.1.1. **According to grant, state and federal requirements where required, or;**

XX4.5.1.2. **at a ratio of 18 students to 1 certified teacher whichever is lower.**

XX4.5.2. **The District will maintain a 1 to 9 adult to children ratio in ~~pre-k~~ Early Childhood Education classrooms at all times children are present**

XX4.5.3. **Staffing**

XX4.5.3.1. **The District will establish a pool of substitute teacher assistants qualified to serve early childhood classrooms. The District shall staff the pool at sufficient levels to meet early childhood classroom coverage needs as defined in XX4.5.1 and XX4.5.2.**

XX4.5.3.2. **The District will ensure classrooms are fully staffed for the entire shift that is vacant.**

XX4.6. English Learner Teachers

XX4.6.1. **All English Learner teachers (EL) can be included in a regular rotation with other licensed staff in the building for substituting during their preparation period only and those teachers will receive compensation for the loss of preparation time. (Under PFSP).**

XX4.6.2. **EL teachers shall not be pulled from providing services to students to sub for an absent teacher. To ensure that there is not a loss of EL services, all English Learner substitute teachers shall be excluded from being asked to or pulled to cover general education classrooms instead of fulfilling their EL substitute jobs.**

XX4.7. Transfers

- XX4.7.1. **The District will comply with Article 18 for Early Childhood Educators, including asking for volunteers and conducting a fair interview process before involuntarily transferring Educators from one worksite to another.**

XX4.8. Sufficient Facilities

All Early Childhood classrooms will adhere to grant-based requirements related to facilities, space, and materials necessary to ensure a safe and healthy learning environment. This includes access to bathroom facilities.

XX4.8.1. Nap Time

In full-day Early Childhood Education classrooms, children will be given a calm, quiet space to nap or rest.

XX4.8.2. Bathroom Facilities

All early education classrooms will have access to adequate bathroom facilities including safe and sanitary diapering facilities, including a sink with running water, for children who are unable to use the toilet consistently. These facilities shall be easily accessible to students and Early Learning Department staff. The Early Learning Department shall provide all necessary supplies for containment of soiled clothing in a safe, sanitary, and reasonably private fashion.

- XX4.8.3. Disposable safety gloves shall be provided in all early childhood classrooms in case of toileting accidents. Adequate staff shall be provided to assist students in case of toileting accidents and no student shall be punished or excluded from instruction due to toileting accidents.**

XX4.9. Grading Time and Non-Instructional Days

The District will label the total Teacher Planning days and Grading days where no other work is assigned as part of the calendar process as per Article 6.5.2. In addition to these Teacher Planning and Grading days, there will be a minimum of 12 non-instructional days. The Early Intervention Specialists who work year round will receive their 193-day work day calendar following the Calendar timeline defined by Article 6.

XX4.10. Full Continuum of Special Education Services for Pre-School

- XX4.10.1. The District will provide a full continuum of Special Education Services to all early education students. The Full Continuum of Special Education Services will include access to rapid response team and all other supports provided to other professional educators to support students beyond Tier 1 interventions. (*Specification)**

- XX4.10.2. K-12 Professional Educators will have access to behavioral support plans and all Individual Family Service Plans (IFSPs), Individual Education Plans (IEP),**

and required eligibility reports for each student they provide service to in order to support the student's educational transition to their Kindergarten classroom.

XX4.11. Support and Implementation of Multnomah County Preschool For All (Universal Pre-K)

XX4.11.1. The District and PAT will form a joint committee ("Preschool for All Committee") to investigate how the District can receive revenue from the Preschool for All Ballot Measure passed in Multnomah County in November 2020 ("Preschool for All"). The District will prioritize space for implementation of Preschool for All and any other state and local universal preschool initiatives.


XX4.11.2. The Preschool for All Committee will be composed of at least 4 Educators and at least 4 Administrators who will liaison with Multnomah County and the Preschool for All Program. The Preschool for All Committee will perform a full inventory of every available classroom and potential site for modules on school grounds. The Preschool for All committee will release the report by June 15, 2023. The report will be made available to PAT, The School Board, and Preschool For All Committee. The District will prioritize space for implementation of state and local Universal Pre-K.

XX4.11.3. PAT employees will have access and ability to apply for spaces within Early Childhood programs in PPS. Once accepted, they may enroll their children in Early Childhood programs at either their neighborhood schools or the school(s) where they work if they are eligible under the program requirements. This will not be used to limit the access of low-income families to early childhood programs as defined by the federal and state statutes.

XX4.11.4. Home Visits & Parent-Teacher Conferences

XX4.11.4.1. Early Childhood Educators ~~teachers~~ will conduct a minimum of two home visits per program year, one prior to the first day of school and another in May, as well as two school-based conferences, one during November and the other sometime between January and April, Teachers will utilize prescribed Parent Teachers Home Visits Project (PTHVP) format for all home visits.

XX4.11.4.2. These home visits shall be part of their 12 non-instructional days as defined in XX4.9


For the Association
Date 11/19/23


For the District
Date 11/19/23