

**Article ~~XXX-32~~**  
**Early Childhood Educators Pre-K Educators**

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

**32.2** 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~~ **Pre-K Educator** position.

**32.3 Professional Growth for Pre-K Educators 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. ~~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") to solicit feedback from Early Childhood Educators as defined above, and recommend and approve professional development programming to support a culturally relevant, play-based preschool curriculum.~~

**32.3.1 The Instructional Leadership Team (ILT), Positive Behavior Intervention Supports (PBIS) Leadership Team and the Headstart Equity Committees serve as the committees that advise on professional learning for Pre-K.** ~~Preschool Curriculum and Professional Development Committee~~ **These committees** will also research and promote a curriculum that is rooted in play-based pedagogy, including an emphasis on social emotional learning and self-regulation skills.

**32.3.2** 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** ~~his/her~~ 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** ~~his/hers~~ hourly rate for the length of the meeting.

**32.3.3** Starting in the **2023-2024** ~~2022-2023~~ School Year, all new **Pre-K Educators** ~~Early Childhood Teachers and Educational Assistants~~ will receive the two year Tools of The Mind training and 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.

**32.4 Classroom Ratios and Staffing**

~~**Classroom Ratios** All Pre K **Early Childhood Education** classrooms will not exceed the ratio of 18 students to 1 certified teacher. The District will~~ **staff pre-k classrooms according to grant, state,**

~~and federal requirements where required, maintain a 1 to 9 adult to children ratio in Early Childhood Education classrooms at all times children are present.~~

~~**Staffing** The District will establish a pool of substitute teacher assistants qualified to serve early childhood classrooms and shall staff the pool at sufficient levels to meet early childhood classroom coverage needs across the school district as well as the 1 to 9 adult to child ratio. The District will ensure classrooms are fully staffed for the entire shift that is vacant.~~

~~**English Learner Teachers** 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).~~

~~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.~~

~~**Transfers** 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.~~

### **Sufficient Facilities**

~~**Nap Time** In full day pre-K Early Childhood Education classrooms, children will be given a calm, quiet space to nap or rest.~~

~~**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.~~

~~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.~~

### **32.5 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.** There will also 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.

### **32.6 Full Continuum of Special Education Services for Pre-K School:**

**32.6.1 The District will make available a full continuum of special education services to eligible students as referenced in the Article 31.**

~~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)~~

32.6.2 Relevant K-12 Teachers will have access to students' current all-Individual Family Service Plan (IFSP), Individualized Education Plan (IEP) and required eligibility reports, and behavioral support plans. ~~-(Individual) and all relevant student documentation to support student's educational transition to their K classroom K-12 whether current or historical.~~

### **Support and Implementation of Multnomah County Preschool For All (Universal Pre-K)**

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.

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.

32.7 PAT employees will have access and ability to apply for spaces within ~~their children in Pre-K programs within in PPS~~ per the requirements of the grants. ~~at either their neighborhood schools or the school(s) where they work. 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.~~

### **32.8 Exclusionary Discipline**

Exclusionary discipline, including suspension and expulsion, shall not be used as a disciplinary measure for students enrolled in Pre-K classrooms, per grant guidance, including Preschool For All, Preschool Promise, and Head Start regulations. This includes any policy or practice that denies children access to day-to day-classroom activities or inhibits their ability to learn and play alongside their peers, including the following: disciplining a child by sending the child out of the classroom, modifying the child's schedule because of behavioral concerns, or telling a family that their child is not a "good fit" for the classroom.

### **32.9 Home Visits & Parent-Teacher Conferences**

Pre-K 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 the prescribed Parent Teacher Home Visits Project (PTHVP) format for all home visits.