

## Mediation Supposal Package 11-11-2023 6:30pm

Article	Comments
<b>2 Assoc. Rights</b>	<ul style="list-style-type: none"> <li>Removed Committee Language</li> </ul>
<b>6 Work Year</b>	<ul style="list-style-type: none"> <li>Work Year and Student Year</li> <li>See printed copy</li> </ul>
<b>7 Work Day</b>	<ul style="list-style-type: none"> <li>8 hour work day, Staff Meeting, Planning and Professional Development days, Changes to mandatory training comp time</li> <li>See printed copy</li> </ul>
<b>8 Work Load</b>	<ul style="list-style-type: none"> <li>Removed overages and added higher Teacher Load Caps *Last year's overage= 2.7 million, the cost of more than 20 FTE</li> <li>See printed copy</li> </ul>
<b>9 Safety &amp; Discipline</b>	<ul style="list-style-type: none"> <li>Continued Environmental Safety Language, Clarified Language Discrepancies</li> <li>See printed copy</li> </ul>
<b>10 Academic Freedom</b>	<ul style="list-style-type: none"> <li>Accepted District Instructional time language on standardized tests. Strikeout employee developed materials, and committees</li> </ul>
<b>12 Compensation</b>	<ul style="list-style-type: none"> <li>Reduced 3rd year COLA</li> <li>See printed copy</li> </ul>
<b>13 Insurance</b>	<ul style="list-style-type: none"> <li>Maintain proposal for half time employee insurance rates, dropped newly employed educators</li> </ul>
<b>15 Retirement</b>	<ul style="list-style-type: none"> <li>Willing to accept Early Retirement Incentives sunset in exchange for retirement stabilization language</li> <li>All other language returns to current contract language unless previously agreed to</li> </ul>
<b>16 Extended Responsibility</b>	<ul style="list-style-type: none"> <li>Agree to drop new language for part time professionals performing two extended responsibilities per bargaining discussion-intent is that no educator should be in this situation</li> </ul>

	<ul style="list-style-type: none"> <li>• Return to BA+15 base pay</li> <li>• New committee within 90 days of the ratification</li> </ul>
<b>17 Leaves</b>	<ul style="list-style-type: none"> <li>• Accepted language of PLO</li> <li>• Maintain 100 percent limit for using sick leave bank</li> <li>• Quarantine/isolation will last as long as the health authority dictates (can be longer than 30 days)</li> <li>• Questions around 17.5.2: What is district opposition to this language?</li> </ul>
<b>18 Transfers</b>	<ul style="list-style-type: none"> <li>• 18.6.8.2 rejected as it duplicated current and new language in 18.6.8</li> <li>• Rejected transfer due to changes in classification qualifications, licensure, or experience</li> </ul>
<b>19 Classroom Moves</b>	<ul style="list-style-type: none"> <li>• No changes from 10/25/23: When educators are asked to move they will be compensated</li> </ul>
<b>20 Layoffs</b>	<ul style="list-style-type: none"> <li>• Tentative Agreement</li> </ul>
<b>23 Just Cause</b>	<ul style="list-style-type: none"> <li>• No change from 11/9/23 11AM</li> </ul>
<b>30 Duration</b>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<b>Appendix A Salary Schedule</b>	<ul style="list-style-type: none"> <li>• Maintain 13 steps. Schedule TBD based on agreed upon COLA.</li> </ul>
<b>Appendix I Bilingual</b>	<ul style="list-style-type: none"> <li>• No change from 9/7/23</li> </ul>
<b>Appendix J School Psychs</b>	<ul style="list-style-type: none"> <li>• Current contract.</li> </ul>
<b>SLP MOA</b>	<ul style="list-style-type: none"> <li>• October 11, 2023 MOA</li> </ul>
<b>XX1 Mental Health</b>	<ul style="list-style-type: none"> <li>• FTE to not be taken from current positions and schools.</li> <li>• Deleted the training for Student Mental Health.</li> <li>• See printed copy</li> </ul>
<b>X2 Parent-Professional Educator Engagement</b>	<ul style="list-style-type: none"> <li>• Same as the Student Centered Package from 9/22/2023</li> </ul>
<b>XX2 Housing</b>	<ul style="list-style-type: none"> <li>• Same as the Student Centered Package from 9/22/2023</li> </ul>
<b>XX3 SPED</b>	<ul style="list-style-type: none"> <li>• See printed copy</li> </ul>
<b>XX4 Early Education</b>	<ul style="list-style-type: none"> <li>• Accepted shared language</li> </ul>



**ARTICLE 2  
ASSOCIATION  
RIGHTS**

- 2.1 Except for Section 2.9 below, the Association rights conferred on the Association in this Agreement shall be exclusive except as provided by law.
- 2.2 The Association or its representatives shall have the right to transact official Association business on District property at all reasonable times; use District facilities and equipment including but not limited to duplicating equipment, audiovisual equipment, and District email, provided the same are not otherwise in use; post notices of activities and matter of Association concern on designated bulletin boards, at least one of which shall be provided in each school building for Association use; use the District mail service and professional educator mailboxes for communications, and place small symbols on such mailboxes but limit the size of logos to one inch (1") or less. A clearly identified Association mailbox at each worksite will be reserved for Association communications. If a box is unavailable, the Association may place a mailbox that is comparable in size and appearance with the staff mailboxes that exist at the individual worksites for Association communications. The Association shall have the right to use the inter-building mail facilities and mailboxes (Pony), unless the use of an employer's mail system by an incumbent labor organization is specifically clarified by Legislation, the U.S. Postal Service, or a court of competent jurisdiction. The Association shall pay for the reasonable cost of all materials, supplies and special services required beyond the normal operation incidental to such uses. The exercise of Association rights under this Section shall not interfere with or interrupt classes or other normal school operations. Association notices should not be made available to students.
- 2.3 The District shall furnish the Association upon request all reasonably available factual information necessary to its function as exclusive bargaining representative.
- 2.4 The Association shall have the right to ten (10) minutes as a scheduled item on the agenda of **each fifteen (15) — of the faculty staff meeting and each early release professional learning day. meetings of its choice.** This portion of the agenda shall be exclusively for bargaining unit members.
- 2.5 Each worksite will organize at least one of the work days before the student year begins with the 30-minute duty free lunch synchronized for all Association staff in the building.
- 2.6 Association Representatives Meeting
- 2.6.1 The District shall notify all schools and departments that no activities are to be scheduled by the District for Association representatives on the Monday preceding the beginning of the work year.
- 2.6.2 The Association may call general meetings of its Association representatives during school time up to five (5) times during the school year. Such representatives shall be released without loss of pay but the Association shall reimburse the District for the cost of substitutes. Two (2) weeks' advance written notice shall be furnished to the **Employee and Labor Relations team within Human Resources Superintendent** of a meeting and it shall not be called for a day when other teacher absences eliminate the availability of a sufficient number of substitutes.
- 2.7 Building/Program Area Committees
- Any general standing faculty-administration or administratively appointed faculty committee, at the building level, shall include the Association faculty representative or his/her designee as a member. Supervisor's team meetings are not included. If evaluation and/or employee performance is to be discussed at a supervisor's team meeting, the Association representative will be invited to attend. Any District committee that included designated Association representatives shall have those Association representatives appointed by the Association.
- 2.8 Orientation Programs

## Article 2 PAT Student Centered Mediation Supposal - 11/11/2023

- 2.8.1 The Association shall be provided time on the agenda at all general orientation programs for new professional educators to provide general information on the Association and its duties as exclusive bargaining agent.
- 2.8.2 The District will provide the Association with a list of all newly hired bargaining unit members and bargaining unit members who have separated employment from the District on a monthly basis which will include their names, assignments, hire dates, separation dates, and worksites.

### 2.9 Bargaining Unit Member Information

**In addition to information included in Article 2.8.2 and pursuant to ORS 243.804(4)(a), each month, the District shall provide the Association a list of all professional educators who are employed by the District. The list will include the date of hire, job title, salary and work site location of each unit member, the unit members' cellular, home and any work telephone numbers; any means of electronic communication, including work and personal electronic mail addresses; and employees' home addresses or personal mailing addresses.**

### 2.10 School Board Meetings

- 2.10.1 The Association shall be provided time on the agenda of each regular Board meeting for brief comments.
- 2.10.2 If the Association has a formal presentation it shall be afforded a reasonable amount of time as determined by the Board. By noon of the fourth calendar day prior to the meeting, the Association shall notify the Office of the Superintendent of the proposed length of the Association's formal presentation, the subject matter thereof, and any specific action to be requested from the Board or administration at the meeting. The Association agrees not to use its right under this Section for the purpose of collective bargaining with the Board or any of its members.
- 2.10.3 Prior to the commencement of each meeting, the Association shall be provided a copy of the "Agenda of Board of Education" and any related informational materials/full Board of Education packet. This information may be provided electronically. However, the Association shall receive a copy of all printed Board materials at the meeting or prior to the meeting.

### 2.11 Instructional Program Council (IPC)

- 2.11.1 The District recognizes the expertise of professional educators and the value for their participation in education program planning. Therefore, meetings between the Superintendent and/or ~~his~~ **their** designee(s) and representative of the Association shall occur monthly for the purpose of discussing the District's instructional programs.
  - 2.11.1.1 While the District maintains authority over educational programming, items planned as major district-wide change and significant building-based initiatives shall be discussed in these meetings prior to implementation.
  - 2.11.1.2 Agendas of this advisory council will be mutually agreed upon prior to each meeting.
  - 2.11.1.3 Areas of discussion will include topics such as ongoing program implementation, new initiatives, language pathways, special education, school climate, and an overall MTSS approach. The parties agree that sufficient professional development, adequate resources and a clear implementation plan are essential to success of initiatives
- 2.11.2 The Association president may appoint at ~~least five (5)~~ **six (6)** professional educators as representatives to such meetings. Such professional educators shall be released without loss of pay for attending the meetings.

- 2.12 Release of professional educators by the District from their normal work assignments to work on activities jointly sponsored by the Association and the District shall be without loss of pay.

2.13 **Curricula And Professional Development Review Committee**

- 2.13.1 **The District and PAT agree to create a topic called Curricula and Professional Development Review Sub-Committee of to the IPC agenda that shall meet at least 4 times a year to evaluate and approve district-wide curricula. The parties agree to evaluate discuss curricula and professional development for and its cultural competence, representativeness, adherence to State and professional standards, designated supports and interventions for marginalized and underserved communities including and not limited to ELL and emergent bilinguals; Students receiving IEP services, students with historical and current trauma. All District employees will disclose any conflicts of interests or personal ties to companies and organizations considered or used in the process of Professional Development or Curricula. IPC meetings will occur during the contracted work day and Educators will be provided release time for attendance.**

~~2.14 Student Success Act Design Team~~

- ~~2.14.1 The District and Association agree that the work of the Student Success Design Team will be ongoing and will include regular review of the District's Continuous Improvement Plan (CIP) and the data used to develop and implement the CIP.~~
- ~~2.14.2 The District and the Association shall ensure that stakeholder input (staff, families, and students) will be the key part of the data collected and reviewed.~~

~~2.15 Climate Justice Committee~~

- ~~2.15.1 The District recognizes the expertise of professional educators and the value for their participation in education program planning. The District shall continue to collaborate with the Climate Justice Committee that meets on a monthly basis to support the implementation of climate literacy and climate justice curriculum described in District Resolution No. 5272.~~
- ~~2.15.2 The Climate Justice Committee shall review, design, and support the creation of curriculum and instruction related to climate justice, including curriculum standards, units of study, resources, and sample learning experiences. The Committee shall also review District initiatives, programs, and policies related to climate change.~~
- ~~2.15.3 The Climate Justice Committee shall include District representatives, students, professional educators, school staff, and community members. No fewer than 50% of the Climate Justice Committee shall be comprised of members selected by the PAT. Professional educators who participate in the Climate Justice Committee shall be provided release time or paid at their per diem hourly rate for such extended time.~~



## **ARTICLE 6 WORK YEAR**

- 6.1 Except as provided by Article 16, paid extended responsibility assignments, paid extra duty assignments, and voluntary attendance at in-service classes are excluded from this Article and are covered by Article 16 and Appendix B.
- 6.2 Standard Work Year
- 6.2.1 The standard work year for professional educators shall be ~~192~~ **193** contract days consisting of:
- 6.2.1.1 ~~177~~ **176** instructional days **for all grade levels**
  - 6.2.1.2 ~~Six~~ **Four** and one half (~~6-1/2~~) (**4 1/2**) planning day
  - 6.2.1.3 **Four (4) grading days**
  - 6.2.1.4 Two and one half (2-1/2) Professional Development Days.
  - 6.2.1.5 Six (6) paid holidays **or seven (7) paid holidays for those Professional Educators whose workday extends over Juneteenth.**
- 6.2.2 The traditional state-wide in-service day shall not be part of the standard work year.
- 6.3 Extended/Reduced Work Year
- 6.3.1 The District, at its discretion, may extend the contract year for professional educators **who work in schools identified by ODE for comprehensive or targeted support** by up to ~~three (3)~~ **two (2)** additional professional development days paid at the professional educator's per diem rate of pay. These days shall be scheduled contiguous to the standard school year **through a collaborative process between the professional educators and the building administration. This section may be extended to professional educators for two (2) years after the comprehensive/targeted support designation has ended.**
- 6.3.2 The District shall determine the number of additional contract days in a 6.3.1 prior to **January 15th or the beginning of the staffing process in** the preceding school year, **whichever comes first.**
- 6.3.3 Professional educators working in schools that have a change in grade levels (e.g.: newly converted middle schools or newly converted PK-5 feeder schools) shall have mandatory additional paid professional development days added to their contract year. This only applies to the school year **of the prior to conversion and the school year of after the conversion.** Added days shall be as follows:
- 6.3.3.1 Newly converted middle schools: two (2) additional professional development days.
  - 6.3.3.2 PK-5 feeder schools: one (1) additional professional development day.
  - 6.3.3.3 Other schools: The District and PAT shall meet to determine if the number of added professional development days shall be one (1) or two (2). If no consensus is reached, one (1) day shall be added.
  - 6.3.3.4 Added days shall be compensated at the professional educator's per diem rate of pay.
  - 6.3.3.5 The District shall include the additional professional development days in the annual calendar and notify the professional educators assigned to work in these buildings at least three months in advance of these days unless newly hired or transferred to the schools within a shorter time period. If professional educators do not receive the three-month notice, they are not required to attend the added professional development days and shall follow the standard published calendar.
- 6.3.4 Sections 6.3.1 – 6.3.3 are meant to extend the contract year for all positions.
- 6.3.5 New Professional Educators



6.3.5.1 New Professional Educator Orientation

Newly hired professional educators shall be required to attend one orientation day which shall be paid at the professional educator's per diem rate of pay. At least one-half of the day shall be dedicated to the basic practical details of employment including but not limited to key contract provisions, substitute teacher finder, attendance and record keeping, leaves of absence, hardware and software requests and setup, etc.

The Association and the District Human Resources Department shall jointly create the agenda and jointly coordinate the presentation of material on this day. In addition, the Association shall continue to be afforded at least one (1) hour of time on the agenda to meet with the new professional educators. The new professional educator orientation shall be scheduled ~~the Friday~~ **within one (1) week** preceding the beginning of the standard work year and again on the statewide in-service day for those who have not previously attended this orientation. **No other meetings shall be scheduled on the orientation day.** Additional new professional educator orientations may be scheduled by mutual agreement between the parties.

**The Association will receive (60) minutes with any newly hired bargaining unit member who did not attend the New Employee Orientation at the start of the School Year, and shall be held no later than 30 days after the unit member starts working. During the work week after one or more new employees are hired, The District shall invite and require the new hires to attend a sixty (60) minute Association orientation during the workday. The orientation shall take place at the District's central office, unless an alternative site is mutually agreed upon. All new hires and designated Association representatives who attend the orientation shall not suffer a loss of pay or benefits.**

**Newly employed professional educators who have a position with the District requiring an extended year (202- and 207-day work years) shall be able to attend the orientation ~~and have an additional day added to their year (203- and 208-day work years).~~**

6.3.5.2 New Professional Educator Training

The District may mandate the equivalent of up to two additional paid training days for newly hired professional educators. If these days are scheduled beyond the start of the standard work year, the newly hired professional educator shall receive at least one month's advance notice of scheduling.

6.3.6 Professional educators who work beyond the ~~192-193~~-day work year shall be paid a daily rate of pay computed at ~~1/192~~ **1/193** of their annual basic salary. With the exception of Sections 6.3.1, 6.3.3, 6.3.4, 6.3.5, 6.3.7, 6.3.8, and 6.3.9, professional educators shall not be assigned work beyond the standard work year unless there is mutual agreement between the administrator and the professional educator. Professional educators who work less than the ~~192-193~~-day work year shall have their salary adjusted downward using the same daily rate of pay formula.

6.3.7 ~~Media specialists/Teacher~~-librarians shall be placed by the District on a work year of 202 days or 207 days for those responsible for more than one library. **For teacher-librarians with more than one assignment, the principal and teacher-librarian will mutually agree upon the number of days.** Up to ten (10) additional days will be available when warranted by workload and mutually agreed upon by the administrator and the librarian. Central Staff Professional Librarians are employed on a twelve-calendar month basis with one (1) month vacation pay.

6.3.8 Counselors shall be placed by the District on a work year of 202 days. **At least 5 days will be before the first work day of the 193-day work year calendar and 4 days after. In addition,** Up to ten (10) additional days will be available when warranted by workload and mutually agreed upon by the administrator and the counselor. **Scheduling of the additional days shall be mutually agreed upon.**

~~6.3.9 Athletic Directors shall be placed on a work year of 202 days.~~

6.4 Holidays



6.4.1 The six paid holidays shall be: Labor Day, Veterans Day, Thanksgiving, New Year's Day, Presidents Day, and Memorial Day. **Juneteenth is paid to those Professional Educators whose work year extends over the Juneteenth holiday.**

6.4.2 To receive pay for a paid holiday, a professional educator must work (or be on paid leave) on the workday immediately preceding or following the holiday. If the first day of work for the newly hired professional educator is immediately following the holiday the professional educator will not receive pay for the holiday.

6.5 Planning Days and Grading Days

6.5.1 A minimum of one full day and one half (1.5) planning days shall be scheduled prior to the first student day in the fall. These days shall be reserved for professional educators to set-up and plan for the beginning of the year.

**6.5.2 In addition to the one and one half (1.5) planning days, all professional educators shall have up to eight (8) hours of voluntary time at their individual prorated per-diem rate for initial school-year preparation. They may use the eight hours beginning one week prior to the first work day of the regularly scheduled work year and may use the time in blocks of two hours up to the full eight. The professional educator shall notify the building administration twenty-four hours prior to using the time, and the administrator shall not deny the professional educator's plan for the eight hours.**

6.5.3 There shall be one (1) planning day scheduled at the end of **the first three quarters** ~~each quarterly grading period~~ for a total of ~~four (4)~~ **three (3)** days; ~~plus one day at the end of the year. However, professional educators shall have a minimum of two (2) full working days to submit grades/progress reports at the end of each grading period.~~ No voluntary or mandatory trainings or professional development or meetings may be scheduled for professional educators on these planning days. **Two hours of each planning day may be used for admin directed professional learning.**

6.5.4 One-half (1/2) of ~~planning~~ **grading** day time may be used by administration for meetings with Child Development Specialists, **Qualified Mental Health Professionals QMHPs**, **School** Social Workers, School Psychologists, Audiologists, and Student Service Specialists.

**6.5.5 There shall be one (1) grading day scheduled at the end of each quarterly grading period for a total of four (4) days.** However, professional educators shall have a minimum of two (2) full working days to submit grades/progress reports at the end of each grading period. **No voluntary or mandatory trainings or professional development or meetings may be scheduled for professional educators on these grading days.**

**6.5.6 Other than professional educators mentioned in 6.5.4, any professional educator who does not submit grades shall may use grading days as educator directed time.**

**6.5.7 Professional educators shall have up to eight (8) hours of voluntary time at their individual prorated per-diem rate for end-of-year tasks. The voluntary day must be used contiguous to the last mandatory educator work day, and professional educators may use the time in blocks of two hours up to the full eight. The professional educator shall notify the building administration twenty-four hours prior to using the time, and the administrator shall not deny the professional educator's plan for the eight hours.**

~~6.5.8 Special Education Case Management Time:~~

~~In addition to contractually provided planning days, special education professional educators required to conference with parents and write IEPs shall be provided ~~six (6)~~ four (4) days of released time, per year, for that purpose. A special education professional educator may elect to use these days or the equivalent hours before or after the school year or outside ~~his/her~~ **their** workday at ~~his/her~~ **their** per diem hourly rate of pay. [Moved to new SPED article.]~~

6.6 Professional Development Days

The District will schedule two full and one half (2.5) district-directed professional development days prior to the first student day. **All calendared early release days will be used for professional**



development and learning directed by the district or the administrator.

~~For any scheduled Professional Development, half of each Professional Development session will be member directed work time.~~ Administrator directed professional development shall be planned in collaboration with the Instructional Leadership Team, staff, taking into consideration individual, team, building, District needs, and cultural responsive and affirming practices. ~~School counselors will be given the opportunity to have professional development on these days for the purpose of becoming familiar with required curricular materials. They shall also have access to those curricular materials throughout the year by request.~~

The District shall prioritize providing training for educators on new curriculum and new initiatives within the work day and work year. ~~Therefore, the District may, in compliance with ODE Rule 581-022-2320 6.d ORS 362.xxxx OAR 581-022-2320(6)(d), schedule additional professional development time.~~

6.7 Evening Events / Parent-Teacher Conferences

6.7.1 Professional educators may be required to participate in ~~two up to three (3) (2)~~ evening school events per school year. However, principals will make a reasonable effort to see that professional educators are not required to attend more than two (2) evening events a year. Evening events shall generally last no more than two (2) hours and end by 9:00 p.m. on Monday through Thursday. Two-week's written notice shall be provided to affected professional educators. Evening events shall generally not be required on **major religious and cultural holidays as recognized on the district calendar**, Fridays or on days preceding holidays. This provision does not apply to Social Workers, Child Development Specialists, School Psychologists, Audiologists and Student Services Specialists.

6.7.2 In addition, the District shall schedule two (2) parent conferences in the evening on two consecutive evenings. The two consecutive evening conferences must be scheduled after the planning day that follows the end of the first quarter. The calendar day following the second evening conferences scheduled must not be a workday (e.g.: can be an unworked holiday). A duty-free dinner break of at least sixty (60) consecutive minutes shall be scheduled prior to evening conferences. Evening conferences shall last no longer than three (3) hours and shall conclude by 8:30 p.m.

6.7.3 In consideration of the two consecutive evening conferences scheduled, the professional educators shall be given one paid day off which shall be notated as such on the District's published calendar.

6.7.4 Modifications to this provision must be processed using the contract exception process described in Article 1 of this Agreement.

6.7.5 At the request of a parent/guardian, a professional educator shall schedule a make-up conference for the parents/guardians who missed the regularly scheduled conference. ~~The District shall provide substitute coverage for any educator who must schedule a make-up conference.~~ No educator may be required to schedule a make-up conference outside of the standard work-day.

6.7.6 The District and PAT will meet to collaboratively define expectations for virtual and in person conferences, including but not limited to attendance, work location and duration. ~~The District will provide a report of contract exceptions for conferences that includes the sites and the different conference schedules from the previous 5 years. In addition, PPS will survey administrators, educators and families on their preferences for duration, frequency, format, dates and times for Parent-Teacher Conferences.~~

~~6.7.7 District will explore a pilot with a small group of schools to hold conferences differently (through the contract exception process for the 2019-20 school years).~~

~~6.7.7.1 Options for consideration in this pilot include but are not limited to:~~

~~a. Tracking number of hours for conferences to be scheduled based on parent and teacher availability rather than having specific days scheduled~~

~~i. Logistics related to things like dinner breaks for teachers and time beyond which conferences can't be schedule must be considered~~



- ~~ii. Exploring if HS should do something different~~
  - ~~(1) First day open conference and second day invite only; or~~
  - ~~(2) Spring conferences~~
- ~~iii. Video conferencing~~

~~b. Pilot must take into consideration other groups that may be affected such as:~~

- ~~i. Custodians~~
- ~~ii. Nutrition Services~~
- ~~iii. Transportation~~
- ~~iv. Educational Support Professionals~~

~~e. With respect to the pilot references above, the District shall circulate a bulletin following the 2016 Fall Parent/Teacher Conferences to Senior Directors and building leadership encouraging and promoting the ability to explore new ways to conduct Parent/Teacher Conferences for the 2019-20 school years.~~

~~d. The District's Office of School Performance (OSP) will summarize the results of the pilot referenced above and present that summary to PAT Contract Administration Committee no later than May 1 of each year.~~

## **6.8 The district will not hold staff meetings or required committee meetings during parent-conference week.**

### **6.9 School Calendar**

6.9.1 By January 15 of each year, the Association shall submit to the Superintendent its recommendations regarding the school calendar for the subsequent school year. With respect to the calendar ultimately adopted, the District retains the right and authority to change the days on which school shall be held and make other adjustments to the school calendar; provided such adjustments are consistent with this article. No change in this calendar shall result in any reduction of the annual salary provided for professional educators by this Agreement or in increasing the aggregate number of workdays without the consent of the Association.

6.9.2 Professional Development days and planning days shall be set in the school calendar before the end of the prior school year.

6.9.3 The following shall be considered when determining the school calendar:

6.9.3.1 Instructional days, added Professional Development days for schools identified by ODE for comprehensive/targeted support (per Section 6.3.1), and District organized Professional Development cannot be scheduled on the following days:

- a. Martin Luther King, Jr. Day
- b. Day after Thanksgiving
- c. The calendar week in which July 4<sup>th</sup> falls
- d. December 24<sup>th</sup> to and including January 1<sup>st</sup>
- e. Saturdays
- f. Sundays
- g. All recognized PAT holidays
- h. The Monday preceding the beginning of the work year
- i. Juneteenth: For any school in session For any Professional Educator whose contract year includes June 19<sup>th</sup>, June 19<sup>th</sup> shall be a paid holiday.**

6.9.3.2 This exclusion does not include:

- a. Extended Responsibility
- b. Clubs
- c. Outdoor school
- d. Field Trips
- e. Competitions
- f. Athletics
- g. Non-District organized Professional Development/Events/ Training

6.9.4 Inclement Weather



- 6.9.4.1 **Should inclement weather result in fewer instruction hours than called for in OAR 581-022-2320**, the District may ~~utilize schedule~~ up to a total of three inclement weather make-up days for school closures. Days not scheduled in advance on the District school calendar may not be required make up days.
- 6.9.4.2 With thirty (30) day notice, the District may use Presidents' Day as one of the three make-up days.
- 6.9.4.3 The four (4) potential make-up days shall be marked on the school calendar, but professional educators will be required to make up a maximum of three unless 6.8.4.4 is required.
- 6.9.4.4 Notwithstanding 6.8.4.1, if the three days are insufficient for the District to meet the state required instructional time, the District and Association shall meet and discuss options. ~~In the absence of an agreement how to make up days, the District may require professional educators to work additional days at the end of the year necessary to meet state requirements.~~
- 6.9.4.5 The District counts instructional minutes and parent-teacher conference days towards meeting the state required instructional time.
- 6.9.4.6 If the District converts instructional days to professional development days, it will count those days toward state required instructional time **up to the maximum allowed by law**.
- 6.9.4.7 The District will consider inclement weather when setting the seniors' graduation date.

## ARTICLE 7 WORKDAY

- 7.1 Except as provided by Article 16, paid extended responsibility assignments, paid extra duty assignments, and voluntary attendance at in-service classes are excluded from this Article and are covered by Article 16 and Appendix B.
- 7.2 Workdays for professional educators shall only be Monday through Friday.
- 7.3 The standard workday for professional educators, except as provided in Section 7.4 below, shall be ~~seven hours and 45 minutes~~ **eight (8) hours. On ten (10) Tuesdays, planning time outside of the student day may be used for staff meetings for up to 60 minutes. This will not extend the professional educators' work day beyond eight (8) hours.** ~~The last fifteen (15) minutes of time during the work day shall be designated as individual planning time for professional educators, except on Tuesdays on which staff meetings are held. On those Tuesdays, the last fifteen (15) minutes of time during the workday will be used as the first part of the 90-minute staff meeting.~~
- 7.4 **The standard workday for professional educators working at High Schools shall be seven hours and 45 minutes. The last fifteen (15) minutes of the work day shall be designated as individual planning time for professional educators, except on Tuesdays on which educator professional learning is held. On those Tuesdays, the last fifteen (15) minutes of time during the workday will be used as the first part of the 90-minute staff meeting. Up to 4 minutes of the duty time referenced in 7.5 below may be converted to student instructional time.**
- 7.4.1.1 8-hour workday for Child Development Specialists, **School** Social Workers, School Psychologists, Audiologists and Student Services Specialists.
- 7.4.1.2 The workday for Child Development Specialists, **School** Social Workers, School Psychologists, Audiologists and Student Services Specialists shall be eight (8) hours, including a minimum of thirty (30) continuous minutes for duty-free lunch. The daily work schedules shall allow for a fifteen (15) minute rest period in the a.m. and p.m.
- 7.4.1.3 With mutual agreement, Child Development Specialists, **School** Social Workers, School Psychologists, Audiologists and Student Services Specialists may arrange their daily schedule so that time required outside of normal business hours, such as evening or weekend meetings with the parents and students, fall as nearly as possible within the regular eight (8) hour workday and 40-hour work week. The current practices in existence for scheduling the workday for School Psychologists, **School** Social Workers, Child Development Specialists, Audiologists and Student Services Specialists will continue throughout the duration of the Agreement.
- ~~7.4.2 This section does not apply to any other professional educators not specifically listed above.~~
- 7.5 The workday for professional educators in the building shall begin at least fifteen (15) minutes before the student day and shall extend at least fifteen (15) minutes beyond the student day. Professional educators shall not be required to perform duties for more than seven-and-one-half (7½) minutes of the fifteen (15) minutes immediately before and/or for more than seven-and-one-half (7½) minutes of the fifteen (15) minutes immediately after the student day. No professional educators shall be required to report prior to 7:45 a.m. or remain later than ~~4:15~~ **4:30 p.m.** For program reasons, the afternoon ending time can be adjusted to ~~5:15~~ **5:30 p.m.** for a few professional educators in a building providing that volunteers will be solicited whenever possible. The two above exceptions will not extend the number of hours in a standard workday.
- 7.6 **Professional educators may make reasonable adjustments to their daily and weekly schedule, with prior written notice and approval of their building administrator, to accommodate professional obligations and to meet personal needs. Any adjustments may not impact student instructional time.**
- 7.7 If an administrator requests that a professional educator provide instruction (e.g. tutoring or small group instruction), **complete required training, or perform any other work duties**, outside of the professional educator's workday, and the professional educator volunteers to do so, such professional educator shall be compensated at their ~~per diem~~ hourly rate of pay.

7.8 Duty-free Lunch

- 7.8.1 All professional educators who work two-thirds (2/3) or more shall have a minimum of thirty (30) continuous minutes of duty-free lunch. Regardless of FTE, any professional educator who works a full day shall have thirty (30) continuous minutes of duty-free lunch on that day.
- 7.8.2 Passing time during which a professional educator has direct responsibility for students shall not be part of the thirty (30) minutes duty-free lunch. ~~All professional educators shall have at least two and one half (2.5) minutes after direct responsibility for students, and two and one half (2.5) minutes before direct responsibility for students, as transition time not counted as part of the duty-free lunch.~~ Professional educators who leave the school site during such period shall notify the school office.

7.9 Individual Planning Time

- 7.9.1 Professional educators who work two-thirds (2/3) time who directly provide instructional services to students shall be provided planning time during the workday as follows:

7.9.1.1 High Schools (Grades 9-12): Not less than the equivalent of one (1) standard class period per day, ~~and at least four hundred and forty (440) minutes per week;~~ shall not be less than the weekly average of minutes in the 2023-24 school year.

7.9.1.2 Middle Schools (Grades 6-8, except self-contained 6<sup>th</sup> grade classes): Not less than the equivalent of one (1) standard class period per day, ~~and at least four hundred and forty (440) minutes per week;~~ per standard work week (prorated for partial weeks).

7.9.1.3 Elementary Schools: Not less than ~~three hundred and twenty (320)~~ **four hundred and forty (440)** minutes per standard work week (prorated for partial weeks). There shall be at least one daily block of planning time of at least forty (40) continuous minutes ~~and an additional thirty (30) continuous minutes per day within the student day.~~

7.9.1.4 Regardless of FTE, any professional educator who works a full day shall have planning time on that day.

7.9.1.5 Professional educators who work less than two-thirds (2/3) time who provide instructional services to students shall receive a prorated amount of weekly planning time called for in 7.9.1.1 through 7.9.1.4, and 7.9.1.6 if applicable, based upon the professional educator's FTE.

7.9.1.6 ~~All SPED case managers will receive a case management period each day for due process paperwork, evaluation work, and IEP work. Case management time shall be scheduled in such a manner that the professional educator has access to students. At the elementary level, the case management period will be at least 40 minutes per day, and no less than 320 minutes total per week. At the middle school and high school levels, the case management period will be not less than the equivalent of one standard class period per day. High school SPED educators will receive a substantially equivalent amount of case management time as other SPED educators. School Psychologists and Speech Language Pathologists are also entitled to self-schedule a period of time each day equivalent to a standard class period (or at least 40 minutes per day, and no less than 320 minutes total per week, for those at the elementary level) for due process paperwork, evaluation work, and IEP work. These periods of time for SPED case managers, School Psychologists and Speech Language Pathologists reserved for SPED paperwork will be in addition to planning time already guaranteed under Article 7.9. Educators shall have access to students during their case management time. Scheduling of this time will be determined by mutual agreement between the Educator and Administrator.]~~ **MOVED to new**

**SPED article.]**

**7.10 Co-Teaching**

7.10.1 Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom. This model differs from push-in (one educator responsible for certain students in a group) and team teaching (one educator is responsible for the students for only part of the curriculum).

~~7.10.2 Any professional educator assigned to a co-teaching setting, shall be provided a full day of professional development on co-teaching models no later than the end of the first week of school. Following the professional development, professional educators who co-teach may: 1) submit up to one hour per week per content subject (6-12) or per grade level (K-5) of compensation for time spent co-planning, 2) be released from staff meetings for one hour per staff meeting and submit for compensation on weeks when there are no staff meetings, or 3) be provided an hour per week of co-planning time in addition to the educator's individual planning time. Reasonable effort will be made to provide common planning periods to improve collaboration with general education teachers that are co-teaching. When common planning cannot be achieved, up to ten (10) hours per school year per partnership may be submitted by each co teacher for common co-planning outside the work day.~~

**7.11 Restroom Breaks**

The building principal shall ensure that arrangements are made for restroom breaks for professional educators.

**7.12 Meetings/Trainings**

7.12.1 Professional educators may be required on ~~ten (10)~~ **thirty (30)** Tuesdays during the school year to attend meetings or training sessions **starting at the beginning of the teachers' workday and ending fifteen (15) minutes prior to the start of the student day or starting fifteen (15) minutes after the student day ends** ~~at the beginning of the fifteen (15) minute planning time at the end of the day and continuing for up to one hour and fifteen minutes beyond the workday.~~ **This will not extend the professional educators' work day beyond eight (8) hours.**

7.12.1.1 **Professional educators who work in High Schools may be required on thirty (30) Tuesdays during the school year to attend meetings or training sessions starting at the beginning of the fifteen (15) minute planning time at the end of the day and continuing for up to one hour and fifteen minutes beyond the workday.**

7.12.2 ~~The District will publish a schedule of the thirty (30) staff meetings before the end of the prior school year.~~

7.12.3 Professional educators will be responsible for completing four (4) hours of District mandatory **online training outside of scheduled staff meeting time. PLCs in the month of September and October will be utilized for this purpose. For high school professional educators,** there will be no staff meetings on at least two (2) Tuesdays between the start of the school year and the due date of the mandatory online training. **Educators will be provided release time to complete any trainings required above the 4 hours of mandatory online training.**

7.12.4 **For professional educators who work in high schools as** Child Development Specialists, **School** Social Workers, School Psychologists, Audiologists and Student Services Specialists may be required to attend trainings or meetings beyond the work day on Tuesdays only if the trainings or meetings fall within their workday/workweek provisions as set out in paragraph 7.4.1.3.

7.12.5 Part-time professional educators shall not be required to attend meetings/trainings that are not contiguous with their workday. Required attendance at meetings/trainings contiguous with the workday and at evening events / Parent/Teacher Conferences shall be pro-rated for part-time professional educators.

7.12.6 The District shall provide each professional educator professional development on implicit bias, anti-racism, and culturally responsive practices. These trainings will be available to all professional educators within the workday and standard work year. PAT will review providers prior and give feedback after trainings through the IPC.

**7.12.7 Professional educators may be required to take part in Professional Learning Communities (PLCs) or similar meetings designed to share educator expertise and student data during the workday. At least half of the PLCs will be teacher directed. PLC time scheduled by administration does not count as planning time. Any increase in duties for an individual educator resulting from PLCs requires the District to provide an offset with the reduction of other time-related duties of the professional educator.**

7.13 Itinerants

7.13.1 The workday of a professional educator who works in more than one (1) building or is assigned outside the District shall not exceed the workday above and shall be covered by planning time and other provisions of this Article.

7.13.2 An adequate amount of travel time ~~(including at least five (5) minutes to set up a class upon arrival and five (5) minutes to leave a class to go to another worksite)~~ shall be allowed for professional educators who must change worksites ~~or classrooms/offices~~ during the workday.

7.13.3 Neither planning time nor the duty-free lunch time shall be used for travel time between worksites.

7.13.4 If there are disagreements over the itinerant professional educator's schedule and workload, the supervisor(s) and the building representative(s) shall write a summary of the dispute and submit the summary to the Human Resources and the Association for resolution.

7.14 Work Spaces

~~7.14.1 Professional educators required to move between multiple work spaces within a site will be given adequate transition time and transition time will not interfere with Planning Time, Lunch or increase workload on the educator.~~

7.14.2 All professional educators who are not assigned a dedicated classroom shall be provided adequate storage (as collaboratively determined by the professional educator and the building administrator) space in which to keep students' work, supplies, and equipment.

7.15 Part-time

7.15.1 The workday and work load for part-time professional educators shall be proportional to that of full-time professional educators.

7.15.2 The workday for part-time professional educators shall be stated as a percentage of full-time in accordance with the chart below. Other percentages shall be calculated in the same manner.

Workday – 7.0 Hours 45 Minutes

<u>Percentage</u>	<u>Time</u>
10% (.10)	47 minutes
20% (.20)	1 hr. 33 minutes
25% (.25)	1 hr. 56 minutes
30% (.30)	2 hrs. 20 minutes
40% (.40)	3 hrs. 06 minutes
50% (.50)	3 hrs. 53 minutes
60% (.60)	4 hrs. 39 minutes
66% 2/3%	5 hrs. 07 minutes
70% (.70)	5 hrs. 26 minutes
75% (.75)	5 hrs. 49 minutes
80% (.80)	6 hrs. 12 minutes
90% (.90)	6 hrs. 59 minutes
100% (1.0)	7 hrs. 45 minutes

Workday – 8 Hours

<u>Percentage</u>	<u>Time</u>
10% (.10)	48 minutes
20% (.20)	1 hr. 36 minutes
25% (.25)	2 hours
30% (.30)	2 hrs. 24 minutes
40% (.40)	3 hrs. 12 minutes
50% (.50)	4 hours
60% (.60)	4 hrs. 48 minutes
66% 2/3%	5 hrs. 20 minutes
70% (.70)	5 hrs. 36 minutes
75% (.75)	6 hours
80% (.80)	6 hrs. 24 minutes
90% (.90)	7 hrs. 12 minutes
100% (1.0)	8 hours

Article 7 - WORKING DRAFT PAT Mediation Package Supposal 11/11/23 1pm

- 7.15.3 FTE for part-time professional educators may fluctuate from year to year from .5 FTE to .66 FTE, .67 FTE to .74 FTE, .75 FTE to .99 FTE based on the needs of the particular assignment. A reduction in FTE that results in a reduction of benefits/planning time/lunch etc. for the professional educator shall be considered a layoff subject to the provisions of Article 20.
- 7.15.4 If there are disagreements over the part-time professional educator's schedule and/or workload, the supervisor and the building representative shall write a summary of the dispute and submit the summary to the Human Resources and the Association for resolution.

## ARTICLE 8 WORKLOAD

- 8.1 Except as provided by Article 16, paid extended responsibility assignments, paid extra duty assignments, and voluntary attendance at in-service classes are excluded from this Article and are covered by Article 16 and Appendix B.
- 8.2 The workload of professional educators shall be generally comparable to that which existed in the 2017-18 school year.

**Beginning in the 2023-2024 school year, the District shall schedule students in such a way that the class size, teaching load, and caseload do not exceed the caps listed in the table below. These class size and caseload caps will remain in effect in a status quo period.**

**In the event of funding shortages which require a reduction in force, the District may exceed the stated class size/caseload caps only for the grades in the buildings affected by the reductions. In no event will a professional educator have a class size/caseload above the cap for two consecutive years.**

**If, as a result of funding shortages, the District chooses to exceed the caps, the families/guardians of the students affected will be informed within a week that their student's educator has exceeded their cap.**

### 8.3 ~~Overload Pay~~ **Class size and Caseload**

- 8.3.1 ~~Language relating to overloads and class/caseload caps Section 8.3~~ shall remain in effect in a status quo period.

~~**In the event of a reduction in staff (due to funding shortages or an inability to fill vacant positions), professional educators will receive payment for overloads in class size or caseloads.**~~

- 8.3.2 ~~Overloads (Effective starting with the 2018-19 school year) Both parties recognize and agree that overload numbers are not a staffing model. (MOVED FROM FOOTNOTE) The district maintains the right to hold a lower cap to support an equity staffing model and provide additional staffing to historically underserved students.~~

- 8.3.2.1 ~~Student loads will be calculated on the third Monday in October and the third Monday in February. **each month on the first day of each pay period.** If a professional educator's load exceeds the limits in 8.3.3, the District will implement one of these three options:~~

- a. ~~Within **one week** two weeks, move students to meet the limit.~~
- b. ~~Within **one week** two weeks provide .5 FTE educational assistant for an elementary general education classroom, or a paraeducator for a special education classroom. **Educational Assistants or Paraeducators assigned to classrooms to address overage shall not be used for other building needs.** Except as provided in 8.3.2.2, the professional educator may decline the assistant or paraeducator and select the stipend, or~~
- e. ~~Pay any professional educator over a threshold a stipend equal to 1.5% of the base BA+0 salary per semester; except for the two exceptions noted in the table in 8.3.3.1. **the amount listed in the chart in 8.3.3.1.**~~

- 8.3.2.2 ~~Assistants or paraeducators already assigned to the class due to threshold estimates will count towards this relief and may not be declined in favor of a stipend. **Educational Assistants or Paraeducators assigned to classrooms to address overage shall not be used for other building needs. Prior to the start of the school year, the District shall provide the Association a list of assistants and/or paraeducators who are intended to provide overage relief, and the paraeducators' assignments.**~~

~~8.3.2.3 The stipend will be paid as part of the next payroll period.~~

8.3.2.4 The methodologies for determining which classes are regular or performance classes and how to count students in certain class configurations are addressed in Sections 8.3.6 and 8.3.7.

~~8.3.2.5 For professional educators in multiple buildings, or for professional educators working less than 1.0 FTE, the stipend will be prorated.~~

8.3.3 ~~Target Size, Overload Pay Thresholds, Class Cap Percentage Charts the thresholds. The following class/caseload target sizes shall be established solely to identify the ideal target sizes for classes or caseloads but will not lead to additional compensation for individual educators.~~

8.3.4

8.3.4.1 To provide the parents and students who make up Portland Public Schools community a safe and productive educational environment, Effective July 1, ~~2018~~ **2023**, the following **class/caseload target sizes and**, teaching/caseload **overload numbers, and class/caseload caps** thresholds shall be established. ~~with the expectation of providing overload pay to individual professional educators if the District chooses to exceed the target size these thresholds. the thresholds. The following class/caseload target sizes shall be established solely to identify the ideal target sizes for classes or caseloads but will not lead to additional compensation for individual educators.~~

~~8.3.4.2 If the District chooses to exceed the caps, the families/guardians of the students affected will be informed within a week that their student's educator has exceeded their cap.~~

a. Elementary (K-5)

Position	Target Size	Teaching Load Threshold for Overload Pay Class Size Cap	% of Base Salary increased per Student over the Thresholds Target Size
K	18	<del>23</del> 26	<del>Increase salary by 5% (.5% each pay period) per student over 20 (triggered by first student over)</del>
1	20	<del>25</del> 28	<del>Increase salary by 5% (.5% each pay period) per student over 22 (triggered by first student over)</del>
2-5 (and self-contained 6 <sup>th</sup> grade)	22	<del>26</del> 29	<del>Increase salary by 5% (.5% each pay period) per student over 24 (triggered by first student over)</del>
Elementary Specialists Core Enrichment Professional Educators* including teacher librarians	26	Determined by average overload <b>class size cap</b> of the building, beginning with the average of <del>1.0</del> <b>1.0</b> coverage. The average will be rounded to the closest whole number thereafter	<del>Increase salary by 5% (.5% each pay period)</del>

\* Elementary "Core Enrichment Professional Educators" are educators who instruct Dance, Visual Arts, Music, Physical Education, Media Arts, Applied Arts, Theater Arts, Teacher Librarians and all educators who were formally referred to as 'specialists'.

b. Middle School / High School Grades (6-12)

Position	Target Size	Teaching Load Threshold for Overload Pay Teaching Load Cap	% of Base Salary increased per Student over the Thresholds Target Size
<b>MS Professional Educators</b>	<b>125</b>	<del>150</del> <b>165</b>	<del>Increase salary by 5% (.5% each pay period) per five students over 125 (triggered by first student over)</del>
<b>HS Professional Educators</b>	<b>135</b>	<del>160</del> <b>175</b>	<del>Increase salary by 5% (.5% each pay period) per five students over 135 (triggered by first student over)</del>
<b>MS/HS Physical Education Professional Educators</b>	<b>150</b>	<del>175</del> <b>190</b>	<del>Increase salary by 5% (.5% each period) per five students over 160 (triggered by first student over)</del>
<b>MS/HS Performing Arts Professional Educators</b>	<b>175</b>	<del>225</del> <b>230</b>	<del>Increase salary by 5% (.5% each pay period) per ten Students over 185 (triggered by first student over)</del>
<b>HS Performance Class Teachers</b>		<b>225</b>	<del>Increase salary by 5% (1.5% each semester) per five Students over Threshold (triggered by first student over)</del>

c. Overload Pay for Special Education Teachers and Specialists

Position	Target Size	Teaching Load Threshold for Overload Pay Class Size/Caseload Cap	% of Base Salary increased per Student over the Thresholds <b>Target Size</b>
Special Education Teachers Special Schools Program (Pioneer)	7	10 students	<del>Increase salary by 5% (.5% each pay period) per student over 7 (triggered by first student over)</del>
Special Education Teachers Self Contained- Focus Classrooms	7	<b>10 students</b>	<b>Increase salary by 5% (.5% each pay period) per student over 7 (triggered by first student over)</b>
Special Ed. Teachers (Learning Center HS)	<b>22</b>	<b>28 students</b>	<b>Increase salary by 5% (.5% each pay period) per student over 22 (triggered by first student over)</b>
Special Ed. Teachers (Learning Center MS)	<b>21</b>	<b>26 students</b>	<b>Increase salary by 5% (.5% each pay period) per student over 21 (triggered by first student over)</b>
Special Ed. Teachers (Learning Center PK-5)	<b>20</b>	<b>25 students</b>	<b>Increase salary by 5% (.5% each pay period) per student over 20 (triggered by first student over)</b>
Speech and Language Pathologists	<b>30</b>	<b>40 students</b>	<del>Increase salary by 5% (.5% each pay period) per 2 students over 32 (triggered by first student over)</del>
Speech and Language Pathologist Assistive Tech and Feeding Team	<b>1 to 75</b>	<b>1 to 125</b>	<del>Increase salary by 5% (.5% each pay period) per 10 students over 85 (triggered by first student over)</del>
School Counselors (All levels)	<b>1 to 250</b>	<b>1 to 350 students</b>	<del>Increase salary by 5% (.5% each pay period) per 20 students over 270 (triggered by first student over)</del>
Middle School <b>Teacher Librarians/Media Specialists</b>	<b>1 to 500</b>	<b>1 to 600 Students</b> with credit of 375 students for full-time library assistant	<del>Increase salary by 5% (.5% each pay period) per 25 students over 525 (triggered by first student over)</del>

High School <b>Teacher Librarians/Media Specialists</b>	<b>1 to 900</b>	1 to 1100 Students with credit of 425 students per full-time library assistant and/or 325 students per fulltime book clerk.	<b>Increase salary by 5% (-.5% each pay period) per 50 students over 950 (triggered by first student over)</b>
School Psychologists	<b>1 to 500</b>	<b>1 to 600</b>	<b>Increase salary by 5% (-.5% each pay period) per 20 students over 520 (triggered by first student over)</b>
<b>School Psychologists in buildings with 25% or more special education students</b>	<b>1 to 110</b>	<b>1 to 135</b>	<b>Increase salary by 5% (-.5% each pay period) per five (5) students over 115 (triggered by first student over)</b>
<b>School Social Workers</b>	<b>1 to 400</b>	<b>1 to 500</b>	<b>Increase salary by 5% (-.5% each pay period) per twenty (20) students over 420 (triggered by first student over)</b>
ESL/ELL	<b>1 to 30</b>  Newcomers and Students with Interrupted Formal Education shall be counted as 1.5 students	<b>1 to 40</b>	<del>Increase salary by 5% (-.5% each pay period) per 2 students over 32 (triggered by first student over)</del>
Adapted PE	<b>1 to 36</b>	<b>1 to 50</b>	<del>Increase salary by 5% (-.5% each pay period) per 2 students over 40 (triggered by first student over)</del>
<b>Community Transition Program</b>	<b>Team 1 - 7 Team 2 - 13 Team 3 - 22</b>	<b>Team 1 - 10 Team 2 - 18 Team 3 - 28</b>	<del>Increase salary by 5% (-.5% each pay period) per student over the target (triggered by first student over)</del>

8.3.4 Elementary specialist classes will not exceed 35 ~~26~~ students per class.

**8.3.5 Under no circumstances shall PK class size exceed the ratios and group sizes delineated in OAR 414-300-3130.**

8.3.6 The methodology for identifying performance classes is as follows:  
 Classes such as ~~PE~~, band, choir, physical education and theater are performance classes. Any class that is more like a traditional academic class such as history or biology would not be considered a performance class. ~~For example, Sports Physiology, which is listed in the course description as a challenging academic course requiring course work and study is a course more akin to biology and is not a performance class.~~ History and literature of the theater is more akin to literature courses and is not a performance class. Drama – Stage craft is more akin to performance classes like Dance Technique ~~or Weight Training~~. Classes labeled as “student support, tutorial, and study

skills" shall be classified as regular classes. Performance classes are distinguished by being more of the nature of a "performance" or "production" as compared to a traditional "academic" class in which there is direct instruction. The parties shall meet as necessary (but at least annually) to review the list of classes and to determine if new classes should be listed as performance classes for purposes of Article 8.

8.3.7 Special student count rules:

- a. Teaching Assistants and Peer Mentors shall not be counted towards student loads, so long as the teacher voluntarily agrees to have these students in ~~his/her~~ **their** classroom and so long as the total number of teaching assistants or peer mentors for a full-time teacher does not exceed ten (10). A teacher shall not accept more than ten (10) teaching assistants or peer mentors.
- b. All students shall be counted as a minimum of 1 student for all counts.**
- c. Students in an independent study do not count on that teacher's load, so long as the teacher voluntarily agrees to have the student in ~~his/her~~ **their** classroom and there are no more than two (2) students in the independent study per class period, and no more than a total of six (6) students in independent study. A teacher shall not accept more than two (2) students per period in independent study or more than six (6) total.
- d. Students in "double blocks" shall be counted in each class.
- e. The target size and average number for any blended class shall be the lower of the two grade level groups. For example, a 3rd/ 4th class shall be counted as if it was a 3rd grade class.**
- f. Any student who is not covered in 8.3.7.a or 8.3.7.c shall be considered part of the educator's student load and count towards ~~average pay and~~ class size calculations.**

8.4 ~~Overload~~ Relief for Exceeding a Number of Unique Preparations

- 8.4.1 Section 8.4 shall remain in effect in a status quo period.
- 8.4.2 The District will pay \$1,000 per semester to a professional educator who functions as a high school, middle school or departmentalized 6-8 grade classroom teacher for each additional unique preparation over three (3). The District will produce a report of preparation each semester to monitor and inform the District and Association of the situation.
- 8.4.3 Preparations are defined as the number of unique courses for which a professional educator must prepare (e.g., Algebra 1, US History). AP and IB courses shall be considered unique courses. **A preparation is understood to be any student contact time in which professional educators are required to perform any two or more of the following activities: Taking attendance, Creation of or use of curriculum materials, Assessment of student work, Delivery of content or information, Facilitation of group or individual activities, Communication about student performance to other parties, Issuing grades or other formal performance data.**

8.5 Duties

Duties assigned during the workday to professional educators shall not infringe upon their duty-free lunch period and/or planning time. Good faith consideration of fairness and balance will be made in assigning such duties to professional educators.

- 8.5.1** SLPs, School Psychologists, Counselors, QMHP/ **School Social Workers** and other specialists shall not be assigned more duty time than what is ~~generally~~ assigned to other professional educators, **and if the professional educators referenced above are experiencing a caseload that results in overages, they will not be assigned any duty. Duties are any assignment that requires supervision of students who are not part of an educator's class or caseload, or who are in**

**addition to the educator's class or caseload.**

8.6 Progress/Grade Reports

- 8.6.1 Professional educators shall be responsible for no more than four (4) progress/grade reports per year, except a mid-term report may be necessary when a student is in danger of failing or ~~her/his~~ **their** behavior or achievement shows a significant decline.
- 8.6.2 Professional educators shall make arrangements as may be necessary to meet with students and parents at reasonable times outside the normal workday. Regularly scheduled parent conference days are not covered by this Section.

8.7 Substituting for other Professional Educators

- 8.7.1 Every effort will be made to employ substitute teachers to cover classes of absent teachers. Except in true emergency situations, **such as a sudden injury or illness of a teacher when no building administrator is physically available to cover**, and except as otherwise provided in 8.7.2, professional educators shall not be required to substitute for other professional educators. The District shall maintain a system that allows professional educators an option to select their preferred substitutes.

**Professional Educators shall have the right to select their substitute teaching colleagues for any absence of less than ~~sixty (60)~~ forty five (45) consecutive days.**

8.7.2 Site Support Instructors (SSIs)

- 8.7.2.1 The parties have agreed to establish a licensed teaching personnel position entitled Site Support Instructor (SSI). This position shall fall within the scope of the School District No. 1 Multnomah County Oregon and Portland Association of Teachers Collective Bargaining Agreement (CBA).
- 8.7.2.2 ~~Starting in the 2017-18 school year,~~ the District may engage up to ~~15~~ **30** Site Support Instructors. The number of SSI and the location shall be determined by the District prior to staffing. The District shall review the data for the current and previous school year ~~past~~ and select ~~buildings~~ **schools**-based on the percentage and number of unfilled substitute jobs in the building. For purposes of Article 18, Transfers the District shall reassign current SSIs to buildings for the next school year **prior to the internal staffing process** so that SSIs **will** know their assignment for the following year prior to considering other assignments. SSIs **may apply in the internal and external** staffing process as otherwise provided in Article 18.
- 8.7.2.3 The SSI is considered a regular member of the staff in the building to which ~~s/he~~ **they** is assigned and will not be used to fill vacancies at other buildings.
- 8.7.2.4 The SSI will be provided a workstation at the building to which ~~s/he~~ **they** is assigned with computer access and a District email address.
- 8.7.2.5 The SSI will not be used in place of requesting a substitute through the District substitute system.
- 8.7.2.6 The SSI will not be used for long-term substitute positions.
- 8.7.2.7 The SSI may be used in a variety of classroom settings in any one day. However, a SSI may not be assigned to cover the work of more than one professional educator each day.<sup>2</sup>
- 8.7.2.8 The SSI may be utilized to cover classroom instruction so that another professional educator may attend to a need designated by the building administrator or the building administrator's designee.<sup>3</sup>
- 8.7.2.9 Generally, the SSI will not have a disproportionate amount of duty/supervision in any given day.
- 8.7.2.10 All the terms and conditions of the Agreement shall apply to the SSI except:

- a. The SSI may work an adjusted daily work schedule to meet the demands of planning for instruction with little notification. The daily work schedule will be determined collaboratively between the SSI and the building Administrator or the building Administrator's designee.
- b. The starting time for the SSI shall not be before 7:00 a.m. without a specific contract exception.
- c. Except as provided in Section d below, the workday for the SSI shall not exceed seven hours and 45 minutes (7.75 hours) without a specific contract exception.
- d. The daily work schedule for the SSI may be extended to provide time to attend staff meetings that may normally occur beyond ~~his/her~~ **their** workday. If the daily schedule is so extended, the individual shall be granted time off with pay within the same workweek equal to the amount of time ~~his/her~~ **their** schedule was so extended. If the daily schedule is extended but the SSI is not granted time off with pay within the same workweek equal to the amount of time ~~his/her~~ **their** schedule was so extended, the SSI shall be compensated at ~~his/her~~ **their** per diem hourly rate for such extended time. The extended workday shall not exceed eight (8) hours without a specific contract exception.
- e. SSIs shall receive the same daily prep/planning time otherwise due to the individual ~~s/he~~ **they** is assigned to cover.
- f. The SSIs shall be eligible to accept any Extended Responsibility pay opportunities that the building Administrator or the building Administrator's designee merits to be in the best interest of the school.
- g. In collaboration with the building Administrator or the building Administrator's designee, the SSI may pursue District supported professional development that will promote ~~his/her~~ **their** opportunities for regular employment.
- h. SSI shall be allowed to participate in all professional development and training offered to the general staff. Any such professional development and/or training offered outside the workday shall be paid in accordance with Section 21.2.
- i. For the purposes of Section 18.6 (Administration Initiated Transfers), the SSI are to be treated as an individual classification rather than as a part of the building teaching staff.
- j. For the purposes of the articles on layoff and transfer, SSI shall be considered as a "subject".
- k. **It is expressly understood that the instances when the SSI is assigned to cover the work of more than one professional educator in a day will be thoughtfully placed and assigned by the building Administrator or the building Administrator's designee so that the SSI can be successful in ~~his/her~~ their coverage. (MOVED FROM FOOTNOTES)**

<sup>2</sup> ~~The parties agree to continue to discuss the working conditions applicable when a SSI is assigned to cover the work of more than one professional educator in a day.~~

<sup>3</sup> ~~It is expressly understood that the instances when the SSI is utilized in this manner will be thoughtfully placed and assigned by the building Administrator or the building Administrator's designee so that the SSI can be successful in his/her coverage.~~

1. Notwithstanding subparagraph (j) above, competency for the purpose of placement within the District but outside of the SSI position shall be defined as the ability to teach a subject or grade level based on recent teaching experience related to that subject (as further defined by Appendix D) or grade level within last five (5) years, or educational obtainments, or both, but not based solely on being licensed to teach.

## 8.8 ~~Mother~~ **Lactation** Friendly Workplace

- 8.8.1 The District shall provide reasonable break time for an employee to express breast milk for **a her** nursing child for one year after the child's birth each time such employee has need to express the milk. The District shall post the administrative directive entitled ~~Mother Friendly Workplace~~ **Expression of Milk in the Workplace** (5.50.059-AD) at each site and shall include the administrative directive in the new hire materials and ~~maternity~~ **Child Care** leave paperwork.
- 8.8.2 If feasible, ~~mothers~~ **professional educators** shall take the rest periods to express milk at the same time as the break times or meal periods that are otherwise provided to the professional educator. When not feasible, coverage shall be provided.
- 8.8.3 Administrators may assign Site Support Instructors to provide coverage, with no additional compensation. If a Site Support Instructor is not available, Administrators may ask other professional educators to voluntarily provide coverage. When a professional educator (other than a Site Support Instructor) voluntarily agrees to provide coverage, time in consideration of work missed while providing coverage shall be scheduled outside of the standard work day at a time mutually agreed to between the professional educator and the Administrator and shall be paid at the professional educator's per diem hourly rate of pay for such time.

## 8.9 ~~IEPs~~ **Student Plans**

- 8.9.1 Professional educators who are required to conference regarding ~~IEPs or 504s~~ shall have a substitute provided to allow for such meetings to occur within the workday. If a professional educator volunteers to attend such conference outside of the workday, such member shall be compensated at ~~his/her~~ **their** per diem hourly rate for conferences which take place beyond the contract day. A professional educator who chooses to conference during ~~his/her~~ **their** 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 ~~his/her~~ **their** hourly rate for the length of the conference. **(\*IEP language from Article 8 moved to Sped article)**
- 8.9.2 Professional educators who are required to write student plans other than IEPs, including Gifted Student plans or 504 plans, shall be provided at the professional educator's option either release time or compensation at ~~his/her~~ **their** per diem hourly rate. ~~One hour~~ **Two hours** shall be allotted for each student plan **and one half (1/2) hour for each plan revision.**

## ~~8.10 Special Education Spaces and Materials~~

~~Special Education professional educators shall have:~~

~~8.10.1 A dedicated **office** space/classroom;~~

~~8.10.2 **Copies of all instructional, academic, and curriculum materials available in the classroom for all the grade intervention levels for which the Special Educator provides services, including student materials;** and~~

~~8.10.3 Materials and curriculum for social/emotional skill needs of the students available in the classroom.~~

~~8.10.4 **The materials required by 8.10.2 and 8.10.3 shall be provided to the Special Education educator prior to the start of the school year.**~~

~~**\*Content of 8.10 has been moved to the new Sped article.**~~

- 8.11 The District shall supply and maintain materials in current adoptions. The District shall provide all professional educators with related core instructional materials and an opportunity for in-service before

requiring implementation of new adoptions, programs or curricula.



## 8.12 Curriculum Materials in Language of Instruction

The District shall make every effort to provide professional educators working in dual language immersion programs equivalent district-adopted materials to those teachers instructing in English-only classes. An educator may make a request to the Department of Dual Language for the needed materials. If such materials are not available, the Department of Dual Language will either:

- 8.12.1 Arrange for the materials to be translated and provided, or
  - 8.12.2 If a professional educator and the Department of Dual Language agree in writing that the professional educator will translate specific materials necessary for core instruction, the professional educator will be compensated at ~~his/her~~ **their** hourly rate for additional hours agreed upon in advance. To receive compensation, the professional educator must submit the translated materials to the Department. **The District will maintain a tracking tool for educators to submit translation requests for the District to provide approval. If a response providing the reasoning for the approval or denial, as well as an alternative material that is equivalent to the educator's request is not granted within two (2) days, the educator's request shall be considered approved.**
  - 8.12.3 When materials are produced by the Department or by a professional educator, the Department will make the materials available to all other educators teaching in the same program.
  - 8.12.4 No professional educator will be negatively evaluated for materials they provide students if the District fails to provide current adoption materials, or materials that are not culturally or developmentally appropriate for the students receiving instruction.**
  - 8.12.5 Professional educators who are required to provide language access services (translation and/or interpretation) at any district-run or required meeting shall be paid two times their hourly rate.**
- 8.13 Each professional educator may request access to a phone in a private area during the contract day, and a good faith effort will be made to provide such access.
- 8.14 Professional educators shall have access to a computer as may be necessary to carry out their responsibilities. All professional educators shall have access to a copy machine and an adequate amount of paper to meet the required needs of instruction. **Professional educators must have classrooms and spaces that suit the instructional needs of the program within which they teach.**

**ARTICLE 9**  
**STUDENT SUPPORT, DISCIPLINE &**  
**SAFETY**

9.1 Professional Educator Authority and Protection

The following sources for determining professional educator authority and protection shall be provided for an Association representative in each building:

- 9.1.1 Oregon Statutes on Discipline, Attendance and Exclusion of Students, Chapter 339 Oregon Revised Statutes;
- 9.1.2 Current District Disciplinary Procedures: *The Student Rights and Responsibilities Handbook and Guide*;
- 9.1.3 All administrative directives which are for the general knowledge of professional educators including building handbooks/rules; and
- 9.1.4 “Policies and Regulations” **of the Board related to student discipline.**

It is recognized that there may be normal delays between the time of adoptions and delivery of such materials to the building.

9.2 Definitions

For the purposes of this article, the following definitions shall apply:

- 9.2.1 Physical Attack/Harm: Intentionally **violent contact and/or** touching **that violates bodily autonomy** (e.g.: ~~poking, pinching, pushing~~) or striking of another person against ~~his or her~~ **their** will or intentionally causing bodily harm to an individual.
- 9.2.2 Threat/Causing Fear of Harm: ~~Physical, verbal, written or electronic action~~ **A behavior that indicates an intention to cause injury to the body or property or rights of another person** ~~A threat is intended to cause fear in the person threatened~~ which immediately creates an **objectively reasonable** fear of harm, without displaying a weapon and without subjecting the ~~victim~~ **impacted individual(s)** to actual physical attack. **Threats may take many forms including verbal, gestural, written, electronic, or through a third person.**

9.3 **Key Elements:**

**The District and the Association acknowledge that:**

**Restorative Justice (RJ) is a philosophy which allows educators and students to focus on repairing harm through engaging all education stakeholders. RJ shifts the focus to learning through mediation and common agreements, and from the individual to the community. It is the basis of a long-term response to disruptive behavior and is effective when combined with MTSS prior to any disruption and with an appropriate use of the Student Rights and Responsibilities Handbook and Guide.**

**Multi-Tiered System of Support (MTSS) is a framework that includes Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks. MTSS is effective when used in conjunction with RJ and appropriate student discipline as**

defined in the Student Rights and Responsibilities (SRR) Handbook and Guide.

**Student Discipline is a response to student behavior that disrupts the learning environment. It is used as a short-term District response that is effective if used with MTSS prior to student disruption and in conjunction with RJ.**

The Association and District further acknowledge that no system, no matter how it is designed, can be effective unless it is implemented with fidelity across the entire school system. Therefore, the District shall annually train all existing and newly-hired professional educators in the District's school climate systems, including RJ, MTSS and appropriate use of the SRR Handbook. The trainings shall be differentiated to meet individual building and professional educator need and experience.

#### 9.4 Student **Support and** Discipline

- 9.4.1 The principal, supervisor or professional staff designee with input from the staff shall include the following minimum procedures in developing a written ~~student discipline plan~~ **support School Climate plan to outline the procedures for Tier 1, 2, and 3 supports.** Such procedures shall exist in each building or program. ~~Each plan shall identify an intervention space(s) before the first student day. To preserve student dignity and maintain an environment conducive to learning for all students prior to the first student day, each plan shall identify a location or locations other than the student's classroom for professional licensed educators, support staff, or building leadership to implement crisis prevention or deescalation strategies where Tier 2 and/or Tier 3 supports may be provided.~~ The process must be ~~trauma-informed as described by the CDC and~~ in accordance with District policies and regulations and State law.
- 9.4.2 ~~Use by the p~~ **Each** professional educator **will develop** of individual independent in-class expectations, rules, and plans for ~~student~~ **classroom** management **and student-centered intervention plan**, in conformance with the building's ~~discipline plan~~ **School Climate Plan.** Adequate professional development time beyond that called for in Article 6.2.1.3 and 6.5 shall be allocated to complete these plans.
- 9.4.3 ~~That~~ **A** professional educator may remove a student from class who is disrupting the educational program in a manner requiring immediate action by the professional educator, or who, **after repeated Tier 1 and 2 interventions or implementation of a pre-existing Tier 2 plan**, continues to disrupt instruction. If a student is in crisis **or needs support with deescalation**, ~~the~~ professional shall send the student to a location designated by the principal or principal's designee **as referenced in article 9.4.1.** In such situations, the professional educator shall complete a level 2/3 referral and **may need** a referral to the Student Intervention Team (SIT) ~~for functional assessment and behavioral support planning.~~
- 9.4.4 Removal from class as described in 9.4.3 **does not include needed breaks for students, brief reset and reteaching conferences with students, predetermined time-limited self-regulation strategies, and restorative practices.** In those situations, an educator may document the behavior with a level 1 referral.
- 9.4.5 The location designated by the principal ~~will be staffed by an administrator or professional educator in order to allow for continued learning opportunities for the student. The selected space~~ will contain developmentally-appropriate materials to assist the staff member and the student. ~~Any professional educator assigned to this duty shall be released from all other duty responsibilities.~~
- 9.4.6 If a student is in the designated location and unable to self-regulate with staff support in order to return to class for more than one hour, or if the student returns to the space three or more times in a day, the building administrator shall contact the student's parent/guardian, ~~and the student may be referred to the school SIT team.~~

- 9.4.7 ~~That~~ The principal, supervisor or **their his/her** designee shall, at the professional educator's request, confer with the professional educator without disrupting the professional educator's **responsibilities** ~~classes~~. Such **communication to the professional educator** ~~conference~~ generally shall take place prior to returning the student to class unless the principal, supervisor or ~~his/her~~ **their** professional designee is not available, in which case the conference shall take place when the principal, supervisor or professional designee becomes available.
- 9.4.8 ~~That a~~ A procedure shall exist for **handling supporting** students removed from class when the principal, supervisor or professional designee is out of the building and, therefore, not available for a conference required by the professional educator. Such procedure shall provide that only professional personnel shall have a decision-making role in the **handling supporting** of such students.
- 9.4.9 Each professional educator shall be allowed to write referrals for any student under ~~his/her~~ **their** supervision at any stage of the referral process. **The administrator receiving the referral shall provide feedback within a reasonable period of time, generally defined as within three (3) school days. Any referral submitted to a building administrator will be addressed within 72 hours of when the referrals are submitted.** Professional educators shall have access to referrals written by them and shall be able to track or receive documentation of the disposition of the referrals. **The District shall develop a per-building on-line tracking system of referrals. so that professional educators know administrative responses to referrals, and so that a record of building administrator responses to referrals are available to the District and the Board of Education.** The District shall create a yearly report provided to the School Board and the PAT of building administrator responses to referrals.
- 9.4.10 ~~That if unacceptable~~ **continuous disruptive** student behavior ~~occurs continues~~, at either's request, the principal, or supervisor, and the professional educator shall develop and implement a mutually acceptable ~~behavior correction support~~ plan **Functional Behavior Analysis (FBA)/ Behavior Support Plan (BSP), Safety Plan, Supervision Plan** involving, as appropriate, the principal, supervisor, professional educator, student and parent(s) and other resource staff. **The plan must take into consideration the impact of issues related to the student's trauma, race, gender identity /presentation, sexual orientation, disability, social emotional learning, and restorative justice as appropriate for the student.** The plan could include, but would not be limited to, behavior contracts, ~~special education~~ **Student Intervention Team (SIT)** referral, involvement of appropriate community agencies, use of ~~time-out rooms~~ **reset/self-regulation spaces** or other activities. The plan shall include ~~the specific areas of concern to be addressed, a timeline for completion, and the responsibilities of the student, professional educator, administrator and others.~~ **a review of the specific areas of concern to be addressed, supports for professional educators to enable the implementation of all components of the CRTFI with fidelity, and the responsibilities of the student, professional educator, administrator and others, and a timeline for completion of the plan. The behavioral assessment and planning will be implemented in alignment with requirements outlined in Oregon State Law and any other applicable requirements of the CBA . If a disability is suspected, a special education referral or 504 plan may be considered. If the student has an IEP, the Special Education case manager shall be included in the development of the plan.**
- 9.4.11 If the **support** plan does not result in a change in the disruptive behavior, the administrator in conference with the professional educator will **review the student support plan for the student and discuss the impact of issues related to the student's trauma, race, gender identity /presentation, equity, sexual orientation, disability, social emotional learning, and restorative justice as appropriate for the student,** and take additional steps as may be appropriate which are consistent with and guided by the Students' Rights and Responsibilities Handbook/Guide.
- 9.4.12 An allegation that a student has committed Threat/Causing Fear of Harm or Physical Attack/Harm upon a professional educator shall result in the **temporary** removal of the student from the responsibility of the professional educator pending administrative investigation of the incident,

**consistent with state and federal law.** The administrator shall ~~follow the adopted discipline policies to inform their next steps for the student utilizing all information from the investigation.~~ exercise appropriate progressive discipline as set forth above. If the investigation shows Physical Attack/Harm did occur and the professional educator so recommends, the student shall not be returned to the affected professional educator's responsibility **until a restorative reentry meeting and safety plan have been completed.** ~~In some instances, a change of placement review required under the IDEA or other applicable law may be required.~~

9.4.13 In accordance with **Oregon law** ~~and the Students' Rights and Responsibilities Handbook/Guide,~~ any student who has been involved in a violation of state or federal law regarding weapons at school shall be immediately suspended pending administrative investigation. If the investigation confirms that the student was in violation of state or federal law regarding **weapons firearms** at school, the student shall be reported to the appropriate law enforcement agency. The student shall be expelled from school for a period of not less than one calendar year **for possession of a firearm in accordance with ORS 339.250(7).** The Superintendent, ~~or the Deputy Superintendent or Area/Senior Director~~ may modify the disciplinary consequences on a case-by-case basis. **The Superintendent, Deputy Superintendent, or Area/Senior Director may propose alternative programs of instruction or instruction combined with counseling for a student that are appropriate and accessible to the student. If alternative programs are appropriate for a student, the superintendent shall ensure that information about programs of instruction or instruction combined with counseling is provided in writing to the student and the parent, legal guardian or person in parental relationship with the student at least once every six months, or at any time the information changes because of the availability of new programs.** A report of the modifications of disciplinary consequences shall be provided to the Superintendent at least twice a year.

9.4.14 Any student found to have committed Threat/Causing Fear of Harm or Physical Attack/Harm upon a professional educator shall be immediately subject to appropriate discipline in accordance with the *Students' Rights and Responsibilities Handbook/Guide*. However, **the student shall be removed from school until an effective relevant and actionable Tier III intervention has been identified and a restorative reentry meeting and safety plan have been completed and fully implemented.** The intervention shall be communicated in writing to all Professional Educators who are responsible for the student prior to the student's return to school. Regardless of the student's age or grade, the District shall ensure that student-services makes regular contact with the student while the student is out of the school. ~~there shall be a minimum of five (5) days suspension for a Threat/Causing Fear of Harm and mandatory expulsion for the remainder of the year for Physical Attack/Harm. The Superintendent, or Deputy Superintendent, or Area/Senior Director may modify the disciplinary consequences on a case-by-case basis provided the modifications follow district guidelines.~~ A report of the modifications of disciplinary consequences shall be provided to the Superintendent **and the PAT** at least twice a year.

~~For PK-5 students, the minimum five (5) day suspension for Threat/Causing Fear of Harm shall not apply; however, an intervention shall occur and the Threat/Causing Fear of Harm will be documented. If the Threat/Causing Fear of Harm rises to the standard in law, a suspension may be allowed.~~

~~may result in the temporary removal of the student from the responsibility of the professional educator pending administrative investigation of the incident, consistent with state and federal law. The administrator shall follow the adopted discipline policies to inform their next steps for the student utilizing all information from the investigation. Prior to student reentry to the classroom a safety plan will be developed and the administrator shall communicate to the impacted professional educator the developed plan.~~

~~9.1.1 To maintain compliance with federal and state laws protecting students with disabilities, no student eligible for services under IDEA or Section 504, or with a suspected disability, shall be suspended for more than a cumulative 10 days per year when their behavior demonstrates a pattern that has been determined to be a~~

~~manifestation of their disability, unless the behavior meets the criteria addressed in Section 1415K of IDEA (“Placement in Alternative Educational Setting”). After the period of 10 days, if a student’s behavior is determined to be a manifestation of their disability, the District shall supply additional resources/supports for home instruction. Professional educators who had instructed students under these circumstances may be offered the ability to voluntarily provide this instruction under Article 12.5-2.2 of this agreement.~~

~~Any manifestation determination meeting will include a building administrator and/or a Special Education Administrator. If the manifestation determination meeting finds that the behavior is not the result of the student’s disability, standard discipline protocols should be applied.~~

9.4.15 Any student making a serious or menacing threat of harm to the person, property or family members of a professional educator shall be immediately subject to **policy appropriate discipline in accordance with the *Students’ Rights and Responsibilities Handbook/Guide*.**

9.5 **Climate Plan and** Culturally Responsive Tiered Fidelity Inventory (CR-TFI)

9.5.1 The building discipline procedure (School Climate Plan) is under continuous review in a process as outlined in a District approved Inventory of Multi-Tiered System of Supports (e.g.: Tiered Fidelity Inventory (TFI)) **as well as those domains included in the Fidelity of Implementation Tool (FIT) Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. The principal and the Building Climate Team shall include the following minimum procedures in developing a written School Climate Plan to outline the building procedures for Tier 1, 2, and 3 supports and each building’s behavioral matrix based off of the Student Rights and Responsibilities Handbook. Such procedures shall exist in each building or program. The process must be trauma-informed in accordance with District policies and regulations and State law.**

9.5.2 Copies of the specific building discipline procedures/school climate **handbook plan** shall be clearly communicated to all staff during Professional Development (PD) before the start of each school year. Copies of the specific building procedures/school climate **handbook plan** shall be distributed to students and families by the end of the first week of school **in the languages spoken in the building.** Copies shall also be posted online on the school’s website **in all supported languages. In addition, the School Climate Handbook will be posted online in all supported languages.**

9.5.3 The District shall ensure that all School Climate **Handbooks Plans** are in accordance with the District/PAT Collective Bargaining Agreement, District policy, and State and Federal laws. **Nonviolent Crisis Intervention strategies, relevant to the school, will be included in the building climate plan and implemented as designated in the plan.**

9.5.4 The District shall ensure that all schools shall maintain a School Climate Team. Each member of the School Climate Team will complete training and the District shall provide substitutes ~~as necessary~~ when this training is taking place. **The training will cover Nonviolent Crisis Intervention for responding to student crises. Additionally, the School Climate Team will participate in ongoing training in implicit bias, antiracism, and culturally responsive practices. These would be in addition to the required implicit bias, antiracism, and culturally responsive practices training received by all staff. A designated Each cluster Tier III Rapid Crisis Response Team will be provided training in Nonviolent Crisis Intervention for responding to student crises.**

9.5.5 **During the preservice school climate professional development time, all staff will receive training in de-escalation strategies from the relevant portion of the Nonviolent Crisis Intervention training.**

9.5.6 The District shall ensure that all schools establish and maintain a process to identify and implement school wide expectations (as contemplated by the CR-TFI) with students, teachers, and families using

the following components of the CR-TFI as a guide:

- A. Behavioral Expectations
- B. Faculty Involvement
- C. Student/Family/Community Involvement

- 9.5.7 Using 1.10 (Faculty Involvement) and 1.11 (Student/family/Community Involvement) of CR- TFI, the District shall direct all schools to continue working towards the level of “Fidelity” in their Tier 1 work.
- 9.5.8 The District shall ensure that supports are available to facilitate this work including but not limited to:
- a. Scheduled trainings on the **district-designated online learning platform. Learning Campus** (required)
  - b. Funds available, ~~as circumstances allow~~, to provide site-based trainings (**e.g. implicit bias, antiracism, and culturally responsive practices**) and provide sub coverage for staff, as well as extended hours to participate in identified professional development opportunities
  - c. ~~School Climate Educator Directed access to~~ TOSAs, **such as MTSS TOSA** for development and follow-up
  - d. Professional development time **that is relevant and guided by educator input** before the first student day designated to update staff on past climate plan work and to review school wide expectations
  - e. ~~Professional development time once a month in staff meetings or professional learning time will be designated to school related professional learning for school improvement, climate and culture (SEL, RJ, Equity, PBIS, SIT, Tiered Support, PLC PD, etc.).~~ **building climate team work.**
- 9.5.9 The District shall direct Office of School Performance (OSP) Leadership to seek monthly updates of school processes implementing the CR-TFI.
- 9.5.10 The District shall facilitate in-depth training for new building administrators on CR-TFI.
- 9.5.11 In the exercise of authority by a professional educator to ~~control and~~ maintain **an environment that is conducive to teaching and learning, order and discipline**, the professional educator may use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and/or federal and state laws or regulations.
- 9.6 Behavioral Supports
- 9.6.1 The purpose of the District-level program of behavioral supports and strategies is to foster **a sense of agency, self-efficacy, belonging and a safe and supportive environment** for students and professional educators. This will be accomplished through the implementation of a multi-tiered system of support, **providing a minimum support of staffing of mental health school based teams pursuant to Article XXX (Mental Health & Wellness Supports)**, and other practices and engagement strategies.
- 9.6.2 The work of the ~~Department of Student Support Service (DSSS)~~ **Office of Student Support Services (OSSS) such as MTSS and Student Success and Health** will include:
- 9.6.2.1 Overseeing and assessing the behavioral support needs of the District;

- 9.6.2.2 Building capacity within each school/program by working collaboratively with professional educators, building principals, and OSP Leadership;
  - 9.6.2.3 Reviewing school-based behavioral Tier 1 and Tier 2 supports in place at the school and in classrooms.
  - 9.6.2.4 Identifying **and supporting implementation of with fidelity** appropriate Tier 2 and Tier 3 evidence-based behavior interventions to support **all schools and programs**.
  - 9.6.2.5 Stabilizing critical situations for students and professional educators in a temporary capacity, until recommendations for support are communicated to the building principal, **Tiered Supports Team affected Professional Educators**, and OSP Leadership.
- 9.6.3 The ~~DSSS~~ **OSSS** shall include **9 cluster** ~~a district-level~~ **Tier III** Rapid Response Teams (**RRT**) which shall be tasked with overseeing and assessing the support needs of the District with a special focus on students, teachers, and buildings as a whole. **Each cluster Rapid Response Team will be housed in a school building in that cluster that currently serves students. Each RRT will be composed of at least: 1 (one) TOSA or OSA, 1 (one) QMHP & 2 (two) Student Success Advocates and/or Behavior Intervention Specialists (BIS).**
- 9.6.4 **Access to Tier III Rapid Response Team:**  
**The Tier III Rapid Response Team will be deployed to schools when a student's behavior is either unsafe or disruptive following implementation of Tier I and Tier II interventions and when the school's climate team has determined building level support is insufficient.**
- 9.6.5 The responsibilities of the **Tier III** Rapid Response Team (RRT) include but are not limited to:
- 9.6.5.1 Stabilizing crisis situations for student and professional educators;
  - 9.6.5.2 Determining what existing personnel in the District and in the building can do to meet the support needs of students and professional educators identified by the team **to support Tier I, II & III Behavioral Support**; and
  - 9.6.5.3 Determining when additional personnel and/or resources are needed to meet the support needs of students and professional educators identified by the team **as follows:**
    - A. **Unless the ISST professional educators working with the student determines the support is no longer needed; RRT team staff will continue support of the student as a behavior plan is finalized and staff receive training through modeling on how to implement the determined plan. A minimum of 3 weeks (or 15 continuous work days, whichever is longer) that includes all of the following supports will be utilized:**
      - 1. **Weekly meetings with the RRT as well as all adults supporting the student in the form of an Individual Student Support Team (ISST) assembled for the student.**
      - 2. **Week 1: Additional behavior support personnel will provide 1:1 support in all student learning areas throughout the student's school day to ensure safety as well as to collect Antecedent/Behavior/Consequence (ABC) data. RRT members will also conduct teacher interview/s and will support the collection of any additional information & the completion of the first iteration of the student-centered Tier III function-based behavior support plan along**

**with the ISST.**

**3. Week 2: Continuation of Week 1 with the addition of plan refinement and future planning.**

**4. Week 3: Evaluation of Next Steps:**

- i. If data indicates adequate growth RRT will coordinate the gradual release of student support including the training of the on-site personnel who will continue to implement the Tier III behavior plan.**
- ii. If data indicates insufficient growth, RRT will coordinate with the SIT, Climate Team and the office of Student Success and Health in order to provide additional staffing at the site.**

~~**B. 2 hours of professional development provided to the school's climate team to refine Tier I, II and III schoolwide behavior practices and supports as needed or requested.**~~

#### ~~9.6 Full Continuum of Special Education Services~~

~~The District shall maintain a full continuum of special education services and sufficient seats in a variety of programs to meet students' identified special education needs.~~

#### 9.7 Personal Injury Benefits and Property Loss

- 9.7.1 Any case of Physical Attack/Harm or Threat/Causing Fear of Harm upon a professional educator while acting within the scope of ~~his/her~~ **their** duties shall be promptly reported in writing to the immediate supervisor who shall forward a copy to the appropriate Central Office Administrator and the Superintendent for investigation and resolution.
- 9.7.2 The District will create and maintain a packet of materials for professional educators who experience a physical attack/harm at work. Items in this packet will include but not be limited to information about workers' compensation, the collective bargaining agreement, leaves of absence, insurance benefits, and the employee assistance program.
- 9.7.3 The District shall reimburse professional educator for loss of or damage to personal property excluding the professional educator's automobile under the following circumstances:
  - 9.7.3.1 when the loss is a result of any Physical Attack/Harm or Threat/Causing Fear of Harm on the professional educator's person suffered during the course of employment.
  - 9.7.3.2 property stolen or damaged by the use of forcible entry on a locked container. Every school shall provide a secure and lockable location for professional educators to use for such storage.
  - 9.7.3.3 loss of the professional educator's work-related equipment when the use of that equipment has been approved in writing by the principal/supervisor providing that the equipment was stored in a locked container when otherwise not in use.
- 9.7.4 Reimbursement shall be at replacement cost (not exceeding actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses of less than Five dollars (\$5.00) or that portion in excess of one thousand dollars (\$1,000) and shall not be made when carelessness or negligence on the part of the professional educator was evident.

9.7.5 Professional educators shall cooperate and support the District in its investigation and resolution of any reported loss. The District shall provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles.

9.8 Safety

9.8.1 A professional educator shall have the right to refuse to expose ~~himself/herself~~ **themselves** to immediate danger created by an unsafe working condition when such danger threatens substantial bodily injury or would be a significant health hazard to the professional educator. The professional educator shall give notice of the condition to ~~his/her~~ **their** supervisor and shall be subject to assignment to another location or duty while the condition is being investigated and/or corrected. The District recognizes the responsibility to make every reasonable effort to enhance the security of buildings and grounds as may be required through the use of necessary lighting and other safety precautions. The District shall comply with all state and federal OSHA requirements to post notice when non-routine cleaners, paints, sealants, and other chemicals are to be used at the worksite and shall take all reasonable steps, in good faith, to post such notices even where not required by state or federal OSHA.

9.8.2 Safety Committee

**The District will provide a template that each building's safety committee will fill in ~~edit~~ and submit ~~based on their individual building in order to identify school safety needs that in order to~~ address:**

**A. Safety Audit that consists of a facility assessment & site-based response plan that prioritizes a list of items requiring mitigation**

**B. Escalation Plan (including the mitigation/immediate relief plan in 9.8.4)**

**C. Building-specific safety plan for:**

- 1. Loss of Electricity, Internet and/or Water**
- 2. Presence of pests**
- 3. Presence of mold, asbestos, smoke or other impacts to air quality**
- 4. Presence of leaks**
- 5. Extreme temperatures as defined in 9.14.3, and;**
- 6. Any other sitewide environmental safety concerns**

**9.8.2.1 Each safety committee will provide the list of safety issues to the school administrator and Facilities Operation Manager before the end of September each year. PPS Facilities will use each building's Safety Audit to prioritize and mitigate the environmental factors defined under 9.8.2.C that impact learning.**

**9.8.2.2 This Safety Plan will be posted on each school's website by the end of the first week of the student year in all supported languages and reviewed and updated throughout the year.**

9.8.3 The District shall assure that there are emergency protocols at all worksites (including non- district worksites) where professional educators work. These protocols shall include procedures for supporting professional educators who experience Physical Attack/Harm and/or Threat/Causing Fear of Harm, **as well as procedures for reporting and tracking environmental and facilities**

issues.

#### 9.8.4 Mitigation plan/Immediate relief plan

**The District will provide an actionable plan that provides immediate relief for and/or mitigation of issues identified during the initial Safety Audit conducted at each building by the Safety Committee. The actionable plan will include:**

- A. A timeline for the completion of the relief action that contains immediate relief, midterm relief, and long-term resolution.**
- B. Immediate relief will mean within 2 weeks, with extreme temperatures (as defined in 9.14.3) mitigation being provided within 24 hours.**
- C. Midterm relief will mean solutions that are not permanent but actionable within the work year.**
- D. Long-term resolution will mean the solution that will resolve the issue completely.**

#### 9.9 Duty Safety

**All duty assignments will ensure that at least two professional educators/administrators/adults shall be assigned for student safety. At no time, will the number of assigned adults create a circumstance where students can be out of the line of sight of an adult. The building administrator(s) shall make reasonable efforts to avoid having mental health professional educators (counselors, social workers, school psychologists, QMHP and similar individuals) in positions where they must be the professional educators disciplining students. This language shall not preclude mental health professional educators from duty responsibilities.**

#### 9.10 Field Trips

A professional educator may request additional supports for a field trip or other excursions to reasonably ensure the safety of all involved. The District will provide additional supports to special education students as specified in their IEPs.

#### 9.11 Student Behavioral Records

9.11.1 Student behavioral records shall be accessible to the receiving professional educator.

9.11.2 School officials shall set up procedures so that information about students with records of violence including weapon violations shall be available, in accordance with the law, to members who “need to know” as a result of an assignment to teach or supervise the student.

9.11.3 Reports from county/state/city law enforcement/courts concerning student information that may inform professional educators about potential safety issues shall be shared on a need to know basis. The District shall maintain a system to distribute these alerts on an ongoing basis.

9.12 The District shall provide a legal defense and indemnification to professional educators arising out of tort claims for any alleged act or omission occurring in the performance of the professional educator’s duty in accordance with, but subject to, the limitations provided in ORS 30.285 and 30.287. Professional educators shall cooperate with the Board and counsel in connection therewith as provided in ORS 30.287(2).

- 9.13 All building handbooks shall be consistent with District policies concerning mandatory reports to the Department of Human Services (DHS). Principals shall not direct or encourage professional educators to make such reports with administration or others in lieu of reporting to DHS as required by law.

#### **9.14 Environmental Safety**

- 9.14.1 **[MOVED from 9.7.2]** The District shall furnish employment and places of employment which are safe and healthful for professional educators, and shall furnish and use such devices and safeguards, and shall adopt and use such practices, means, methods, operations and processes as are reasonably necessary to render such employment and places of employment safe and healthful and shall do every other thing reasonably necessary to protect the life, safety and health of such professional educators.

#### **9.14.2 The District shall ensure that the number of students assigned to a CTE classroom meets basic safety standards based upon the equipment required by the CTE course.**

#### **9.14.3 When temperatures reach below sixty (60) degrees and/or above eighty-five (85) degrees in a professional educator's work setting (for example, classroom or office), the following shall occur:**

- A. The educator will inform their administrator of the conditions outlined in 9.14.3 in writing;**
- B. The district will provide relief according to the process outlined in 9.8.2;**
- C. If the temperature cited in 9.14.3 occurs during the student day, the district will provide an alternative space for learning;**
- D. If the temperatures cited in 9.14.3 occur outside of the student day, the professional educator will have the ability to complete their work duties and planning in ~~A professional educator may refuse to work in situations that would cause significant stress due to cold rooms or excessive heat. Specifically, no educator will be required to work in settings (for example classroom or office) where the temperature is below sixty (60) degrees Fahrenheit or above ninety (90) degrees Fahrenheit. If a professional educator's class or office exceeds these temperatures, they will be able to move to an area without temperature stress. The professional educator will inform the administrator of their new location in writing.~~**
- E. If all of the above do not occur and the hazardous environment continues, educators may use article 9.8.1 to refuse to expose themselves to immediate danger created by an unsafe working condition when such danger threatens substantial bodily injury or would be a significant health hazard to the professional educator.**

#### **9.14.4 When there is evidence of hazardous conditions as described under 9.8.2.C, in a professional educator's work setting (for example, classroom or office), the following shall occur:**

- A. The educator will inform their administrator of the conditions outlined in 9.8.2.C in writing;**
- B. The district will provide relief according to the process outlined in 9.8.4;**

C. If the hazardous conditions cited in 9.8.2.C occur during the student day, the district will provide an alternative space for learning;

D. If the hazardous conditions cited in 9.8.2.C occur outside of the student day, the professional educator will have the ability to complete their work duties and planning in ~~A professional educator may refuse to work in an area that is below basic cleanliness standards (such as the presence of mold or rodent droppings). A professional educator may notify their administrator of problems caused by unclean work areas, and the administrator shall close the rooms to staff and students until the District facilities department can effectively clean the area. If a professional educator's class or office is closed because of an unclean workspace, the professional educator will be reassigned to an area that is clean free of hazardous conditions as described under 9.8.2.C~~

9.14.5 ~~A professional educator may refuse to work in an area that has active leaks in either the roof/ceiling or any pipes. A professional educator may notify the building administrator of a problem caused by water, and the administrator shall close the room(s) to staff and students until the District can effectively repair and clean the area. If a professional educator's class or office is closed because of active leaks, the professional educator will be reassigned to an area that is free from water leaks.~~

9.14.6 A professional educator shall not be made to work in any building that is without electricity for more than 2 hours or whose lack of electricity creates the hazardous environment as described in 9.8.2.C . Building administrators shall immediately notify the District and the building shall be closed until ~~power is restored~~ the hazardous conditions have been resolved in accordance with 9.8.4. No professional educator shall suffer a reduction in pay due to a building closure caused by ~~a lack of power~~ hazardous conditions as described in 9.8.2.C.

9.14.7 ~~Because of active shooter/intruder threats, all professional educators will have a classroom/office door that locks from the inside of the room. These safety precautions shall be in place no later than September of 2023 and will be guaranteed in any newly constructed facilities where a professional educator works in the District. All traditional~~ classroom/office spaces will have interior locking doors that lock from the inside.

9.14.8 ~~Professional educators working with students shall have either VOIP access or a two-way radio.~~ Professional educators working with students shall have Voice Over Internet Protocol (VOIP) device access by the start of the 2024-2025 school year. Every building will have a school safety plan to account for the lack of VOIP device access during emergencies.

9.14.9 All windows in any room in which a professional educator must work shall have working blinds that close.

**ARTICLE 10  
ACADEMIC FREEDOM AND INSTRUCTION**

10.1 Academic Freedom

10.1.1 Professional educators shall be guaranteed academic freedom in instructional presentations and discussions and in faculty discussions of education policy. Professional educators may introduce controversial materials provided such presentations, discussions, and materials are appropriate and relevant to course content and grade level subject to accepted standards of professional responsibility (see PPS Academic Freedom in the Instructional Program 6.20.011-AD as of 03-15-13).

10.1.2 The District shall consult with professional educators over decisions regarding the selection of districtwide textbooks. Within generally accepted professional and content standards, professional educators are responsible for determining the ~~instructional practices, assessments~~ **(\*Clarifying existing practice, intent, and language)**; supporting materials and methods used for day to day instruction, including differentiating instruction based on student needs.

10.2 Student Grades

Student grades issued by a teacher shall not be changed by a supervisor or altered due to software limitations of the District's grading system unless a substantive reason clearly exists. This Section shall not be interpreted to cause a teacher(s) to assign grades in any manner which deviates from general district- wide practices. If an administrator changes a student grade, such administrator will notify the teacher in writing of such change, and the reason(s) for such change.

10.3 The parties will convene a work group to evaluate and seek mutually agreeable policies and procedures regarding intellectual property issues

**10.4 Instructional Time**

**The District and Association recognize and value instructional time. To that extent the district commits to having a standardized assessment footprint that, as a target, aims to have the total average time of all district mandated standardized assessments to not exceed 0.65% of instructional time at each grade level as calculated by the district based on the assessment guidelines of each assessment provider. Total average time of all district mandated standardized assessments shall not exceed .65% of instructional time at each grade level. Instructional time shall be based on the average time of implementation. The total of all Standardized Assessments and/or District mandated assessments shall not exceed 1.2% of instructional hours. This does not include State and Federal assessments and assessments chosen by educators to inform their instruction or required for identification or monitoring of special education services, eligibility or determination of English language proficiency. The District shall not mandate additional testing requirements for students based on native language, language of instruction, race, ethnicity, socio-economic status or on the basis of being a member of any other legally protected class.**

**10.5 Ownership of Materials and Publications: Unless otherwise provided by a separate contract, the respective rights of an employee and the District as to ownership of materials and publications developed by the employee are to depend upon the origins of the material in question, as follows:**

**10.5.1 If the materials were developed by the employee as a project commissioned by the District, or in fulfillment of a specific job assignment, the materials are the exclusive property of the District. (e.g., a course outline developed by a TOSA for that purpose).**

~~10.5.2 If the materials were developed by the employee in the course of performing regular duties, but were not specifically required or specifically assigned as a part of the job, the materials are to be owned by the employee, but the District shall be deemed a licensee (without fee) for purposes of internal District use only (e.g., classroom teacher, in furtherance of regular planning obligations, develops lesson plans which turn out to have value to other teachers and to the District).~~

**10.5.3 If the materials were developed by the employee independent of regular duties, and on the employee's own time and without use of District resources, the materials are the exclusive property of the employee (e.g., working at home, English teacher with personal interest in computers develops a software package for tracking and computing grades; or teacher writes textbook on own time, drawing upon prior District experience).**

~~10.5.4 Before an employee or the District utilizes any student produced material beyond the purpose for which it was initially submitted by the student, a written consent or waiver in favor of the District and employee must be obtained from the student and parent/guardian. Subsequent use and ownership shall depend upon the nature of the resulting material/publication produced by the employee pursuant to a, b and c above.~~

#### **10.6 — Climate Justice Summits**

~~10.6.1 If the District shall host participates in an annual Portland Public Schools Climate Justice Summits for students, community members, and/or professional educators, the following shall apply:~~

~~10.6.2 The Climate Justice Summit shall be planned, developed, and implemented collaboratively by the Climate Justice Committee.~~

~~10.6.3 The District shall provide two days of paid release time for three (3) High School, three (3) Middle School, and three (3) Elementary School professional educators for the purpose of planning and implementing a Portland Public Schools Climate Justice Summit for students, community members, and other professional educators. The language in this clause shall not prevent the District from providing additional paid release time for the purpose of planning implementing a Climate Justice Summit for professional educators.~~

**ARTICLE 12  
COMPENSATION**

12.1 Salary Schedules

12.1.1 Index. The salary schedule indices are set forth in Appendix A-1.

12.1.2 Appendix A-2 sets forth the basic annual salaries for the period July 1, **2023, 2020**, through June 30, **2026 2022**. The ~~2021-2022~~ **2023-24** salary schedule shall be increased by ~~8.5%~~. **The 2024-2025 salary schedule shall be increased by 7.06-5.5% or the January 2024 West Coast Consumer Price Index Urban (CPIU) published in February 2024, whichever is greater. The 2025-2026 salary schedule shall be increased by 6.0-5.0% 4.0% or the January 20256 West Coast Consumer Price Index Urban (CPIU) published in February 20256, whichever is greater.**

12.1.3 Professional educators with a doctorate degree in field related to assignment shall receive an additional \$2,000 per school year.

**12.1.4** Professional educators who have received and retain a National Board Certification for Professional Teaching Standards shall receive an additional \$1500 per school year. ~~Only Professional Educators with NBCPTS will receive this stipend after July 1, 2020. Stipends paid inadvertently to professional educators for national board certifications other than NBCPTS will be grandfathered until June 30, 2020 and then discontinued. The District and The Association agree to convene a workgroup to review appropriate stipends for certifications available to educators by June 30, 2019. Professional educators who earn/receive other certifications from National Boards (or State Boards if National Boards do not exist) shall also receive the additional \$1500 per school year.~~

12.1.5 ~~Effective the 2021-2022 school year, p~~Professional educators who teach in the target language in a DLI program shall receive an annual stipend of \$3,000. Educators who work less than full time in a DLI program will receive a prorated stipend based on their FTE.

12.1.6 ~~Effective the 2021-2022 school year, p~~Professional educators shall receive a \$1,500 annual bilingual/multilingual stipend in accordance with Appendix I. **Professional educators who are asked to use bilingualism in the performance of their regular job duties shall receive an annual stipend of \$1500.**

**12.1.7 Educators who are asked to perform additional duties to assist with building translation/interpretation needs shall do so on a voluntary basis and be compensated at the educator's per-diem hourly rate.**

12.2 Salary Placement

All professional educators shall be placed on the salary schedule based upon their prior work experience and education/training level. Additional information about salary placement can be found in the *Guidelines for Professional Growth/In-service* (see reference in Section 21.2).

12.2.1 Educational Credit

12.2.1.1 At such time that the State of Oregon requires completion of a "5<sup>th</sup> year" program for licensure, new professional educators shall be given credit for the hours required following the Bachelor's degree for completion of a "5<sup>th</sup> year" program up to a maximum of forty-five (45) quarter hours. Currently employed professional educators, who have completed a "5<sup>th</sup> year" program but were not given credit at the time of employment, shall be given credit on the salary schedule up to the BA+45 column.

12.2.1.2 **Career and Technical Education (CTE) Vocational** professional educators may receive credit for technical coursework taken at a community college. Such courses shall be relevant to the professional educator's field of preparation and to service as a professional educator in this District.

12.2.1.3 In order to receive a salary adjustment retroactive to the beginning of the current school year,

a professional educator must, by October 31st, provide the Human Resources Department with proof of completion of coursework. Adjustments based upon proof received after October 31st will be made effective the first day of the next pay period.

12.2.1.4 Multiple Graduate Degrees and Graduate Credits

Placement on the salary schedule and salary advancement for professional educators with multiple graduate degrees shall be in accordance with the following:

- a. Educational experience (lane advancement) shall be granted for any fully completed graduate degree (MA, MFA, JD, PHD, etc.), regardless of date of licensure.
- b. Column salary credit (lane advancement) will not be limited to a single graduate degree.
- c. Educational experience would be based on the order the graduate degrees were earned. The first graduate degree earned would advance the professional educator to the MA lane. The second graduate degree earned would count as graduate credits beyond the MA+0 lane.
- ~~d. No graduate credits prior to licensure shall be credited towards lane advancement unless/until they become part of a completed graduate degree.~~
- e. Graduate credits earned outside of a degree program are eligible for salary advancement, ~~as long as they are earned after licensure and are consistent with the requirements in the In-Service Guidelines.~~

12.2.2 Experience Credit

12.2.2.1 Newly hired temporary or probationary professional educators who have previous experience/experience working in a PK-12 school setting where the responsibility was similar to that of professional educators in the Portland Public Schools shall be given experience credit on the following basis:

- a. one (1) year of credit for each full year of full-time experience (minimum one hundred thirty-five (135) days within the regular school year); and
- b. one (1) year of credit for each two (2) years of part-time experience that is half-time or more but less than full-time (minimum of one hundred thirty-five (135) days within the school year).
- c. Verification of experience shall be made by the Human Resources Department.

12.2.2.2 Central Staff Professional Librarians, and other Central Office professional educators, shall be placed on the salary schedule in accordance with the educational requirements for teachers. In determining years allowed for the equivalency of outside experience for teacher-librarians, teachers of speech and hearing and teachers in special schools who are otherwise qualified, one hundred thirty-five (135) days, while employed on a professional full-time basis, shall be counted.

12.2.2.3 Any professional educator who resigns shall, upon re-employment, be placed on the salary schedule on the same basis as a new hire, except that, if the professional educator completes the year and is re-employed prior to opening of school the succeeding year, the Superintendent may use his discretion in recommending to the District that the resignation be rescinded.

12.2.2.4 Teaching experience shall be granted for prior kindergarten or nursery school teaching provided the teaching was in a licensed position and in a standard school administered by the public-school system, or in a private school accredited or approved under state laws of standardization.

12.2.2.5 Full-time administrative and teaching experience in an accredited institution of higher education shall be counted as teaching experience, provided such experience consisted of at least one hundred thirty-five (135) days within a school year. **Full-time administrative and teaching experience in a PK-12 setting shall be counted as teaching experience, provided**

**such experience consisted of at least one hundred thirty-five (135) days within a school year.**

- 12.2.2.6 Credit for a sabbatical leave of absence for study during previous employment with this District shall be allowed as experience, subject to the 135 days school year criterion. No credit for leaves of absence from a school district outside of PPS will be allowed as experience.
- 12.2.2.7 Salary adjustments on the basis of experience will be made only after official verification, and shall become effective during the payroll period in which approved. Such salary adjustments will not be retroactive, except that experience verified within sixty (60) days of the start of employment shall be retroactive to the first day of employment.
- 12.2.2.8 In the event that records have been destroyed, a notarized statement from two (2) responsible adults, other than relatives, having knowledge of the professional educator's experience, may be accepted.
- 12.2.2.9 A professional educator assigned to a **CTE vocational** teaching position shall be granted salary credit for a related **CTE vocational** experience on the following basis:
- Non-degreed applicants shall be eligible for placement on the "BA" column of the salary schedule provided they have four (4) years of verifiable work experience in an occupational field related to the teaching assignment. They shall receive one (1) salary step for each year of experience in excess of four (4) years but not to exceed ten (10) years of credit. Eight (8) months of experience in a 12-month period shall be considered to be one (1) year of experience.
  - Degreed applicants who are required to have related work experience in order to qualify for a **CTE vocational** license shall receive credit for each year of work experience required for the licensure. Eight (8) months of experience in a 12-month period shall be considered the public-school system, or in a private school accredited or approved under state laws of standardization.
  - The District shall use a form to verify professional educator experience that is appropriate to the field of work being verified.**
- 12.2.2.10 School **and clinical** psychologists' placement and progression shall be on the MA+45/BA+105 column of the salary schedule with one (1) step for each full year of experience as a full-time school psychologist and one (1) step for each year of experience as a teacher, counselor, clinical psychologist or similar occupation.
- 12.2.2.11 Speech and Language Pathologists' placement and progression shall be on the MA+45/BA+105 column of the salary schedule with one (1) step for each full year of experience as a full-time teacher or speech and language pathologist and one (1) step for each two (2) years of experience as a part-time teacher or speech and language pathologist with part-time meaning at least half time.
- 12.2.2.12 **Professional educators who are required, for licensure to complete a practicum/apprenticeship program(s) of at least 1000 hours, shall have either initial placement (or a guide-adjustment) on the MA+45/BA+105 column of the salary schedule.**
- 12.2.2.13 Initial placement for social workers shall be determined the following way:**
- One (1) year of experience credit shall be given for each full year of experience as a social worker with a Master of Social Work degree (MSW),
  - one (1) step for each two (2) years of part-time experience as a social worker with a Master of Social Work degree (MSW) with part-time meaning at least half time,**
  - and one (1) year of experience credit for each one (1) year of experience **(or .5 credit for part-time)** as a social worker prior to a MSW or as a teacher, counselor, caseworker, or similar occupation.

- d. Plus-hour credit shall be given for course work taken following obtaining a Master of Social Work degree (MSW).

12.2.2.14 Placement on the salary schedule for child development specialists, behavior management specialists and student service specialists shall be as follows:

- a. One step for each full year of experience as a social worker, teacher, counselor, child development specialist, behavior management specialist, student service specialist or in a similar occupation as determined by the District.
- b. Credit will be given for relevant coursework beyond a Bachelor's Degree taken after initial employment in a position similar to that as a social worker, teacher, counselor, child development specialist, behavior management specialist, student service specialist or similar occupation. Credit will be given for Master's degree.

### 12.3 Salary Advancement

12.3.1 Advancement by reason of change in educational status (lane advancement) shall be in accordance with the article on Professional Growth. Additional information about salary advancement can be found in the *Guidelines for Professional Growth/In-service* (see reference in Section 22.2).

12.3.2 Plus hours beyond initial salary placement must be based on coursework at accredited colleges or universities.

12.3.3 Employees, who earn a credit level necessary to advance to another column on the salary schedule, shall be paid at the new salary level effective the first day of the next pay period after supplying verification to the District. Such salary adjustments will not be retroactive, except that credits verified by October 31 shall be retroactive to the beginning of the school year.

12.3.4 Effective July 1 of each year, professional educators, except those on the highest step of each column, shall receive a step increase.

12.3.5 A professional educator ~~who works half-time or more~~ shall be entitled to a step increase if ~~s/he~~ **they** works fifty percent (50%) or more of ~~his/her~~ **their** work year. Regularly credited sick or other paid leave for which professional educators receive full or partial pay shall count as days worked.

### 12.4 Retirement Stabilization

~~The District shall contribute one percent (1.0%) of a professional educator's salary into a 403B retirement savings plan. The District shall match the voluntary 403B contributions of all professional educators up to an additional one and one half percent (1.5%) of the educator's salary. The contributions shall be made on a monthly basis as a part of the payroll process.~~

**The District shall contribute 1% of salary into a 403B retirement savings plan for all Professional Educators. The District shall match the voluntary 403B contributions of educators up to an additional three quarters of a percent (.75%). The contributions shall be made on a monthly basis as a part of the payroll process.**

### 12.5 Payroll Checks

12.5.1 Professional educators may individually elect to receive their annual compensation on ten (10) or twelve (12) equal monthly payments by submitting their request in writing to the District's Payroll Office prior to the end of the preceding school year. In the absence of such a written request, twelve (12) payments will be deemed to have been selected.

12.5.2 The method of payment selected by a professional educator cannot be changed during the course of the school year.

12.5.3 In cases where payments on a 10-month basis are selected, the last payment will be subject to the three months of authorized payroll deductions (i.e., professional educator contributions to health and welfare insurance, credit union, etc.).

- 12.5.4 Professional educators shall be paid on the last business day of the month. During the summer period checks shall be mailed to the designated address of the professional educator at the end of each month. ~~The parties shall continue to discuss the possibility of moving to a system of bi-monthly paychecks.~~
- 12.5.5 If a professional educator is dismissed before receiving the entire number of monthly payments selected under Paragraph 1, the District shall make a lump sum payment within two (2) business days to the professional educator.
- 12.5.6 Salary payments for extended responsibility assignments of a seasonal nature, such as coaching, shall be paid at the professional educator's option: (a) in a lump sum at the end of a season, or (b) prorated over a three-month period during the season, or (c) prorated over the months remaining in the work year following the beginning of that season.

#### 12.5.7 Part-time and Extended Contracts

- 12.5.7.1 Professional educators, who work less than full-time, shall be paid at a pro-rata portion of the full-time salary. Part-time contracts shall be paid out over the regular 10- or 12-month paychecks. Other unpaid leave/time shall be deducted in the next paycheck.
- 12.5.7.2 Professional educators, who are granted an extended contract to work beyond the normal work year, shall be paid at their normal per diem rate for each additional day (or portion thereof). Extended contracts that are known at the beginning of the year shall be paid out as part of the normal paychecks (over 10 or 12 paychecks). Other extended hours/contract days shall be paid in the next month's paycheck after the work has been completed.

#### 12.6 Special Salary Provisions

- 12.6.1 If there are no applicable special salary provisions or extended responsibility provisions listed in the contract, professional educators shall be paid their per diem hourly rate for work specifically requested by the District beyond the work day/year.

- 12.6.2 Upon mutual agreement between the professional educator and the administrator, professional educators may be paid special salary provisions as listed below. Changes in this section are effective upon ratification of this contract.

- 12.6.2.1 The daily rate for the base salary is the per diem rate of the base salary in Appendix A (Step 1 on the ~~BA+0~~ ~~MA+0~~ BA + 15 column).
- 12.6.2.2 Professional educators working in the regular day school, evening high school, and home instruction program shall receive .22 times the daily rate for the base salary per hour or the member's hourly rate; whichever is higher. Such professional educators shall not teach more than ten (10) hours per full workweek under this provision.
- 12.6.2.3 Professional educators assigned as Student Activity Advisors and for student supervision at times after the workday shall be paid 0.13 times the base salary daily rate per hour. Non-paid volunteers may be used in these positions only if such positions would not otherwise be filled by unit members.
- 12.6.2.4 Visual Arts Professional Educators who are approved by their building administrators to participate in District sponsored art exhibits (such as "Heart of Portland" and "Art is Elementary") shall be compensated for their time at .22 times the daily rate for the base salary per hour or the member's hourly rate, whichever is higher. Compensated time for participation will include planning the show, show set up, attendance at the show/reception, and breakdown of the show. Participation by the professional educator in the event is voluntary.**
- 12.6.2.5 A professional educator appointed to substitute in an administrative or supervisory position shall be paid ~~his/her~~ **their** teaching salary plus 0.17 times the base salary daily rate per working day for a short-term emergency period ~~not to exceed one (1) or two (2)~~ **consecutive days**. When the professional educator assumes full responsibility for the

administrative or supervisory position for **a period of three consecutive days or more** ~~an extended period of time, s/he~~ **they** shall receive the pay of the regular appointment. ~~A professional educator who serves in such position while the principal is in the city, but out of the building for one half (1/2) day or more, shall receive such pay. If a principal is out of the city or incapacitated, a substitute for the professional educator shall be provided in addition to such pay.~~

12.6.2.6 Rate of pay for teachers of in-service classes shall be 2.0 times the base salary daily rate per credit hour.

12.6.2.7 Professional Educators of Outdoor School shall receive an additional 0.65 times the base salary daily rate. If Outdoor School is held on a Sunday, and the professional educator volunteers to work, ~~he/she~~ **they** shall be paid 1.3 times the base salary daily rate.

12.6.2.8 Rates of pay for professional educators for each half-day session of Summer School shall be 3.2 times the base salary daily rate.

**12.6.2.9 Professional Educators who are required to provide grades for more than one school's student population (e.g. itinerant professional educators who are the only provider of their area in more than one school) shall receive an additional day of pay per semester.**

12.6.3 Each school year the Human Resources Department shall post the rates of pay for all rates included in Section 12.5 Special Salary Provisions.

~~12.6.4 Educators who provide letters of recommendations to students will be compensated one (1) hour of compensation per letter, at the Educator's hourly rate.~~

~~12.6.5 All stipends shall be increased annually by the percentage of COLA increase for that year.~~

12.7 Fingerprinting

The District agrees to annually budget a fund to pay for the cost of fees charged by agencies for fingerprinting and the accompanying criminal check required by TSPC or the ODE.

12.8 Materials and Supplies Stipend

Each professional educator shall receive one hundred dollars (\$100) per school year to purchase materials. This stipend is in addition to those materials and supplies that are normally budgeted by the District.

## **ARTICLE 13 INSURANCE PROTECTION**

### **13.1 Health and Welfare Trust**

13.1.1 The District and the Association agree to continue participation in the School District No. 1 Health and Welfare Trust per the Trust Agreement as adopted November 9, 1972, and any amendments thereto.

13.1.2 Subject to the qualifications stated below, the monthly District contribution to the Trust toward the costs of health insurance benefits, including medical, dental, vision, prescription drug, and group term life insurance, and associated administrative costs and Trust reserves for full-time professional educators, and their eligible dependents and domestic partners is as follows:

13.1.2.1 The District shall contribute for full-time eligible professional educators and their eligible dependents and domestic partners ninety-three percent (93%) of the PAT composite premium.

13.1.2.2 The professional educators shall pay any remaining amount of the PAT composite premium as a payroll deduction. Such payments shall continue to be paid as a tax-sheltered employee deduction as permitted by IRS regulations.

13.1.2.3 Group term life insurance with accidental death and dismemberment (AD&D) shall be provided with a benefit of \$50,000. Professional educators covered by health insurance benefits shall have the ability to purchase additional coverage by payroll deduction.

### **13.1.3 Long Term Disability**

All eligible professional educators must enroll in Long Term Disability (LTD) coverage. The Association shall be responsible for setting the eligibility and plan requirements. The full premium cost of the LTD plan shall be paid by the professional educators.

### **13.1.4 Insurance Coverage**

Professional educators may opt out of medical, dental, vision, prescription drug benefits, and additional life insurance. Neither the District nor the professional educator shall make payments to the Trust for those who opt out. However, these professional educators shall be enrolled in the \$50,000 group life insurance with AD&D at the District's expense and in the LTD plan at the professional educator's own expense. ~~This opt out provision shall expire one year after the successor to this Agreement is ratified. However, the change will not be implemented until the start of the first plan year thereafter.~~

13.1.5 The benefits in existence on the date of execution of this Agreement, including the provisions identified in Appendix F, shall be maintained by the District for the full term of this Agreement, except if mandated by a new state insurance plan.

13.1.6 The District shall make this contribution from September through August of the school year. As used in this Paragraph, the words "through August" refer to the payment made by the District in early August, even though the professional educator contributions remitted by the District for such payment may have been deducted from July payroll checks. Before such payment per month, as indicated above, is required with respect to a professional educator, the Trustees shall certify to the District that the professional educator (himself or herself) has such medical/hospitalization coverage through the Trust. A full contribution shall be made by the District for professional educators having a work schedule of seventy-five percent (75%) or more of a full-time professional educator. The District shall make a contribution of ~~fifty~~ **eighty-six** percent (~~50~~ **86**%) of the composite rate for professional educators having a work schedule of fifty percent (50%) up to seventy-five percent (75%) of a full-time professional educator.



13.1.7 For temporary professional educators, the District shall make a contribution to the Health and Welfare Trust in accordance with 13.1.2 for two (2) months following the end of the standard work year, as defined in Section 6.2, if the temporary professional educator(s):

13.1.7.1 worked at least half-time, and worked at least half of the contract year, and finished the contract year in a bargaining unit position; or

13.1.7.2 worked at least half-time and is retained in a bargaining unit position for the following school year.

~~13.1.8 Newly hired educators shall be offered a medical plan as part of the District hiring process. The newly hired educators shall be eligible for medical insurance in the first month of employment.~~

13.1.9 Professional educators on unpaid leave of absence shall not suffer loss of benefit in excess of the period of time not worked during the regular work year. If paid leave extends up to the beginning of winter, spring and/or summer recess periods, such recess periods shall not count as time not worked.

13.1.10 The District shall assure the continuation of a tobacco abatement program, through the Health and Welfare Trust, for professional educators and their families.

### 13.2 Liability Insurance

The District shall provide, on a fully paid basis, bodily injury, liability and property damage insurance coverage, to the limits carried by the District for the use of automobiles owned, leased or hired by a professional educator while in the normal course of ~~his/her~~ **their** duties as an employee of the District. This coverage shall apply only as excess insurance over and above other valid and collectible liability insurance carried by the professional educator. The District may require as a condition to this coverage that before the vehicle is used on District business, the professional educator provide a license of insurance showing that he or she has at least the minimum amount of insurance required to license a vehicle in the State of Oregon. The District will reimburse the professional educator for any deductible cost the professional educator is required to pay, as a result of an on-duty accident, not to exceed five hundred dollars (\$500). Reimbursement will not be made if the professional educator is convicted of or admits to driving under the influence of intoxicants or with a suspended license.

### 13.3 Professional Association Insurance Program

The District shall recognize the rights of the Association to select carriers of insurance programs where membership in said program is contingent upon membership in the Association. Subject to the mechanical limits of the District's payroll system, the District shall make available payroll deductions for professional educators participating in such insurance programs.

13.4 The District will continue the I.R.C. Section 125 Flexible Benefit Plan during the term of this Agreement.

### 13.5 Domestic Partners

Insurance coverage for same sex and opposite sex domestic partners shall be provided the same as spousal benefits. The definition of domestic partner is included as Appendix C.

### 13.6 Employee Assistance Program (EAP)

The District shall continue to provide an Employee Assistance Program (EAP) that allows each professional educator to refer themselves confidentially to the EAP provider.



## ARTICLE 15 RETIREMENT

### 15.1 Unused Sick Leave

Pursuant to Chapter 646, Oregon Laws 1973 (Senate Bill 622), the District shall request that the Public Employees Retirement Board add to the gross amount of salary used in determining the “final average salary” as defined in ORS 237.003(12) (for utilization in determining total retirement allowances) the monetary value of one-half (1/2) of the accumulated unused sick leave for each professional educator of the District.

### 15.2 Early Retirement Incentives

#### 15.2.1 Insurance

15.2.1.1 The District shall contribute to the School District No. 1 Health and Welfare Trust the cost of medical/~~hospitalization~~ prescription plan for professional educators who:

- a. elect early retirement and are eligible to retire under the Public Employees Retirement System (PERS);
- b. have completed at least fifteen (15) years of service with the District-by September 30, 2020;
- c. are ~~at least sixty (60) years of age~~ eligible to retire with PERS, but not yet eligible for Medicare; and
- d. are eligible under such plan then offered by the Trust.

15.2.1.2 The District shall pay one-half (1/2) of the cost for the spouse/or domestic partner (as defined in Appendix C) of the retiree enrolled in the Plan.

15.2.1.3 For retirees, the list of benefits in existence on the date of execution of this Agreement shall be maintained by the District for the full term of this Agreement.

15.2.1.4 ~~Professional Educators eligible under this section may self-pay the for such cost of benefits following the exhaustion of the entitlement set forth above shall be available for qualified early retirees exercising this option to age sixty (60). This provision shall also apply~~ for up to five (5) years or until eligible for Medicare, whichever comes first, for professional educators who become unable to work because of disability as determined by PERS or the Disability Insurance Program provided by the Health and Welfare Trust. A qualifying retiree below age sixty (60) must elect to have District contributions commence upon retirement, but the District shall then cease its contributions at the end of sixty (60) months. Such professional educator may continue to maintain his/her coverage on a self-pay basis until age sixty-five (65).

#### 15.2.2 Stipend

15.2.2.1 The District shall provide an early retirement incentive of four hundred twenty-five dollars (\$425) per month to professional educators of half-time or more who elect early retirement.

15.2.2.2 To qualify, professional educators must meet the following criteria:

- a. They must **be eligible to** retire under the Oregon Public Employees Retirement System; and
- b. They must have accumulated fifteen (15) years of service with the District by September 30, 2020.

15.2.3 Such payments shall extend for sixty (60) months or until the professional educator reaches age sixty-two (62), whichever is first. A professional educator must give written notice of retirement no later than sixty (60) days prior to the effective date. Upon death of a professional educator receiving the early retiree incentive, the remaining payments will be made to the surviving spouse or estate of the retiree.

15.2.4 The District and Association shall form a workgroup to meet and explore alternatives to early retirement incentives for Tier 3 professional educators that will serve as an incentive to retain mid-career members and to be cost neutral to the District.

### 15.3 Early Notice of Retirement

Professional educators who give early notice of retirement shall receive early notice incentives in accordance with the provisions of Section 18.2.

### 15.4 Re-employment of Retirees

Professional educators who retire under the Oregon Public Employee Retirement System (“PERS”) on or after December 1, and who the District re-employs between the Retiree’s PERS retirement date and June 30 (“Retirees”) are eligible for the benefits under this section.

#### 15.4.1 The Retiree

15.4.1.1 Must have a PERS retirement date on or after December 1, and no later than June 1;

15.4.1.2 Must have submitted a written District Resignation Form ending District employment prior to the Retiree’s PERS retirement date; (Note: Under PERS rules the PERS retirement date is the first of the month after an employee ends District employment. For example, if a professional educator ends employment on the last contract day before Winter Break, **his/her their** PERS retirement date would be January 1. If a professional educator ends employment on January 1, **his/her their** PERS retirement date would be February 1.); and

15.4.1.3 Must declare in writing his/her request to begin a new employment relationship with the District as a Retiree in the Retiree’s prior position through the end of the work year or June 30, whichever first occurs. This written notice must be submitted to the District as part of the District Resignation Form no later than thirty (30) calendar days before the PERS retirement date.

15.4.2 The District will report all unused earned sick leave to PERS, except as stated in Section 15.4.4.2.c.

15.4.3 A Retiree will be re-employed by the District in the position that the Retiree held on the Retiree’s date of resignation only if all of the following conditions are met:

15.4.3.1 The professional educator elects to retire between December 1, and June 30 of that school year; and

15.4.3.2 No internal transfer options are identified; and

15.4.3.3 There is no one on layoff status who is qualified for the position.

15.4.4 Any period of reemployment between December 1, and June 30, is a new employment relationship between the Retiree and the District as outlined below:

15.4.4.1 A re-employed Retiree is expected to demonstrate reliable and regular attendance at work and meet all expectations of the assignment.

15.4.4.2 Pay and benefits for re-employed Retirees are set forth below:

a. Insurance coverage under the District’s insurance for active employees shall continue through July 31, if permitted by the terms of such insurance.

b. Retiree will be paid at **his/her their** pre-retirement rate of pay, less the 6% PERS pickup.



- c. Retiree will retain one (1) day of sick leave for each month worked, beginning the first month after his/her retirement date, and ending with the month in which the work is completed or June 30, (whichever comes first), but will not be eligible for any other District paid leaves.
- d. Retirees will not have access to professional growth or professional improvement funds.
- e. The PAT/PPS collective bargaining agreement may contain other pay or insurance provisions that apply. A Retiree performing duties such as coaching or advisor work following ~~his/her~~ **their** retirement date is paid pursuant to the District/PAT collective bargaining agreement and time spent performing such extra work counts as hours for the purpose of the PERS maximum hours calculation.
- f. For purposes of clarifying the language under the PAT/PPS collective bargaining agreement regarding the Early Retirement Incentive Stipend (“ERI”), a Retiree will begin to receive the ERI upon retirement, which means “separation from service” under Internal Retirement Code Section 409A. The ERI is intended to comply with the requirements of Code Section 409A, and will be interpreted in a manner consistent with the intent.

- 15.4.5 This new employment relationship between the District and the reemployed Retiree will end on the last day of the work year in June. In no event will the Retiree’s reemployment extend beyond June 30.
- 15.4.6 Promise of employment as a Retiree after the end of the contract year in which he/she retires is neither stated nor implied.
- 15.4.7 Section 15.4 shall expire one year after the successor contract is ratified.



**ARTICLE 16**  
**EXTENDED RESPONSIBILITY**

- 16.1 Professional educators with an extended responsibility assignment as set forth in Appendix B, attached to and incorporated in this Agreement, shall be compensated in accordance with the provisions of this Agreement without deviation.
- 16.2 Extended responsibility pay is for activities and responsibilities performed, primarily outside the standard workday. It is understood that, except for those that are extensions of the classrooms or job assignment, extended responsibility pay positions are voluntary. Extended responsibilities may require work outside of the standard workday and/or work year. If there is a desire to change or increase these requirements, the District or Association must refer the changes to the extended responsibilities committee. Only mutually agreed upon changes shall be implemented.
- 16.3 Extended responsibilities that are an extension of the assignment are indicated in Appendix B by (\*). Such extended responsibilities shall be required and shall be automatically calculated in the professional educator's salary. If the school does not have a regular classroom assignment (e.g., no newspaper class), the extended responsibility would not be included under this section. In such cases, the extended responsibility would be voluntary. Extended responsibilities that are an extension of the assignment as indicated in Appendix B by (\*) are covered by Article 8.
- 16.4 When part-time professional educators hold an extended responsibility, the percentage of the extended responsibility shall be determined by the portion of the responsibility for which they are responsible. For example, a .5 FTE professional educator who is responsible for a full coaching extended responsibility shall be paid 100% of the extended responsibility rate. However, a .5 FTE TOSA shall receive .5 of the extended responsibility rate with the expectation that ~~she/he~~ **they** perform .5 of the extended responsibility duties.
- ~~**Part-time Professional Educators whose duties related to the ER are functionally the same as a full-time Professional Educator shall receive the full ER amount. For example, a teacher librarian maintains a full collection, all of a database, and serves all of the students in a school. Educators doing a full ER in two buildings will receive twice the ER rate.**~~
- 16.5 Professional Educators shall not be required to participate in non-district sponsored activities as a prerequisite to being placed in extended responsibility positions.
- 16.6 Professional Educators may request information regarding the general expectations for the extended responsibility assignment before accepting the assignment.
- 16.7 The Extended Responsibility Base rate shall be the **BA+15** ~~MA+0 BA~~, step 1 rate. All extended responsibility percentages in Appendix B shall be calculated using this base rate.
- 16.8 Placement on the extended responsibility schedule shall be based on prior experience in the particular position. However, experience in a category with more than one level shall apply to another level (e.g., vocal music A and B). Experience as an assistant coach shall not be counted toward experience as a head coach.
- 16.9 Experience credit shall be given for each year in a particular extended responsibility position.
- 16.10 With the exception of extended responsibility positions that are an extension of the classroom or assignment, extended responsibility positions are voluntary, but when filling these positions, the District will give first priority to current bargaining unit members.
- 16.11 Educators who volunteer and are approved to lead student affinity groups ~~or climate justice groups~~ before school, during student- lunch times, or after school shall be provided a release period or Extended Responsibility at 3% of the base salary. Bargaining unit members who co-lead an affinity group will receive a prorated extended responsibility pay. The district shall dedicate funding for affinity groups. The affinity groups will be determined by the administrator based on the student population, needs, and

interest within each school. Whenever practical, affinity group providers should mirror the affinity population of students. ~~Educators of color who led affinity groups during 2019-2020 or 2020-2021 shall be considered when determining paid affinity group leader positions for the 2021-2022 school year. In addition, the District will fill the affinity group positions following Article 16.10.~~

16.12 Training for Coaches

The District may require the current hours of online training units and completion deadlines for coaches as long as the coaches can direct when the online training takes place. If other online training is required, coaches shall be paid at the professional educator's hourly rate, or at the ~~BA+15~~~~BA+0~~ ~~MA+0~~ step 1 hourly rate for bargaining unit members who have an ER assignment but no additional classroom/job assignment as a PAT bargaining unit member (ER-only bargaining unit members). Training for coaches other than self-directed online training is voluntary and paid at the professional educator's hourly rate, or at the ~~BA+15~~ ~~BA+0~~ ~~MA+0~~ step 1 hourly rate for ER-only bargaining unit members.

16.13 Extended Responsibilities Committee

16.13.1 A joint committee of six (6) members, three (3) designated by the Association and three (3) by the District, shall be formed **within 90 days of the ratification** to review the extended responsibility schedule (Appendix B).

16.13.2 This Committee is expected to:

16.13.2.1 review and/or develop current job descriptions for all extended responsibilities positions, starting with the technology coordinators and TOSA job descriptions;

16.13.2.2 develop a comparison of the extended responsibilities pay with comparable positions in other school districts in the Portland metropolitan area, starting with the athletic director and head coaches' positions;

16.13.2.3 develop a classification system for extended responsibilities taking into consideration the number of students, number of events, hours worked and length of season;

16.13.2.4 make recommendations to the Superintendent and the Association President in the rate of pay based on the classification system developed above;

16.13.2.5 make recommendations to the Superintendent and the Association President for deletions, additions and changes to the list of position on the extended responsibilities schedule; and

16.13.2.6 develop a system to review requests to add new extended responsibilities positions or to change the rate of pay for current positions based on the point systems developed above.

16.13.3 ~~The Committee shall meet by October 31, 2019. The findings of the committee shall be presented to the Association and District bargaining teams by no later than January 31st, 2025. The parties shall bargain changes to Extended Responsibility with the intention of implementing an agreement for the 2025-26 school year. Recommendations from the Committee will be considered in the 2020-2025-2023 successor bargaining.~~

## ARTICLE 17 LEAVES

### 17.1 General Provisions

#### 17.1.1 Leave Applications

- 17.1.1.1 All applications for and approval of leaves shall be in writing.
- 17.1.1.2 Leave applications must be made to the appropriate leave category (e.g., sick leave, family illness leave, personal leave, bereavement leave).
- 17.1.1.3 Paid and unpaid leaves for professional educators set forth in this Article are intended to be used only for their intended use.
- 17.1.1.4 A leave day is equal to eight (8) hours of leave time. Professional educators shall not be required to use leave time when missing the ~~two-hour~~ **90-minute staff** meetings or training sessions that are beyond the workday as described in Section ~~7.12.1.1~~ **7-10-1**.
- 17.1.2 The District shall comply with Federal, State and local laws regarding leaves, including but not limited to the Family and Medical Leave Act (FMLA) and the Oregon Family Leave Act (OFLA), the "School Employee Sick Leave Statute" ORS 332.507, ~~and the~~ "Sick Time Statute" ORS 653.601 – 653.616, **and the Paid Family Medical Leave Insurance Law (PLO) ORS 657B.**
- 17.1.3 All PPS Leave Guidelines made available to PAT members shall conform with the provisions of this article and shall not include guidelines/information about other bargaining groups/non-represented employees unless clearly labeled as such.
- 17.1.4 **Professional educators shall have the right to choose whether they wish to supplement ~~PFMLI~~ PLO benefits with a all or a portion of pro-rata share of their accrued sick leave to fully replace their pay. "unless they elect not to have PLO benefits supplemented by their accrued sick leave." [PAT asserts this qualifier is unnecessary; members always have a choice about whether or not to pursue what they are entitled to.] [To comply with SB 913].**
- 17.1.5 **Employees who need leave for reasons that qualify under OFLA/FMLA, PLO or for reasons related to domestic violence, sexual assault, harassment, or stalking may choose to apply for PLO ~~PFMLI~~ benefits or take a reasonable amount of unpaid leave.**

### 17.2 Paid Leaves

#### 17.2.1 Sick Leave

##### 17.2.1.1 Accumulation

- a. Professional educators shall be granted **at least** ten (10) days sick leave, or ~~one (1) day per month they are employed, whichever is greater~~, which includes the statutory requirement during each school year. Such sick leave shall be credited to said professional educators on the first contract day of the school year. Professional educators who begin service after the beginning of the school year shall receive one (1) day of sick leave for each payroll month remaining in the school year with all such days being credited on the professional educator's first day of employment.
- b. A professional educator who uses ~~his/her~~ **their** annual sick leave accrual and subsequently resigns for reasons other than illness or retirement prior to completing the work year, shall be obligated to refund the District an amount equal to one (1) day sick leave for each month not worked. The District shall deduct such amount from any final pay due the professional educator.

- c. Professional educators on extended work year and/or Summer School shall be credited with one (1) additional sick leave day for each additional twenty (20) days worked not to exceed a total of twelve (12) days of sick leave credit per fiscal year.
- d. The total unused sick leave days can be accumulated and shall be unlimited in accordance with state statutes.
- e. A professional educator who has accumulated sick leave during employment in another Oregon school district shall be entitled to transfer any accumulated sick leave from such district upon proper verification. The transfer of sick leave accumulated with another Oregon district shall be effective when the professional educator has completed thirty (30) working days in the District.
- f. **Professional educators who have exhausted their accumulated sick leave may choose to use any accrued, unused family illness days, as provided in 17.2.2, for any purpose for which they could use sick leave.**
- g. When a professional educator has exhausted ~~his/her~~ **their** sick leave, ~~s/he~~ **they** shall receive additional leave equal to one (1) day for each school year of at least 135 days of service in this district at two-thirds (2/3) of **their** ~~his/her~~ daily rate under **their** ~~his/her~~ basic salary. Credit for any year can only be utilized once.
- h. Professional educators shall not be credited with any sick leave with respect to periods during which they are on an unpaid leave of absence from work with the District of more than one (1) month duration.

#### 17.2.1.2 Utilization

- a. Professional educators who are absent because of personal illness or medical/dental appointments shall receive compensation during such absence in accordance with provisions pertaining to sick leave allowances.
- b. A professional educator working an extended contract beyond the normal school year or during Summer School, may charge absences due to personal illness to ~~his/her~~ **their** sick leave account. The District shall pay the cost of any required substitute.
- c. Professional educators on any extended leave (more than one (1) month) will not be charged with days of sick leave or paid for days of illness during such leave, except when an illness or injury is the factor which entitled the professional educator to the leave in question.
- d. **In addition to receiving paid leave benefits under the ~~PFMLH~~ PLO program or District's approved equivalent plan, a** professional educator may charge against ~~his/her~~ **their** accumulated sick leave ~~for up to twelve (12) weeks~~ following the birth, ~~or~~ adoption, ~~or foster care placement~~ of a child **to achieve 100 percent replacement of their pay. If the professional educator has accumulated sick leave remaining after exhausting ~~PFMLH~~ PLO benefits, they may also use that to continue in paid status, up to the amount provided in Article 17.4.3 has been exhausted, the professional educator may use other paid or unpaid leave for part or all of the twelve (12) week period.** The professional educator is entitled to all benefits guaranteed under the FMLA and/or OFLA **and Paid Leave Oregon** which may exceed this provision.
- e. A professional educator's accumulated sick leave shall not be charged on days designated as paid holidays under this Agreement, or when an absence was directed by the District.
- f. The District shall maintain a sick leave bank for use by professional educator who have exhausted their accumulated sick leave. Use of this leave shall only be in accordance with the sick leave bank guidelines. ~~The District will provide four thousand (4000) hours per year to the bank. In Addition,~~ The Association can solicit voluntary contributions up to four thousand (4000) hours per year. Use of the sick leave bank will be monitored through the contract administration process. **Employees will be eligible to use the sick leave bank to achieve 100 percent replacement of their pay while utilizing ~~PFMLH~~ PLO benefits.**

g. A professional educator may use sick leave in one-hour increments or in per-day units.

## 17.2.2 Family Illness Leave

17.2.2.1 **In addition to receiving paid leave benefits under the PFMLI PLO program or District's approved equivalent plan, p**Professional educators shall receive up to forty (40) hours or five and one third (5.33) days family illness leave per school year with pay in case of illness of a member of the professional educator's immediate family. **This leave can be used in lieu of or in addition to PFMLI PLO family leave benefits or to achieve 100 percent replacement of their pay while receiving PFMLI PLO benefits.** Professional educators who commence employment after the end of the first semester shall be entitled to one and one-half (1-1/2) days of family illness leave.

17.2.2.2 Inherent in use of this leave is that care or attention by the professional educator is needed. In the event emergency conditions arise, an extension of family leave shall be determined upon individual merit by the Superintendent.

17.2.2.3 "Immediate Family" shall be interpreted to mean spouse, domestic partner (as defined in Appendix C), children, parents, brothers, sisters, mother-in-law, father-in-law, grandparents, grandchildren, stepparents, stepchildren, stepsiblings ~~or~~ other persons who regularly live in the professional educator's home, **and any other family member as defined under OSB 657B.010.**

17.2.2.4 **In addition to receiving paid leave benefits under the PFMLI PLO program or District's approved equivalent plan, and after utilizing the available days for family illness leave,** ~~After utilizing the available days for family illness leave,~~ the professional educator may charge against ~~his/her~~ **their** accumulated sick leave when additional time is needed to provide care for a member of the professional educator's immediate family.

## 17.2.3 Absence due to Injury on Duty

The District shall pay to any professional educator who is unable to work due to an on-the-job injury the difference between ~~his/her~~ **their** salary benefits received by the professional educator under the Oregon Worker's Compensation Law and ~~his/her~~ **their** normal salary. This differential pay shall apply when the absence is due to a compensable injury as defined in ORS Chapter 656 and shall be paid for the period when worker's compensation benefits are paid but not exceeding 180 days for one injury. Absence due to such compensable injury shall not be charged against the professional educator's accumulated sick leave. For other periods of work-related injury absence, charge will not be made against the professional educator's accumulated sick leave. In the event differential payment is made by the District and the absence of the professional educator is subsequently determined to be non- compensable, charge will be made against the professional educator's accumulated sick leave, if the absence so qualifies, and the professional educator shall be obligated to reimburse the District for payments received in excess of accumulated sick leave time.

## 17.2.4 Absence Due to Quarantine **or Isolation**

~~In the event a declaration of quarantine made by the a Public Health Official prevents a professional educator who is not ill from reporting to work, or if the professional educator is in isolation due to illness, or is otherwise directed to not report to work to prevent the spread of a communicable disease the professional educator shall not suffer a loss in pay and no charge will be made against the professional educator's accumulated sick leave.~~

**An employee's absence from work as a result of direction from a public health official because of to implement quarantine or isolation to prevent the spread of a communicable disease by the appropriate public health official shall not be charged against the employee's sick leave and the employee shall suffer no loss in pay. Quarantine or isolation pay will not extend past the standard quarantine or isolation period established by the local public health authority, but in no event shall it exceed thirty (30) days.**

**To qualify for quarantine or isolation pay under this Section, an employee must be fully vaccinated (if a vaccine is available) as defined under guidelines set by the federal and**

state health authority, including any boosters.



17.3 Other Paid Leaves

17.3.1 Bereavement Leave

Professional educators shall be granted bereavement leave with pay for each death as follows:

- 17.3.1.1 One (1) day to attend a funeral or memorial service because of the death of a friend or relative. An additional day shall be granted when travel beyond the one day is required.
- 17.3.1.2 Four (4) days because of death in an immediate family; six (6) days in case of parent, spouse, domestic partner, or child). "Immediate family" shall be interpreted to mean spouse, domestic partner (as defined in Appendix C), children, parents, grandparents, grandchildren, mother-in-law, father-in-law, brothers or sisters, stepparents, stepchildren, stepsiblings; and also any person regularly living in the home of the professional educator for whom the professional educator was responsible.
- 17.3.1.3 In addition, professional educators may use up to six (6) days of accrued and unused leave for the death of an immediate family member, in the order determined by the employee. In the event a professional educator has exhausted all forms of paid accrued leave, the professional educator shall be able to use up to six (6) days of unpaid leave. The total number of combined leave days for bereavement will not exceed ten (10) days. An employee may apply for other unpaid leave if needed.

17.3.2 Personal Leave

- 17.3.2.1 Each professional educator shall be entitled to three (3) days leave without loss of pay for personal business. Professional educators who commence employment after the end of the first semester shall be entitled to one (1) day of personal leave.
- 17.3.2.2 Except in cases of emergency, the request for such leave shall be made one (1) week in advance in writing.
- 17.3.2.3 It is expected use of such leave will be limited to situations which the professional educators cannot address at times other than during the workday.
- 17.3.2.4 Professional educators ~~shall be entitled to two (2) additional days leave without loss of pay for~~ may use this leave for religious observances when attendance is mandatory during the workday.
- 17.3.2.5 This leave shall not be used for vacation or recreational purposes.
- 17.3.2.6 Unused personal leave shall not accumulate for use in another school year.
- 17.3.2.7 Also see unpaid personal leave in 17.4.2.

17.3.3 Mandatory Court Appearance

- 17.3.3.1 When a professional educator is required to appear as a witness in court, the District shall authorize such absence without loss of pay. If the professional educator receives a witness fee, such fees shall be turned in to the Business Office. In cases where the professional educator is a party to the action, his/her absence will be personal leave without pay or, at the professional educator's election, leave days provided in C.2 may be used therefore.
- 17.3.3.2 A professional educator required to appear in court as a party with the District shall be released without loss of pay. If a professional educator is subpoenaed to appear in court as a third-party witness because of his/her their job duties outside of the contract year, his/her they shall receive his/her their per diem hourly rate of pay. Witness check fees shall be signed over to the District.

17.3.4 Jury Duty

Professional educators subpoenaed for jury duty shall be excused for that purpose without loss of pay

provided that, when the professional educator receives ~~his/her~~ **their** jury fee, said fee shall be sent to the Business Office. On days when the professional educator is excused from jury duty ~~s/he~~ **they** will report to their work assignment provided they are able to do so before the end of the lunch period.

### 17.3.5 Professional Leave

- 17.3.5.1 At the beginning of each school year, each professional educator shall be credited with two (2) accumulative days to be used for professional leave. However, a professional educator may not use more than ~~five (5)~~ **four (4)** of these days in any year. Professional leave may be used for the following:
- a. visitation to view instruction techniques or exemplary programs.
  - b. conventions, conferences, workshops or seminars related to **PK-12 education, racial equity, climate justice, or** the professional educator's assignment with the District.
- 17.3.5.2 The professional educator shall inform ~~his/her~~ **their** supervisor by submitting a leave request at least one (1) week in advance.
- 17.3.5.3 The professional educator may be required to file a written report within one (1) week of attendance at such convention, visitation, conference, workshop or seminar.
- 17.3.5.4 Participation by a professional educator in activities on the statewide in-service day shall not be counted against professional leave days.
- 17.3.5.5 If the length or location of a convention, conference, workshop or seminar requires the professional educator to be in attendance more than two (2) school days, the professional educator may use ~~his/her~~ **their** personal leave.

### 17.3.6 Leave for service to education-related state agencies.

Professional educators who are appointed to serve non-paid on education-related state agencies shall be released for meetings/hearings/reviews without loss of pay. The District shall provide substitutes for such professional educators.

### 17.3.7 Paid Family and Medical Leave Insurance (PFMLI)

**17.3.7.1 The District will pay the Employee payroll contribution to the Employment Department (Paid Leave Oregon) or any equivalent plan.**

**17.3.7.2 Employees will be able to utilize the Sick Leave Bank and supplement their PFMLI benefit amount up to 100% of their salary during approved leave.**

### 17.4 Unpaid Leaves

- 17.4.1 Requests for a full year unpaid Personal, Exchange, or Career Development leave of absence (whether part-time or full-time) for the next school year must be submitted to Human Resources prior to **March February** 1 or the leave will not be approved, except in extenuating circumstances where such leave requests will not be unreasonably denied.

#### 17.4.2 Personal Leave

- 17.4.2.1 Professional educators shall be entitled to three (3) days unpaid leave per year for personal reasons. Except in cases of emergency the request for such leave must be made one (1) week in advance in writing.
- 17.4.2.2 Also see paid personal leave in 17.3.2.
- 17.4.2.3 Full-year Unpaid Personal Leaves

A personal leave of absence of one (1) year shall be granted to a contract professional educator upon application prior to the deadline in 17.4.1. At the District's discretion one (1) additional year may be granted. Unpaid year-long personal leaves shall not be granted for professional educators to seek employment in other Portland metro area school

districts. There shall be a cap of twenty unpaid personal leaves per school year. Applications received by ~~March~~ **February 1** shall be selected in order of seniority in the District.

For unpaid year-long personal leaves of absence for contract professional educators only, the return from leave language in Section 17.5 would be modified as follows. The contract professional educator would be unassigned from ~~his/her~~ **their** previous assignment and would be subject to reassignment in the transfer process. Such contract professional educators would be able to participate in the internal phase of the transfer process **Spring staffing process** as an unassigned professional educator.

- 17.4.2.4 An unpaid personal leave of absence of up to one (1) year may be granted to a probationary professional educator upon application. At the District's discretion, one (1) additional year may be granted. Probationary professional educators approved for unpaid leaves of absence shall follow the return from leave language in Section 17.5.

#### 17.4.3 Child Care Leave

- 17.4.3.1 A child care leave (maternity, paternity or adoption) shall be granted for any period up to one(1) year. Other child care leave may be granted for up to one (1) year. A professional educator requesting such leave shall give at least thirty (30) days written notice except in extenuating circumstances. Requests for a full year leave beyond the first full school year must be made prior to ~~April 15~~ **February 1** or the leave will not be approved, except in extenuating circumstances where such leave requests will not be unreasonably denied. The provisions of ORS 342.840 shall apply to probationary unit members. This leave provision shall not apply to temporary professional educators. **Employees may choose whether use paid leave under the PFMLI and/or under Section 17.2.1 for part or all of the leave under this section.**

- 17.4.3.2 The District may require that the expiration of child care leaves coincide with the natural breaks in the school calendar so that the educational continuity is maintained.

#### 17.4.4 Exchange and Other Teaching Leaves

- 17.4.4.1 A leave of absence of up to two (2) years may be granted to a contract professional educator upon application, for the purpose of participating in:

- a. Exchange Teaching Programs
- b. Foreign Military Training Programs
- c. Peace Corps
- d. Teacher Corps
- e. Job Corps
- f. VISTA
- g. Institutions of Higher Learning

- 17.4.4.2 The professional educator must **provide evidence of enrollment** in ~~be~~ a full-time participant in any such program and state ~~his/her~~ **their** intention to return to the District.

#### 17.4.5 Unpaid Career Development Leave

A leave of absence of up to one (1) year (must be at least one full term) may be granted to a professional educator upon application for the purpose of career development reasonably related to his/her professional responsibilities. At the District's discretion one (1) additional year may be granted.

#### 17.4.6 Study Leave

- 17.4.6.1 Up to ten (10) FTE study leaves with District paid insurance shall be granted yearly.
- 17.4.6.2 Requirements and Procedures for Study Leaves
- a. Application forms will be available in the Human Resources Department and in the Office of the Association.
  - b. Each candidate for study leave must ~~consult~~ **inform with their** his/her principal or immediate supervisor.
  - c. Completed applications shall then be sent to the Human Resources Department which shall present the requests to the Study Leave Committee for evaluation.
  - d. Completed applications with all necessary information for fall semester for full year study leaves must be filed with the Study Leave committee by the second Monday in February preceding the year of study leave. Such applications for study leave for Spring Semester must be filed by the second Monday in October preceding the Spring Semester.
  - e. Each applicant must submit an explicit outline of the study **and proof of enrollment**. The professional educator must maintain a minimum of twelve (12) quarter or **equivalent** semester hours each term **for a full-time leave or pro-rated for a part-time leave** while on leave. The applicant must give ~~his/her~~ **their** signed assurance that the plans are or are not conditional or dependent upon unresolved grants or other limited factors.
  - f. Professional educators requesting study leaves of absence must submit with the application for such leave a current health form provided by the District for this purpose, properly filled out and signed by a duly licensed physician attesting to the professional educator's satisfactory health.
  - g. Study leaves will not be considered a break in consecutive service for the purpose of calculating salary schedule placement, seniority or retirement credit.
  - h. Educators that have a minimum of 5-3 (three) years at the District are eligible for a Study Leave.**
  - i. Study leaves are granted in order of seniority if they meet the 5-3 (three) years of service at the District minimum requirement.**
  - j. Any member denied Study Leave will have the right to appeal the denial to Employee and Labor Relations for reconsideration of the application. Such appeal shall not preclude the member from filing a grievance. [Bargaining NOTE: PAT asserts that Professional Educators retain all rights under Article 5.1]**

~~17.4.6.3~~ ~~Study Leave Committee~~

- ~~a. The Study Leave Committee shall be comprised of one (1) administrator appointed by the Superintendent and three (3) professional educators appointed by the Association for three (3) year terms, with one (1) member being appointed each year. The chairperson of the committee shall be selected from among the three (3) professional educators on the committee. In addition, a representative from the Human Resources Department shall be designated as ex officio member of the committee and shall serve as custodian of all applications for leaves and shall keep appropriate records of committee action.~~
- ~~b. The Study Leave Committee will have responsibility for the administration of the study leave program for professional educators as follows:~~
  - ~~i. It shall make selections for study leaves.~~
  - ~~ii. It will notify all applicants of approval or rejection of study leave requests. Notice of acceptance or rejection will be made by the first Monday in March for the following fall or school year, or the second Monday in November for the spring leave.~~

- ~~iii. The Study Leave Committee will receive and consider requests for reconsideration from applicants previously denied leaves by the Study Leave Committee.~~

#### ~~17.4.6.4 Selection Criteria~~

~~Selection will be made by the Study Leave Committee. Selection shall be based upon the following criteria:~~

- ~~a. A balance of the needs of the applicant and the needs of the District. The needs of the applicant shall refer to leaves intended for study in his/her **their** current assignment area. The needs of the District shall refer to new assignment areas in the District or to existing areas where insufficient number of professional educators exist. The District will furnish the Association by the second week in January with a written description of such needed assignment areas and appropriate supportive data~~
- ~~b. A proportionate distribution among eligible elementary, secondary, and special education applicants~~
- ~~c. Priority consideration will be given to applicants who have not previously received a study leave~~
- ~~d. Length of service in the District.~~

#### 17.4.6.5 Status While on Leave

- a. A professional educator on study leave shall be considered to be in the employ of the District but is not performing work on behalf of or serving as an agent of the District while on leave.
- b. A professional educator on study leave shall retain all rights of contract status, retirement, insurance, sick leave, and automatic increases in salary as if **she/he they** were working during the period of leave. A study leave shall be counted as a year of service and experience on the salary schedule.
- c. In case of injury to, or other illness of the professional educator during leave which prevents **his/her their** completing the purpose of the leave, the study leave will be terminated and all provisions for sick leave will apply. These provisions will take effect on the first day of the next pay period following notification of illness to the Study Leave Committee and the Superintendent, verified by a medical report.
- d. After illness or injury as in Paragraph (3), upon release by appropriate medical authority the employee shall, when possible, be returned to regular duty for the remainder of the school year or shall be reinstated on study leave.

#### 17.4.6.6 Status Upon Returning from Study Leave

- a. A professional educator taking a study leave who wishes to return to **his/her their** worksite must have so indicated on the application form at the time the professional educator applied for the leave. In such case, a professional educator replacing the member on study leave shall be subject to re-assignment at the conclusion of the leave. If the professional educator has indicated in writing at the time of the application that **she/he they** doesn't wish to return to **his/her their** worksite, **she/he they** shall be considered as an unassigned professional educator as described in Article 18: Transfers.
- b. Upon returning from study leave to **his/her their** position, the professional educator is subject to transfer according to the provisions of Article 18: Transfers.

#### 17.4.7 Military Leave

- 17.4.7.1 Military leave of absence, including participation in the reserves, shall be granted to any professional educator who shall be inducted or shall enlist for military duty in any branch of the armed forces of the United States.

17.4.7.2 Experience credit will be granted to persons on military leave in accordance with ORS 408.270.

#### 17.4.8 Association Leave

17.4.8.1 A leave of absence for up to five (5) years for the President of the Association and up to four (4) years for two (2) additional positions shall be granted to a professional educator upon application by the Association for the purpose of serving as an officer of the Association or on its staff. The District shall continue to pay such professional educator(s) and provide benefits in the normal manner but will be reimbursed by the Association for the cost of salary and fringe benefits. Upon completion of such leave, a professional educator will be returned to the previous school or program if there is a vacancy within that professional educator's licensure. When no such vacancy is available, the professional educator will be returned as unassigned. Upon return from such leave a professional educator shall be placed on the salary schedule as if ~~s/he~~ **they** had been working each year of the leave. A released time PAT officer shall be considered "competent" in the grade level/subject held prior to taking Association leave.

17.4.8.2 The Association agrees to consider carefully each request for release time for professional educator. Although leaves for short terms without loss of pay may be granted upon recommendation of the Office of the Superintendent or designee, the District will not pay for substitutes to cover classes while members are away from their classes on business of the Association. The Association shall pay the cost of such substitutes upon receipt of billing from the District Business Office.

#### 17.4.9 Political Leave

A leave of absence for up to two (2) years with up to an additional two (2) years upon request shall be granted to any contract professional educator, upon application, for the purpose of campaigning for, or serving in, public office.

#### 17.4.10 Other Leaves

17.4.10.1 When the schools and school offices are officially closed by the Superintendent, all professional educator shall be paid in accordance with the law.1

17.4.10.2 Unit members who are assigned to tasks outside their regular responsibilities shall not have this time charged to any leave category.

17.4.10.3 The District, at its discretion, may extend leaves or grant other leaves requested by professional educator.

#### 17.5 Return from Leave

17.5.1 A professional educator taking a leave for up to one (1) school year may return to ~~his/her~~ **their** previous position unless the position has been discontinued. Professional educators taking leaves for more than one (1) school year **may** be subject to reassignment. **A professional educator taking a leave for more than one (1) school year may return to ~~his/her~~ **their** previous position upon approval of the District.**

17.5.2 ~~App~~ Professional educator **wishing are expected** to return from an unpaid leave of absence **shall so notify the Human Resources Department as required by the District. Should a professional educator not return from a leave, they shall not suffer any financial loss.** A professional educator returning from an unpaid leave due to disability shall, upon request, submit a written statement from a qualified physician attesting to the professional educator's ability to resume ~~his/her~~ **their** duties.

17.5.3 A professional educator shall be returned to employment on the first workday, during the regular school year, following the expiration date as set forth in the Board action approving the professional educator leave. A professional educator returning from an unpaid exchange or other leave, or unpaid leave of less than one-half (1/2) of the school year, or a paid leave shall be placed on the salary schedule as if ~~s/he~~ **they** had been teaching during said leave. A professional educator returning from any other form of unpaid leave (more than one-half (1/2) of the school year) shall be paid at the next step on the current salary schedule above the one occupied during the last full work year prior to commencement of the leave; provided that, should the professional

educator return in the same school year in which the leave commenced, the professional educator shall be placed on the salary step held at the beginning of the leave.

- 17.5.4 All accumulated unused sick leave, and credits toward study leave eligibility and all other accrued benefits at the time a professional educator commences a leave of one (1) or more months duration shall be restored upon return to work.

## **ARTICLE 18 TRANSFERS**

### **18.1 Assignment Notices**

- 18.1.1 “Assignment” is defined as the bargaining unit position in which a professional educator is placed.
- 18.1.2 “Transfer” is defined as a change from one assignment to another.
- 18.1.3 For purposes of determining competence under this Agreement, “subject” shall be defined in accordance with Appendix D. Competence is defined in Section 20.2.2.
- 18.1.4 A professional educator shall not be assigned to a position outside of ~~his/her~~ **their** licensure and competence except by mutual agreement between the professional educator, and the District.
- 18.1.5 Before the **internal phase of interviews begins**, administrators will either publish their initial assignments or notify staff in writing of their tentative assignments for the coming year. Professional educators shall be promptly notified in writing of any assignment changes that occur during the summer recess period.

### **18.2 Notice of Resignation/Vacancies**

- 18.2.1 If a professional educator gives written notice of resignation (excluding resignation in lieu of termination, non-renewal or non-extension) or retirement **effective at the end of the current school year** no later than January 15<sup>th</sup>, the professional educator will receive \$1250. If a professional educator gives such written notice no later than February 15<sup>th</sup>, professional educator shall receive \$700. Such payment shall be received in the professional educator’s final paycheck.
- 18.2.2 When written notice is received by a supervisor that a professional educator is resigning or transferring and will no longer occupy a position for the subsequent school year, the supervisor will promptly forward said notice to the Human Resources Department which will determine and validate that a vacancy exists. A vacancy shall be deemed to exist if the position is continuing for the subsequent year, or when a new position is created by the District.

### **18.3 Posting Procedures**

- 18.3.1 As the District prepares to fill vacancies for the subsequent school year, **but prior to the consideration of applicants from outside of the District**, a posting of such vacancies, including special assignments, shall be made by the Human Resources Department.
- 18.3.2 Such vacancies shall be posted for a minimum of five (5) workdays. Posting is not required for vacancies to be occupied by unassigned professional educators, or to be occupied by other administrative transfers. Positions previously posted for which there were no qualified **internal** applicants need not be posted again.
- 18.3.3 Postings shall contain a description of the expected assignment (e.g., chemistry/biology, third grade, SLC-B, etc.) Preferred skills, training, experience and methodologies to be considered may be identified. Other desired building needs may also be included.
- 18.3.4 Professional educators shall have five (5) working days from the date of initial posting to submit a transfer request form with respect to a posted vacancy.
- 18.3.5 The five-day posting requirement shall be waived after ~~June–July~~ 1st. After **June July** 1, professional educators may make application for posted positions as they become available. Professional educators who have applied for positions prior to the closing date indicated on the posting will be given consideration as outlined in accordance with this Article. Such positions shall be posted for a minimum of three (3) workdays.
- 18.3.6 New vacancies **in ongoing positions** which become known **after July 31st** ~~within twenty-one (21) calendar days prior to the first workday~~ of the standard school year shall not be subject to the posting

requirements in Section 18.3.5. **Newly created positions are subject to the posting requirements in Section 18.3.5.**

18.3.7 Positions which are filled temporarily during the school year must be posted for the subsequent school year if the position continues, unless a position is to be occupied by a professional educator returning from a leave of absence as per Section 17.5.1 or to be occupied by an administrative transfer. **A temporary professional educator who has been assigned to the position for sixty (60) days or more may apply only for the position held during the internal transfer process. Such applicant shall be considered as an external candidate when compared to other internal candidates.**

#### 18.4 Filling of Vacancies

18.4.1 The following shall apply to the filling of vacancies which occur **after July 31st near the beginning of the school year:**

18.4.1.1 Current professional educators or newly hired professional educators **shall be used to fill permanent positions that are vacant or new (except positions of professional educators who are on leave) on or before the first workday.**

18.4.1.2 **Substitute teachers may be hired to fill all vacancies that occur after the first day of the school year prior to October 15.**

18.4.1.3 **After October 15, all such positions that are to continue for the remainder of the school year shall be filled by:**

- a. **transferring a current professional educator, or**
- b. **hiring the incumbent substitute as a temporary professional educator retroactive to his/her first day in the assignment, or**
- c. **hiring a new temporary professional educator.**

18.4.2 Vacancies due to long-term absences of the incumbent professional educator shall be filled as follows:

18.4.2.1 Those of **forty five (45) ~~sixty (60)~~** workdays or less will be filled by substitute teachers.

18.4.2.2 Those of more than **forty five (45) ~~sixty (60)~~** workdays will be filled as follows:

- a. If the length of the absence is not known at its beginning, the substitute shall become a temporary professional educator if retained beyond **forty five (45) ~~sixty (60)~~** workdays. In such assignments, the temporary professional educator may be released at a normal break in the school year to allow for continuity of instruction as the regular professional educator prepares to return to the assignment.
- b. If a specific ending date beyond **forty five (45) ~~sixty (60)~~** workdays is known at the beginning of the leave, a temporary professional educator shall be hired on the first day.

18.4.3 If qualifications are found to be equal, unit members requesting voluntary transfers shall be chosen over outside applicants.

#### 18.4.4 Letters of Intent

18.4.4.1 Prior to the initial external phase, the District may **hire or issue letters of intent** to external candidates for hard-to-fill vacancies and to professional educators of color provided:

- a. Job applicants receiving a **letter of intent or job offer** shall be considered external candidates, **and shall not receive an assignment until during/after the initial external phase;**
- b. Job applicants receiving a **letter of intent or job offer not selected in the initial external interview stage (after the vacancies are posted externally and interviews take place)** shall be placed in a position; **after current educators have received their assignment;** and

- c. Job applicants receiving a **letter of intent or job offer** shall not cause any professional educator to be unassigned or laid off.

#### 18.5 Professional Educator Initiated Transfer

- 18.5.1 Professional Educator initiated transfers are those in which a professional educator requests a transfer from one assignment to another.
- 18.5.2 A professional educator may initiate a transfer by making application for a posted vacancy. **A professional educator who files a transfer request for a posted position shall be subject to assignment in the position unless the professional educator notifies the supervisor by the end of the second day following the interview that the professional educator is no longer interested in the assignment.**
- 18.5.3 A professional educator who accepts a transfer is not eligible to apply for a subsequent transfer in the same year **unless said professional educator was initially involuntarily unassigned prior to applying for the initial transfer.**

#### 18.5.4 **Voluntary Unassignment with Rights**

**A professional educator who has served in a building assignment for five (5) or more years may volunteer to be placed on the unassigned list along with other professional educators who are unassigned pursuant to Section 18.6.1 of this Article. Such volunteers shall be considered for voluntary administrative transfer. If no mutually agreeable voluntary administrative transfer occurs, they shall be continued in their present position.**

- 18.5.5 A professional educator making a timely transfer request shall be promptly notified when **they are s/he is** no longer under consideration. Professional educators with five (5) or more years of service with the District shall be interviewed except that in no case will a supervisor having three (3) or more vacancies be required to interview more than three (3) applicants for each vacancy. A supervisor with fewer than three (3) vacancies will not be required to interview more than five (5) applicants for each vacancy.
- 18.5.6 A part-time assignment which is identified as full-time for the subsequent school year may be filled by the incumbent professional educator **after the internal transfer process** if mutually agreed by the professional educator and the District, without posting as long as unassigned professional educators who are properly licensed for such assignment have positions.
- 18.5.7 **Professional educators on a Program of Assistance for Improvement which will continue into the subsequent school year may request a transfer to a posted vacancy.** Professional educators on a **Program Plan of Assistance for Improvement** shall not normally be approved for transfers. However, there may be occasions when a transfer into a more suitable assignment makes sense. If a transfer is approved, the **Program Plan of Assistance for Improvement** shall continue in force, and the professional educator will not cite any additional work or adjustment required by the transfer as reason why expectations of the program cannot be accomplished according to the program timelines.
- 18.5.8 Two professional educators may trade assignments by transferring when approved by the responsible administrators and the Human Resources Department.

#### 18.6 Administration Initiated Transfers

- 18.6.1 When the administration is of the opinion that a professional educator should be transferred the situation shall be discussed with the professional educator. All reasonably practicable efforts will be made to effect a suitable re-assignment fairly and objectively, including consideration of the professional educator's preference. A professional educator will be notified of the new assignment through consultation as soon as possible but at least seven (7) calendar days prior to the transfer date. Except in the annual staffing process in 18.6.2, an administrative transfer shall not result in a professional educator being "unassigned".
  - 18.6.1.1 A professional educator who is administratively transferred to a different worksite and assignment or to a different grade level at the elementary level during the Summer Break, exclusive of the traditional spring round of transfers, shall be provided two (2) planning days to prepare for the new assignment.



- 18.6.1.2 A professional educator who is administratively transferred to a different worksite and assignment or to a different grade level at the elementary level after the work year has begun, exclusive of the traditional spring round of transfers, shall be provided two (2) planning days to prepare for the new assignment.
  - 18.6.1.3 A professional educator who is assigned to a different subject area at the middle or high school level after the work year has begun, shall be provided two (2) planning days to prepare for the new assignment.
  - 18.6.1.4 A professional educator who is relocated to a different room within a building after the work year has begun shall be provided one (1) planning day to prepare for the new assignment.
  - 18.6.1.5 Such additional planning days shall be provided each time a professional educator is administratively transferred or relocated as described above.
  - 18.6.1.6 Professional educators other than teachers shall discuss with their supervisor the revision of their schedule of activities to provide equivalent amounts of preparation time to that specified above.
  - 18.6.1.7 Professional educators who are granted planning days to prepare for new assignments as described above shall have the option of receiving substitute time during the work year, or being paid at the professional educator's per diem rate of pay to complete the work outside of the work year or work day.
- 18.6.2 In the event that a tax base or levy failure, declining enrollment, program change, or change in funding results in reduction of staff in a building or program area, transfer of staff will be based on educational criteria as described below with respect to the program requirements as determined by the District. Volunteers will first be requested and considered from among the appropriately licensed professional educators. Such volunteers shall be selected for transfer if they are from within the grade level(s) or subject matter area(s) where the positions are to be eliminated provided the volunteer(s) are not on a Program Plan of Assistance for Improvement. In the absence of volunteers, the professional educator having the least seniority in the District shall generally be transferred. Exceptions to seniority may be made by the responsible administrator based only upon any of the following educational criteria: with the understanding that reference to a professional educator in 18.6.2.1 – 18.6.2.6 refers to within a given job classification, such as Teacher, Social Worker, School Psychologist, Student Services Specialist, Child Development Specialist, and Audiologist:
- 18.6.2.1 The professional educator(s) being retained has/have unique licensure for a specific existing assignment being considered;
  - 18.6.2.2 Gender Presentation/Gender Identity balance: Transfer of a professional educator would decrease the building's percentage of under-represented male or female or transgender/nonbinary/gender non-conforming professional educator to less than thirty percent (30%) (or primary/intermediate/upper grades percentage in an elementary building);
  - 18.6.2.3 Racial balance: If transfer of a professional educator would decrease the building's percentage of minority teachers to less than the student minority percentage in the building or below the percentage of minority professional educators in the District;
  - 18.6.2.4 That professional educator being retained has bilingual (or multilingual) ability relevant to the assignment (See Appendix I);
  - 18.6.2.5 The professional educator(s) being retained has an extended responsibility assignment as defined in Appendix B which is an extension of a classroom subject taught (e.g., drama, forensics, music, yearbook, newspaper) or is a department chairperson, head teacher or unit leader;
  - ~~18.6.2.6 Transgender/Nonbinary/Gender Nonconforming: If transfer of a professional educator would decrease the building's percentage of transgender/nonbinary/gender nonconforming teachers to less than the student transgender/nonbinary/gender nonconforming percentage in the building or below the percentage of transgender/nonbinary/gender nonconforming professional educators in the District; or~~
  - 18.6.2.7 Up to five (5) (with no more than three (3) in athletics) professional educator(s) at the high school

level being retained has an extended responsibility assignment as defined in Appendix B. Such designation shall be done at each high school prior to the time of the initial posting for the next school year. A subsequent designation may be made in the event a professional educator transfers by applying for a posted position or resigns, but in no event will the number exceed that specified in each classification in this paragraph. The positions so designated must be only at the highest level of a given extended responsibility category and are those typically found at District high schools. "Highest level" is defined as the following extended responsibility positions:

- a. ~~Athletic Director~~
- b. Head Coach
- c. Activities Director
- d. College and Financial Aid Coordinator
- e. Varsity Cheer
- f. Testing
- g. TAG

- 18.6.3 It is understood for purposes of Section 18.6 that Child Development Specialists, School Psychologists, Student Services Specialists, Social Workers, and Audiologists are to be treated as individual classifications rather than as a part of the building teaching staff. The transfer process for school psychologists is included in Appendix J.
- 18.6.4 The District shall post vacancies for the internal transfer process no later than March 1 of each school year. Any contract or third-year probationary professional educator may apply for a posted position in the internal transfer process. First year and second year probationary professional educators who are unassigned may also apply for a posted position in the internal transfer process. External applicants and temporary professional educators (except as provided in 18.3.7) may not apply for positions in the internal transfer process.
- 18.6.5 A professional educator who remains unassigned after the internal transfer process shall be transferred into a remaining vacant position for which the professional educator is both licensed and competent prior to the consideration of applicants from outside of the District.
- 18.6.6 Following the internal transfer process, any professional educator may apply for any posted vacancy except a professional educator who has accepted a voluntary transfer under the provisions of Sections 18.5.2 – 18.5.3. Following the internal transfer process, a vacancy may also be posted externally unless there is an unassigned professional educator who is properly licensed and competent for such position.
- 18.6.7 If a professional educator has been administratively transferred under the provisions of 18.6.2 and a position for which the professional educator is qualified at ~~their~~ his or her original school or program becomes available, the professional educator may be returned to that school under the provisions of 18.6.2. If such a position occurs while the professional educator is unassigned, the professional educator shall be returned to that school or program.
- 18.6.8 In the event of a merger of classes or programs from two (2) or more schools, the follow-the-student concept shall prevail. **At least one week before the merging of the faculty lists, the District will provide projections for enrollment and FTE at impacted sites/programs to all educators impacted by the merger. ~~Impacted educators will choose if they want to be assigned to the newly merged school/program or the current school/program. Professional educators at each impacted school or program will choose if they want to be assigned to the newly merged school or the current school, the faculty lists are merged and the~~** professional educators from merged schools or programs will be compared equally using the criteria described in 18.6.2 in filling all the positions in the school. ~~The faculty lists are merged and then staff is given the choice to be placed into the new merged school or stay in the current school based on seniority and licensure order.~~ If there are not enough positions at the original school, then the regular unassignment process shall take place.
- 18.6.8.1 A merger causes a school to be comprised of at least forty percent (40%) of its students from the original school if two (2) schools are involved, or at least the following percentage if more than two schools are involved: 3 schools: 27%; 4 schools: 20%, 5 schools: 16% (1 divided by number of schools involved) times 80%).
- 18.6.8.2 When a middle school is being formed, all the professional educators from the K-8 schools involved who have experience in grades 6-8 in the past five (5) years shall be included in the process for staffing the new school.

- 18.6.9 When classes, or programs from two (2) or more schools are combined in one school, professional educators who have their program, or school closed shall be placed in the school where their program, or class is transferred provided there are sufficient positions available. If there are insufficient positions, the criteria of 18.6.2 shall apply. In a closure, the faculty members of the open programs keep their positions and the faculty of the closed program will be offered the remaining open positions based on licensure and seniority. Usually there are not enough positions and the remaining professional educators are unassigned.
- 18.6.10 On occasion, the District may consider the transfer of a professional educator for reasons other than those set forth in paragraph 18.6.2. The following procedures shall apply when the reason for transfer is due to ~~changes in classification, qualifications, licensure, experience, or~~ irresolvable differences between the professional educator and the supervisor:
- 18.6.10.1 The supervisor shall hold a conference with the professional educator for the purpose of discussing all the reasons for the perceived need for the transfer. This conference shall be for the purpose of information-sharing and problem-solving and shall not be used as a litigation preparation meeting. The professional educator may respond by making suggestions for addressing the concerns if the professional educator opposes a transfer. If a professional educator objects to the transfer, the professional educator and the supervisor will discuss options to resolve the issue including possible alternative placements.
- 18.6.10.2 ~~The Chief~~ A Human Resources **Supervisor Officer** shall get involved if it appears the transfer may not be agreed to or if there is need for ~~his/her~~ **their** help in finding a placement. At a minimum, if the issue is not resolved between the supervisor and the professional educator, the professional educator is entitled to a meeting with the Human Resources **Supervisor Chief Officer**.
- ~~18.6.10.3 If after these discussions the District continues to feel that an involuntary transfer is necessary, and the professional educator continues to refuse, a neutral third party professional, mutually acceptable by the District and Association, will be contracted by the District to meet with the parties with the goal of resolving the conflict, if possible. The neutral professional will assess whether or not the situation is correctable. The assessment shall not be placed in the personnel file of the professional educator, shall not be used for any personnel decision other than the administrative decision, and will be treated confidentially. If the assessment is that the situation is not correctable with reasonable certainty in a reasonable period of time, the transfer proceeds. If the assessment is that the situation is correctable, the neutral professional will provide a statement of how the supervisor and the professional educator can make correction. With cooperation of the professional educator, the supervisor will make a good faith effort to work out the problem including following the plan provided by the neutral professional. The District shall pay the expense of the neutral professional for up to six (6) hours. If the District and the Association mutually determine it would be necessary, additional hours will be made available.~~
- 18.6.10.4 By agreeing to participate in this counseling process, the professional educator also agrees not to contest the decision through the use of the grievance process.
- 18.6.10.5 In other types of involuntary administrative transfers under 18.6.1, a professional educator can appeal an administrative transfer to review by ~~a the Chief~~ Human Resources **Supervisor Officer** who would have to approve the transfer before it can occur.
- 18.6.11 No professional educator shall be transferred for reasons that are arbitrary or capricious. An illustration of an arbitrary and capricious transfer would be one based on union activity. An illustration of an involuntary transfer decision which would not be arbitrary and capricious is a transfer due to a long- standing irresolvable conflict between a professional educator and supervisor. The involuntary transfer could not occur for any reason that would violate any provision(s) of this Agreement.
- 18.7 Professional educators are entitled to have an Association representative present during any meeting with an administrator concerning this process. The professional educator shall be given twenty-four (24) hours advance notice of any such meeting.
- 18.8 If a decision to transfer a professional educator is reversed by an arbitrator, the professional educator shall be reinstated to the building no later than the beginning of the next semester after the arbitration decision.



18.9 Job Sharing/Part-Time Work

Two (2) professional educators in the District, if both are full-time, can request consideration to transfer to an assignment on a job-sharing basis. Establishing or discontinuing job-sharing assignments shall be at the discretion of the building administrator or supervisor. A job-sharing assignment, if established, will continue for that school year unless one of the professional educators resigns. If one professional educator in a job-sharing assignment resigns from the District or transfers, the remaining professional educator shall have the right to be considered for assignment to the position on a full-time basis.

~~18.10 — A sub-committee will review the order and flow of this article to make it more sequential and easier to understand. This group would meet after ratification and create a joint proposal of mutually agreed upon changes to send to both PAT and the District for ratification.~~



**ARTICLE 19**  
**BUILDING ACCESS AND**  
**CLASSROOM MOVES**

- 19.1. Professional educators who are required to move to a new school campus as a direct result of school closure, reconfiguration, conversion, merger, or relocation, of grade levels, programs or classes, and the subsequent resulting reassignment of staff, will be compensated by the District for each hour worked:
- 19.1.1 Up to eight (8) hours to pack and move personally-owned materials; and
- 19.1.2 Up to an additional eight (8) hours to move and unpack materials in the new classroom.
- 19.2 Unassigned professional educators who are required to move to a new school campus as a direct result of the school closure, reconfiguration, conversion, merger, or relocation, of grade levels, programs or classes will be compensated by the District for each hour worked:
- 19.2.1 Up to eight (8) hours to pack and move personally-owned materials; and
- 19.2.2 Up to an additional eight (8) hours to move and unpack materials in the new classroom.
- ~~19.3~~ ~~Regardless of when the move occurs, professional educators who are required to disassemble and reassemble their classroom or move to a different classroom within their building as a direct result of:~~ **Professional educators shall be compensated via extended hours at their hourly rate for each hour worked, up to a maximum of eight (8) hours, in the following situations where they are moving classrooms:**
- 19.3.1 School closure, reconfiguration, conversion, merger, or relocation, of grade levels, programs or classes;
- 19.3.2 Bond work, construction, painting, or remodeling; or
- 19.3.3 Administrator-directed moves **for the upcoming school year.** ~~that occur after the school year has started, or if the professional educator is directed to move classrooms two school years in a row, shall be compensated via extended hours by the District for each hour worked:~~
- ~~a. Up to four (4) hours to pack and move personally-owned materials; and~~
- ~~b. Up to an additional four (4) hours to move and unpack materials in the new classroom.~~
- 19.4 Extraordinary moves: professional educators who agree to sort, purge and/or pack extra supplies and equipment beyond the typical classroom situation (for example, but not limited to: the school library, theater, shop department, science labs, music, art or PE equipment) shall, prior to starting this work, have a discussion with ~~his/her~~ **their** administrator about the estimated number of additional hours that would be involved beyond the hours provided in the above paragraphs. The professional educator and the administrator shall collaboratively agree to the number of additional hours to be used for this purpose. If agreement cannot be reached, the issue shall be submitted to OSP Leadership for resolution. The Association unit member will then track and submit those extended hours to ~~his/her~~ **their** administrator for payment.
- 19.5 Professional educators shall have access to their worksite, supplies and time to sort, purge and pack as soon as possible but, at minimum, one (1) week after the end of the school year. Professional educators shall have access to their worksites to unpack and organize their rooms as soon as possible but, at minimum, ~~one (1) week~~ **5 4 work days** prior to their first work day. Materials and packed boxes moved by the District shall be delivered on site prior to the access date. **(Move to 19.1)**
- 19.6 Unless otherwise agreed, professional educators are not responsible for packing and moving District-owned materials or equipment. Professional educators shall not be asked to move furniture and other heavy classroom items. The District is not liable for personal property of a valuable or sentimental nature left on school property if it is lost or damaged in the move. Boxes and packing materials shall be provided at least two weeks prior to the deadline to move.



- 19.7 Time to move shall be paid at the professional educator's per diem hourly rate of pay. Professional educators shall track hours spent as outlined in 19.1 – 19.4, and submit a record of that time to **his/her their** administrator as extended hours for payment. In lieu of payment, the professional educator shall have a half (1/2) day substitute for each four (4) hours, at **his/her their** option.
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*Note regarding Section 19.3.3. – Educator must be compensated if they are directed to move after the school year has started. Educator must be compensated if they are directed to move classrooms for two school years in a row. Example: If an educator is directed to move for the 2017-18 school year, they must be paid for any subsequent administrator directed move if it is effective prior to the 2019-20 school year. (Educator moves classrooms for 2017-18. Principal can direct educator to move for 2019-20 school year without providing moving compensation. If the administrator directs the educator to move classrooms for the 2018-19 school year, the educator must be compensated for four (4) hours of moving time to pack and four (4) hours of moving time to unpack. If the educator is directed to move in 2018-19 and they are compensated, they would also have to be compensated if they were directed to move again in 2019-20).*



**ARTICLE 20**  
**REDUCTION IN STAFF/LAYOFF**

20.1 Notification of Reduction in Force/Layoff

20.1.1 In the event a layoff of professional educators is required during the course of the school year, the District shall notify the Association and the affected professional educators sixty (60) calendar days prior to the effective layoff date. If the layoff is to become effective the subsequent year, the District shall notify the Association as soon as the layoff decision is made.

20.1.2 Along with the notification, the District shall provide the Association with all relevant data, including but not limited to a seniority listing of professional educators in the areas of licensure or classification in which the layoff is required. The District shall schedule at least one (1) meeting annually with the Association to review the staffing process.

20.1.3. The District shall first determine the program(s) or area(s) scheduled for reduction or elimination.

20.1.3.1 The District shall provide an announcement to professional educators in those areas in which the layoff must occur, offering the opportunity for professional educators who would not otherwise be laid off, to voluntarily apply for one (1) year unpaid leaves of absence. A professional educator who volunteers for such leave and has ten (10) years of service with the District shall continue to receive District paid medical/dental benefits for up to one (1) year. Upon written request, such leave may be extended for an additional year providing the layoff condition remains in effect. Such professional educators shall have the same rights to return to the District as professional educators returning from leaves of absence.

20.1.3.1 The provisions of ORS 342.934(2) (a) and (b) relating to transferring professional educators and combining positions to avoid layoff shall apply.

20.1.4 Technology

If during the term of this Agreement bargaining unit positions are to be eliminated due to technology, the District will first notify the Association of such possibility and allow opportunity for discussions of other options which may be available, including retraining.

20.2 Lay-off

20.2.1 **Except as required by ORS 342.934(4)(b) as it pertains to cultural competency and linguistic ability.** Professional educators shall be laid off according to length of continuous service with the District provided that those professional educators who are retained are both competent or will qualify as competent, and hold necessary licensure from TSPC or necessary certification or licensure under other professional disciplines. Length of service (seniority) shall be based on the first day of actual service with the School District. Leaves shall not be considered as interruptions of continuous service. If two or more professional educators have the same first date of actual service, seniority shall be determined by predetermined lot (done prior to the effective notice of layoff). Professional educators of less than half-time shall not be used to supplant professional educators who are half-time or more.

20.2.2 Competence shall be defined as the ability to teach a subject or grade level based on recent teaching experience related to that subject, as further defined by Appendix D, or grade level within the last five years, or educational **attainments** ~~obtainments~~, or both, but not based solely on being licensed to teach. The District shall consider a professional educator's willingness to undergo additional training or pursue additional education in deciding upon questions of competence. Grade level shall mean the grade levels PK-8, or 6-12. For the purpose of the articles on layoff and transfer, Behavior Management Specialists, Student Services Specialists, Child Development Specialists, Social Workers, School Psychologists, Audiologists, Special Education, English as a Second Language, and Bilingual Programs shall be considered as "subjects." For the purpose of the articles on layoff on transfer, a Bilingual Program is defined as a program where 50% or more of student instruction is in a language other than English.

- 20.2.3 Professional educators who do not have recent experience in the subject or grade level where they seek to be retained may nevertheless qualify as competent if they have completed recent (within the most recent five years) training that is agreed upon by both the district and the professional educator as adequate preparation for the assignment or are willing to complete training applicable to that subject or grade level. TOSAs, mentor teachers, and other specialists who work primarily with adults shall qualify as being competent in the subject area or grade level that they previously occupied within PPS even if they have been out of the position that primarily provides direct service to students for longer than five years. This provision shall also apply to released-time PAT officers.
- 20.2.4 If the professional educator asserts a right to be retained in a position(s) where ~~he/she~~ **they** has not had recent training or experience as defined above, the District and professional educator shall review the professional educator's training and experience to that date and determine the course of training to be completed. The District shall reimburse the professional educator for tuition according to Section 21.2.2 for any credit hours required by the District in this retraining plan. Professional educators may use their 12 hours of tuition reimbursement for a two-year period without limit in any one year for coursework required by the retraining plan. If the District and professional educator mutually agree, mentoring or other educational opportunities may be substituted for all or part of the college or District in-service credit required. The District shall provide final notification of the training or additional education requirements to be required and the timeline required, and the professional educator shall either accept the training as a condition of accepting the position or shall decline and thus be laid off.
- 20.2.5 Following the implementation of a layoff, the District may administratively transfer professional educators in accordance with Article 18 who remain as necessary to meet staffing needs.
- 20.2.6 If a professional member is to be/is fully or partially laid off and a portion of an assignment becomes available for which the professional educator is licensed and competent, the District shall assign the FTE to the professional educator or offer to recall the professional educator to that portion of the assignment. Professional educators who are partially laid off (have reduced FTE) shall have recall right to the portion of their position that was reduced. However, the District may reduce and/or increase FTE ~~between .5 and .66, .67 and .74, and/or .75 and .99 following~~ **Article 7 part-time FTE fluctuation** without this resulting in a layoff.
- 20.2.7 No bargaining unit position in the District shall be considered "vacant" for purposes of ORS 342.845(5) if filling the position with a non-extended administrator would cause another professional educator to be laid off, or if there is a professional educator on the recall list who would otherwise be entitled to be recalled to that position.

### 20.3 Layoff Benefits

- 20.3.1 The District shall provide medical benefits to professional educators who are laid off for a period of three (3) months following the month in which their coverage would otherwise end. The laid off professional educator may then continue medical benefits at their own expense in accordance with the provisions established by the Health and Welfare Trust.
- 20.3.2 Professional educators covered by this article shall be given consideration for work as a substitute; such will not affect the professional educators' recall rights.

### 20.4 Recall

- 20.4.1 Professional educators who are laid off shall have the responsibility when asked originally to notify the District of their interest in and willingness to be recalled. They must reaffirm such interest by notification to the District's Human Resources Department, in writing, if asked, on or before April 1 of every year for three (3) years following their effective date of layoff.
- 20.4.2 Professional educators who are laid off shall be recalled to positions they are licensed and have competence or will qualify as competent (as defined in Section 20.2) to fill when a vacancy occurs, in the order of most senior first.
- 20.4.3 A professional educator who has been laid off may refuse one (1) job offer without loss of recall rights.
- 20.4.4 Professional educators who are recalled for an FTE amount less than their FTE amount at the time of layoff may decline the position and remain on the recall list until another position becomes available

that is comparable in FTE to the position at the time of layoff. A member on lay-off who accepts a lower FTE job offer, shall remain on the recall list for their original FTE position.

- 20.4.5 The District's obligation to recall a professional educator shall terminate following three (3) years of layoff status or upon two (2) refusals by a professional educator to accept a position offered by the District or if the professional educator resigns.
- 20.4.6 If a professional educator is recalled, the professional educator must indicate ~~his or her~~ **their** acceptance within five (5) days following receipt of the notice of recall. The professional educator must report for work within thirty (30) days within up to sixty (60) days if the employer does not release such professional educator or sixty (60) days if employed by another District, following receipt of such notice or be considered to have refused the position. In doing so, shall relinquish any and all rights under this Agreement and shall be deemed as having resigned their employment with the District.
- 20.4.7 A professional educator who is recalled and returns to work shall return with the same probationary or contract status, placement on the salary schedule and all other seniority-related and accrued benefits held prior to being laid off.

## **ARTICLE 23 PROFESSIONAL EDUCATOR RIGHTS AND JUST CAUSE**

- 23.1 No professional educator shall be disciplined, reprimanded, or reduced in compensation without just cause. Reprimands shall be made privately and not in the presence of students, parents, professional educators or members of the community. Professional educators who have completed three (3) full years of service and are not covered by the Fair Dismissal law shall not be dismissed just cause. Plans of Assistance and Letters of Expectation are not disciplinary and shall not be issued for misconduct.
- 23.2 A determination of sexual conduct or abuse as provided by Oregon law is subject to just cause and other contractual provisions and may be grieved as outlined in Article 5.
- 23.3 This Article does not apply to dismissal, **except as provided in Section 23.4**, or nonrenewal of professional educators. However, professional educators subjected to nonrenewal or dismissal shall be afforded the procedural rights of due process.
- 23.4 In the event of dismissal from employment a professional educator may elect to appeal the dismissal to binding arbitration in accordance with Section 5.5 of this Agreement, or the Fair Dismissal Appeals Board, but not both. Dismissal shall mean termination during the contract year for any professional educator or a second non-extension of a contract professional educator. The professional educator must so notify the Superintendent, in writing, within ten (10) calendar days after receipt of notice of the dismissal decision of the District's School Board. ~~Probationary professional educators who are non-renewed and temporary professional educators completing the term of their contract may not appeal to arbitration.~~ **In the event of dismissal from employment a professional educator may elect to appeal the dismissal to binding arbitration in accordance with Section 5.5 of this Agreement, or the Fair Dismissal Appeals Board, but not both. Dismissal shall mean termination during the contract year for any professional educator or a second non-extension of a contract professional educator. The professional educator must so notify the Superintendent, in writing, within ten (10) calendar days after receipt of notice of the dismissal decision of the District's School Board. Just cause shall not apply to Probationary professional educators who are non-renewed or dismissed, and temporary professional educators completing the term of their contract may not appeal to arbitration.**
- 23.5 The personal life of a professional educator is not an appropriate concern of the District, except where it relevantly affects the professional educator's fitness for or performance of ~~his/her~~ **their** professional duties. Rule 581-022-2320
- 23.6 Removal from an Extended Responsibility Assignment
- 23.6.1 If a professional educator is removed from an extended responsibility assignment, upon request ~~s/he~~ **they** shall be given the reasons in writing and afforded the opportunity to have a representative present in any discussion with the supervisor.
- 23.6.2 If a professional educator starts an extended responsibility assignment during a school year, and the professional educator is removed from the responsibility during the school year, the professional educator shall be paid the entire salary due for that assignment, unless the professional educator is ~~physically~~ unable to perform the extended responsibility assignment.
- ~~23.6.3 Dismissal of a professional educator whose assignment includes extended responsibility as an extension of the assignment (e.g., TOSA, Media Specialist, Music Teacher) is subject to Section 23.4.~~
- 23.7 Administrative Support at Parent Meetings

A professional educator has the right to administrative support at any meeting with a parent. Professional educators shall not be required to meet with a parent without a workday's advance notice. If during any meeting with a parent and administrator it appears to the professional educator that complaints are being made that could result in the discipline of the professional educator, that professional educator has the right to ask for representation before continuing the meeting. A professional educator has the right to ask the supervisor to take administrative charge of the meeting when such a meeting is dealing with the job performance of or a possible action against the professional educator. ~~Tape recorders~~ **Recordings** shall

not be allowed without the consent of the professional educator.

### **23.8 Investigations**

Whenever a professional educator is directed to meet with an administrator or other representative of the District regarding a matter which could result in disciplinary action, termination, nonrenewal or layoff, the professional educator shall be given prior written notice including:

- 23.8.1 A description of the issue to be discussed in such meeting, **including specific examples of the time, place and type of action being investigated, if known, at the meeting. including enough specifics for the professional educator to gather any material/information related to the allegation.** and
- 23.8.2 The right to have representation by the Association or private legal counsel present to advise the professional educator during the meeting.
- 23.8.3 If additional reasons for a meeting emerge after the initial notice, the District will provide an additional notice with the additional reasons. If the professional educator believes there is insufficient time between the additional notice and the meeting, the District can choose between rescheduling the meeting later to investigate all reasons, or schedule a second meeting for the additional reasons.
- 23.8.4 Professional educators are not to be interviewed or questioned at the time of notice.
- 23.8.5 If the allegation is related to sexual conduct or abuse, the investigation will be conducted by **Employee & Labor Relations and/or an appropriate** subject matter expert for sexual misconduct or abuse.
- 23.8.6 Bargaining Unit Members shall not conduct investigations of other bargaining unit members.
- 23.8.7 The parties shall cooperate in good faith to schedule the meeting within a reasonable period of time. The parties shall identify their respective representatives and communicate it to the other party prior to the meeting.
- 23.8.8 This section does not apply to a meeting where the sole reason for the meeting is to discuss re-assignment.
- 23.8.9 The written notice of the meeting shall not be placed into the professional educator's building file or personnel file but may be kept in an investigation file.
- 23.8.10 At the conclusion of the investigation, a determination will be issued and retained in the investigation file. A copy of the determination will also be provided to the professional educator. The determination shall be issued within thirty (30) calendar days of the conclusion of the investigation unless there are extenuating circumstances.

### **23.9 Letter of Expectation**

- 23.9.1 A Letter of Expectation is a written notice of an expectation, standard, policy or procedure arising from a complaint or an administrative concern. Letters of Expectation will not include standards stated in the evaluation rubric. A Letter of Expectation is not a finding of fault or misconduct and is not a disciplinary action. **The District will not issue a Letter of Expectation without Just Cause. The District will not only cite Letters of Expectations in discipline as written notice of an expectation, policy, standard, procedure, directive or rule of any kind unless that are directly related to the underlying conduct.**
- 23.9.2 A Letter of Expectation must conform to the template agreed upon by the parties (Appendix K). Letters of Expectation shall be placed in the official district personnel file. Letters of Expectation shall be removed from the official district personnel file after ~~six (6) years~~ **two (2) years**. Professional educators who have received a Letter of Expectation have the right to review any letters of expectation addressed to them and attach a response.

### **23.10 Paid Administrative Leave or Alternative Assignment**

- 23.10.1 A professional educator who is removed from work pending an investigation and is available to report

to work shall be placed on paid administrative leave or the District may place the professional educator in an alternative assignment. Alternative assignments will not result in a reduction in compensation or benefits.

23.10.2 If the professional educator on paid administrative leave is unavailable to report to work, ~~he/she~~ **they** will be removed from paid administrative leave status and will be able to appropriately use any leave accruals until the professional educator is available to report to work and be placed back on paid administrative leave status.

23.10.3 The District shall not dock a professional educator's paid leave balance in lieu of actual time off for a disciplinary suspension, or retroactively change Paid Administrative Leave to unpaid disciplinary suspension, unless there is agreement by the employee and Association.

23.10.4 Paid administrative leave or alternative assignment should be limited to situations where:

23.10.4.1 The presence of the employee in the workplace might tend to interfere with an investigation;

23.10.4.2 There are concerns the employee will repeat the alleged serious misconduct;

23.10.4.3 Removal of the employee from the worksite is appropriate to maintain the safety and security of students and/or staff; or

23.10.4.4 The alleged misconduct is serious enough to result in dismissal, if substantiated.

23.10.4.5 **Paid administrative leave is required by law**

23.10.5 Paid administrative leave letters will conform to the template attached as Appendix L of this Agreement and provide a description of the reason for the paid administrative leave, which is sufficient for the employee and Association to understand the events being referenced. The Association may contact the District's Labor Relations Office for additional information. The District shall place paid administrative leave letters in the investigation file, not in the professional educator's personnel file.

23.10.6 The investigation shall be conducted promptly in order to limit the time that the professional educator is involuntarily away from work. Investigations of professional educators on Paid Administrative Leave will be given priority over other investigations. If the administrative leave pending investigation lasts longer than ten (10) work days, the District shall notify the professional educator in writing of the reasons.

23.10.7 While on administrative leave, if a professional educator needs access to ~~his/her~~ **their** PPS email to gather evidence for the investigation, the District will work with the Association to allow for that access. By arrangement with the site administrator, the professional educator shall also have access to materials from ~~his/her~~ **their** classroom or office.

23.10.8 School and program administrators will not communicate that a professional educator is on administrative leave or disclose the reason for the administrative leave to staff, parents, students or the public. In the case where violence, child endangerment or criminal behavior is alleged, the administrator can inform those who need to know that the professional educator is not at the school. In all cases, when asked directly about the professional educator's whereabouts, the Administrator may respond that the professional educator is not at the school.

#### 23.11 Required Examination by Physician

23.11.1 The District may direct a professional educator to be examined by the professional educator's physician if there exist substantive reasons which call into question a professional educator's ability to perform assigned duties. The professional educator shall be counseled as to the concern that has prompted the referral. The professional educator shall provide the District a statement from ~~his/her~~ **their** personal physician that confirms that the District's concern is being addressed and that the professional educator is able to perform assigned duties or is unable to continue at the present time. The professional educator will not be required to release ~~his/her~~ **their** private medical records.

23.11.2 If the professional educator does not have a physician, or a substantive reason exists, the District may direct the professional educator to be examined by the District's physician. The District shall provide

the professional educator with the reasons prior to being examined by the District's physician. The District shall pay for any such examinations and also provide the necessary release time. The District shall request that the physician only disclose medical information specific to the reason that prompted the referral.

23.12 A professional educator shall not be required by the District to involuntarily submit to testing of bodily fluids unless there is a substantive reason to believe the health and safety of others is at risk.

23.13 Exceptional Medical/Health Care Needs

Professional Educators routinely have assigned to their regular classrooms students with special needs. Some of these students have exceptional medical/health care needs that are of a nature requiring the use of technical procedures, medical hardware, or supplies in personal health maintenance cycles. Professional educators shall not be required to have back-up training or responsibilities for the medical procedure. (This does not eliminate the option of professional educators assisting in emergencies or in volunteering to participate in training and practices for which they feel some comfort.)

23.14 Lost Keys

Professional educators shall not be required to reimburse the District for lost keys. Professional educators will not be responsible for re-keying District facilities. Professional educators shall be responsible for safeguarding keys in accordance with District regulations.

23.15 Standardized Testing

Student performance on standardized tests is not designed or intended to and shall not serve as the basis for involuntary transfer, layoff, recall, placement on the salary schedule, and/or disciplinary action.

23.16 Respectful Working Environment

23.16.1 Purposeful, intentional conduct by an individual or group of individuals against another, if a reasonable person would consider the behavior to be threatening, intimidating or offensive, is inconsistent with a respectful work environment. Examples include verbal abuse or other behavior that demeans, threatens, humiliates or intimidates others in the workplace. No professional educator shall be retaliated against for reporting, grieving or protesting such behavior. Likewise, no professional educator shall retaliate against a co-worker, or other District staff for reporting, grieving and/or protesting such behavior on the part of a professional educator. This section shall not be interpreted to mean that bargaining unit members may file a grievance against other bargaining unit members.

23.16.2 Reasonable counseling, discipline or job performance evaluations are consistent with a respectful working environment and are not prohibited by this provision.

23.17 The District shall comply with Oregon law that prohibits the use of polygraph examinations for employment purposes (ORS 659A.300); and prohibits an employer from requiring an employee to provide access to the employee's personal social media account (HB 2654 effective January 1, 2014).

**ARTICLE 30**  
**DURATION**

- 30.1 This Agreement shall become effective the 1<sup>st</sup> day of July ~~2020~~**2023** and shall continue through June 30, ~~2022~~**2026**.
- 30.2 Should there be an intervening change in financial resources available to the District which would demonstrably and drastically reduce the District's revenue, and thus, fiscal stability below the level being planned for at the time of the development of this Agreement, the parties will meet to analyze the impact and resulting status and to mutually make modifications that may be judged to be necessary and in the best interests of the parties.

Appendix A - Student Centered PAT Supposal 11/11/23

Appendix A - PAT Mediation Package Supposal 11/11/23 1pm

## **Appendix A - Salary Schedule**

**Maintain 13 steps. Schedule TBD based on agreed upon COLA.**

**APPENDIX I  
BILINGUAL OR MULTILINGUAL ABILITY**

I.1 In the application of the bilingual or multilingual exception to seniority in Section 18.6.2.4 the following interpretations shall apply:

I.1.1 Bilingual or multilingual shall mean proficiency in reading, writing, speaking and listening equivalent to Advanced Mid using the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines aligned rubric. If an alternate exam, such as the Standards-Based Assessment and Measurement of Proficiency (STAMP), is selected, the level of proficiency under that alternate exam will be the equivalent to the ACTFL Advanced Mid.

I.1.2 Proficiency shall be established prior to the posting of vacancies in the annual internal transfer process.

I.1.3 Professional educators shall be informed of dates and times during the school year that they are able to demonstrate proficiency.

I.1.4 **Professional educators who have demonstrated proficiency in a District supported language other than English, will receive an annual stipend of \$1,500. In order to be considered “relevant to the assignment”, a minimum of 15% of the students in a school must have in common a language other than English**  
**Professional Educators who have demonstrated proficiency in a language that is not supported by the District and who, according to the October 1 enrollment report using the “Student’s Language at Home” report from Synergy, have one or more students/households in their class/caseload who speak the unsupported language shall receive the stipend. Professional educators without classes or caseloads (eg. instructional coaches) who have language proficiency in a language other than English shall receive the stipend if 5% or more of the students/households in a school they serve share that language. The \$1,500 stipend will be increased by the same percentage as the increase applied to the base salary in each contract year. and the professional educator receiving the exception must directly support, on a daily basis, one or more students within this category and be proficient as determined by I.1.1 in the same language.**

~~I.1.5 Prior to December 1 of each year, the District shall notify professional educators in schools that meet the 15% threshold of the opportunity to demonstrate proficiency in the applicable language or languages.~~

I.2 ~~Beginning the 2021-2022 school year, p~~Professional educators who have bilingual or multilingual ability ~~relevant to the assignment~~ (as defined in I.1.4) and who have demonstrated proficiency (as defined in I.1.1) will receive a \$1500 annual stipend.  
**[BARGAINING NOTE: Move this clause 12.1.6 and strike the language of the current 12.1.6]**

**Article XX1**

**Mental Health & Wellness Supports for Students**

- XX1.1. The District and the Association agree that supporting student mental health in Portland Public Schools is a critical step to addressing the predictability of disparities by race, socioeconomic status, and disability, and will accelerate learning and achievement for all students. Student mental health needs are best served when the school community is supported by a team of trained professional educators and support staff including Licensed School Social Workers, Licensed School Counselors, Licensed School Psychologists, Qualified Mental Health Professionals (QMHPs), and educational support professional staff.
- XX1.2. Each Portland Public School **High School cluster** serving students in **PK-12** shall have a Mental Health Support Team composed of each category of professional educators in the following positions. These individual positions shall each play a distinct and important role in providing complementary mental health support to the schools **within their assigned cluster** as described below. The District may add additional FTE to support the Mental Health of students, based on the needs of students in a given building. **These teams will collaborate with the Rapid Response Team for that cluster to ensure the mental health and hygiene of Portland Public Students.**
- XX1.3. 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 a position on the school-based Mental Health team.
- XX1.4. **Licensed School Social Workers:** Trained mental health professionals who can assist with mental health concerns, behavior concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling. Licensed School Social Workers have special expertise in understanding family and community systems and linking students and their families with community services essential to promote student success. School Social Workers' training includes specialized preparation in cultural diversity, systems theory, social justice, school law, risk assessment and intervention, consultation and collaboration and clinical intervention strategies to address the social emotional and mental health needs of students. School social workers are hired by districts to recognize and remove barriers that limit a student's ability to access their education. Additionally, school social workers work within the MTSS framework to enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving student success.
- XX1.5. **Licensed School Counselors:** Professionals who are uniquely qualified to address all students' academic, transition, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that proactively promotes and enhances student success. The School Counselor works directly with students and families to proactively support mental wellness through classroom lessons for all students, evidence based small group counseling and individual counseling support. In addition, counselors may assist in the coordination of post-treatment plans for students and refer students for school or community based mental health support. School Counselors work in partnership with classroom teachers and other school staff, families, students, school administrators, and other professionals to help cultivate safe, healthy, and supportive learning environments.

- XX1.6. Licensed School Psychologists:** School psychologists are school based mental health professionals who specialize in the provision of MTSS and collaborate with school teams, teachers, students, families, and community partners to provide culturally and linguistically responsive academic, social/emotional and mental health services. School psychologists are highly qualified members of school teams who support students' ability to learn and collaborate with teachers to problem solve and support instruction. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. Further, they support MTSS teams in identifying school and student strengths and needs and promoting equitable outcomes through academic and social/emotional Tier I practices, Tier II & III interventions and data based decision making. School psychologists also specialize in access and support for students with disabilities. School psychologists apply their training in all tiers of MTSS in partnership with administrators and educators to help create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community and ensure that student supports, programs, learning strategies and educational decisions prepare students to realize a more socially just world.
- XX1.7. Qualified Mental Health Professional:** QMHPs primarily work to provide therapeutic support to students and may work to provide support for students with complex mental health, behavioral, and educational needs who are in PPS. Additionally, QMHPs may work collaboratively with families and community organizations. In collaboration with school counselors, school social workers, school psychologists, and community based providers, QMHPs may also provide consultation to school teams, families and community members in order to support students and families who are experiencing mental health crises and other significant challenges. QMHPs may be a Licensed Clinical Social Worker (LCSW), School Counselor, School Psychologist, or Licensed Counselor or Therapist
- XX1.8.** Mental Health Support Teams will provide support to schools by utilizing a Multi- Tiered System of Support (MTSS) outlined in Article 9. The District will meet with the Association to review and develop a recommendation on how site based teams fit into implementing MTSS with fidelity.
- XX1.9. Caseloads and Staffing Ratios**
- XX1.9.1 To achieve fidelity in utilizing MTSS and trauma informed practices to create effective mental health support structures in all PPS schools, the parties agree to the staffing levels as delineated in Article 8.
- XX1.9.2 The terms of this Article do not in any way modify or replace the current staffing models for the school based mental health professional educators defined below in XX1.5. No positions current to the 2023-24 school year shall be eliminated or moved due to the creation fo these teams.**
- XX1.10. Work Space and Equipment for Mental Health Support Team**
- XX.1.10.1 Each professional educator on the **building Cluster's** mental health support team shall be provided with appropriate work space, including a designated separate room within the school facilities that is not shared with other team members and is free from observation or disturbance by other people. It is our ethical and legal obligation to maintain the privacy and confidentiality of students when they are engaged in therapeutic work. For that reason, these designated spaces shall not be shared because they are meant for the exclusive use of therapeutic services and testing aligned with the ethical and legal obligations to students and families. The workspace shall include but not be limited to a desk, chair and testing tables; a computer; a

New Article XX1 - Mental Health & Wellness Supports PAT Mediation Package Supposal

11/11/23 11am

locking file cabinet with a key; direct access to working copiers, printers and telephones for follow up calls; testing environments that are heated and well ventilated; and necessary supplies, including file folders, paper clips and envelopes to store professional protocols. ~~Principal~~ **The Administrator** shall provide a written plan of space assignment to each individual professional educator on the Mental Health team and the Head PAT ~~Building~~ Representative for **that work group or** at school.

~~XX1.11. Student Mental Health Supports for Professional Educators~~

~~XX1.11.a. — **The School Cluster's Mental Health Support Team shall provide onsite mental health and trauma informed training for a minimum of 6 hours per school, per school year for all staff. The training will be created centrally by the District or through outside contractors if necessary. This PD shall then be adapted and led by the school-based teams. Each site team will work to schedule training according to needs, school schedules and in coordination with the each building's administrator.**~~

~~XX1.11.b. — The District shall collaborate with the Association in an ongoing way through the IPC to align MTSS implementation with the specific responsibilities delineated for each professional educator on school **Cluster's** based Mental Health teams.~~

X2 - Parent-Professional Educator Engagement - PAT Mediation Package Supposal 11/11/23  
1pm

X2 - Parent-Professional Educator Engagement - PAT Mediation Package Supposal 11/11/23 1pm

## **New Appendix X2 Parent-Professional Educator Engagement**

### Parent and Family Home Visits

Educator participation in the national Parent/Teacher Home Visits Program ( <https://pthvp.org/>) requires the following commitments:

1. Attendance at four (4) hour Parent/Teacher Home Visit training program paid for at the Educator's Hourly Rate;
2. For the first year an educator participates: completing at least one (1) visit with a minimum of 3 families;
3. For all additional years an educator participates: completing at least one (1) visit with a minimum of 8 families;
4. Attendance at fall and spring debrief session;
5. Document visits on project visit tracker provided for by the National Parent/Teacher Home Visits Program (<https://pthvp.org/wp-content/uploads/2022/03/home-visit-log-checklist.pdf>)
6. An agreement to conduct visits that follow the model outlined in the training:
  - voluntary for educators and parents
  - conducted in pairs
  - not solely targeting a particular group of students
  - relation-based, focused on the hopes and dreams of the family
  - Educators and trained and compensated
7. The District shall meet with the project's local training/leadership team at the team's December and June meetings for the purpose of evaluation and leveraging home visiting work to promote common SPPS/SPFE parent engagement goals.
8. A professional educator who chooses to complete home visits during their individual planning time, including the 15 minutes at the end of the work day, can do an equivalent amount of planning outside of the work day and be compensated at their hourly rate.

### **Compensation**

Educators who participate in the national Parent/Teacher Home Visit program shall be paid for one and one-half (1 ½) hours at the Educator's hourly rate for each home visit conducted by the educator, including Commute, Home Visit, Documentation and Submission to Payroll. Payment shall be made after the fall and spring debrief sessions.

XX2 - Students with Temporary Living Situations/Housing - PAT Mediation Package Supposal 11/11/23  
1pm

XX2 - WORKING DRAFT - Students with Temporary Living Situations/Housing - PAT Mediation  
Package Supposal 11/11/23 1pm

## **Article XX2**

### **Students with Temporary Living Situations/Housing- “Enrollment Stabilization Plan”**

#### **Housing Directory and Enrollment**

The District will create and maintain a directory of both temporary and permanent housing developments within school catchment areas to track and plan enrollment for each school affected. The Directory will be made available to staff and families of students upon request. This directory will include housing within the City of Portland and will be categorized by catchment area. **PAT will be provided a copy of this Directory August 1 of each year.**

**School Community Representatives.** The District shall fund a School Community Representative at each school with 75 to 139 students in temporary living situations (STLS). The District shall fund two School Community Representatives in schools with 140 or more students in temporary living situations. Student numbers to be measured on the last day of the 1st semester of the prior school year with any adjustments to be made on the 10th day of school of the current school year. The School Community Representative will be responsible for STLS coordination and actively work to remove barriers to enrollment, healthcare intervention, provide support and resources for families to access **and sustain** housing, early intervention, attendance and success, and all other responsibilities per federal guidelines for students with the STLS designation.

**STLS Liaison Stipends.** The District shall also provide paid stipends **of 3% of base rate for the first year, 4% the second year, 5% the 3rd+ years** to schools for each STLS Liaison, according to the following schedule:

- 1 Educator for each school with 20 to 25 students in temporary living situations
- 2 Educators for each school with 26 to 40 students in temporary living situations
- 3 Educators for each school with 41 to 74 students in temporary living situations

**This will be added to the Extended Responsibility table under “Other Positions” with a 3% for 1st year, 4% the second year, 5% the 3rd+ years**

**School Community Representatives and STLS Liaison Responsibilities.** The primary responsibilities for the School Community Representatives and the STLS Liaisons include working with families to determine STLS status, enrolling students in school and in the STLS program, and distributing bus cards to students. These employees are also responsible for maintaining on-going communications with STLS students and families and providing these families with referrals to District and community resources that may address barriers to enrollment, attendance, and success in school. **As Portland Public Schools moves towards a Community Schools model as outlined by the National Education Association and the Learning Policy Institute, these duties may be altered to collaboratively develop the duties of a Professional Educator employed as a Community Schools Coordinator.**

#### **Review of Services to Homeless Students.**

The District shall establish a quarterly meeting with the PAT that enables the parties to evaluate the efficacy of services to homeless students alongside leaders in PPS’ STLS Department. **This meeting will focus on disproportionately impacted communities including and not limited to students in foster care, migrant families, and other protected classes.**

The District shall hire staff to support PPS families in danger of losing their housing (e.g. adding full time staff such as School Community representatives at schools where the percent of STLS students is highest).

### **School Based Supports for Unhoused Youth and Families**

The District shall establish school-based supports for unhoused youth and student families facing eviction or other housing emergencies by providing access to restrooms, showers and laundry services after school hours. The District shall make school space available to non-profit organizations providing tenant rights clinics, counseling services and housing assistance, waiving any fee for use of school space after hours.

### **PTA School and Housing Stability Program**

The District agrees to give ~~\$10,000~~ **\$200,000** to local PTA Resilience Funds each year on August 1 and in Year 1 upon ratification. PAT will also fundraise and donate to local PTA Resilience Funds annually.

This money will be dedicated to local PTA Resilience Funds with the following goals:

1. Keeping PPS students in their homes.
2. If we cannot keep them in their homes, we keep them housed.
3. If we cannot keep them in their homes, we keep them in their neighborhood schools.

This money will be dedicated to existing PTA programs for families facing financial hardship specific to Eviction Defense, school stability, deposits to secure housing within neighborhood schools, back rent due to hardship, etc.

### **Inventory of Vacant and Unused Land and Housing Support**

The District shall identify vacant and unused PPS land parcels that can be used for the development of affordable housing for low-income students and families. In order to empower impacted communities, the District shall establish a Community Housing Task Force composed of four (4) PAT appointees and four (4) PPS appointees, which shall be empowered to oversee all aspects of housing initiatives.

- a. Within 6 months of this agreement, PPS will identify and formally approve at least 10 vacant and unused PPS land parcels to convert to affordable housing **in 5 years** and report to the Board of Education on implementation plans.
- b. The 10 vacant lots will include at least one per school board district, with additional parcels in the district identified based on where the greatest rates of unhoused students are.

The District shall actively advocate to secure enough Section 8 vouchers from Multnomah County and the Portland Housing Bureau to meet the housing needs of the families of all 6600+ “mobile students”/unhoused PPS students. A portion of these vouchers shall be designated for project-based Section 8 tied to the development of PPS properties.

The PPS Board of Education shall pass a resolution calling on other government entities to work with PPS on addressing important housing issues. This resolution shall:

- a. Create a taskforce in collaboration with PAT, any relevant government offices and nonprofits that will explore possible coalitions and funding opportunities to support affordable housing development in our school catchments.**

- b. Call on the state legislature to end discrimination against Section 8 voucher holders and to push for the passing of Tenant Protection Ordinance against harassment and constructive evictions which is limiting the effectiveness of any local rent control laws.
- c. Call for the expansion of rent control to cities and unincorporated areas of Multnomah County and the expansion of Just Cause Eviction beyond rent controlled units in Portland and to more cities and the unincorporated areas throughout Multnomah County.
- d. Call for City and County Attorneys to effectively enforce the Tenant Protection and AntiHarassment Ordinance and for the enactment of such an ordinance in other incorporated municipalities contained within PPS.
- e. Commit that PPS actively lobby and advocate for these policies.

### **Educator Housing**

The District and the Association shall form a joint committee of equal representation to develop and/or implement ways of providing housing assistance for early service bargaining unit members. Specific recommendations shall be provided to the School Board and the Superintendent by the end of the 2024-2025 school year. This joint committee will work to provide affordable housing for early service educators through coalitions with developers and the City of Portland. **The District will provide \$300 the following pay period after the last day of school for all professional educators living in the Portland-Metropolitan Area.**

**NEW Article XX**  
**Special Education**

**XX.1 It is the intent of the Portland Public Schools District and the Portland Association of Teachers to work together to meet the diverse and unique needs of the District's students receiving special education services and to comply with Federal and State laws and regulation. All students will receive an education within the Least Restrictive Environment (LRE) that provides them the needed support for a Free and Appropriate Education (FAPE).**

**XX.1.1 Major district wide changes to the District's special education program will be discussed in the Instructional Program Council (IPC) as indicated in Article 2, prior to implementation. Problems relating to this Agreement shall be addressed in Contract Administration Meetings per Article 29.**

**XX.1.2 If Portland Public Schools forms a Special Education steering committee or staff advisory, up to 6 representatives will be appointed by the association. Release time or extended hours will be utilized to allow for educators to participate.**

**XX.2 Full Continuum of Special Education Services (formerly Art 9.5)**

**XX.2.1 The District and the Association recognize the necessity of timeliness in addressing the essential learning needs and conditions of the students. As such, the District shall maintain a full continuum of special education services and sufficient seats in a variety of programs to meet students' identified special education needs. The District will allocate support as defined in the student's individual education plan (IEP).**

**XX.2.2 Individual student's special education services and service delivery model are determined by the IEP team that directly works with the student at the building/program level. If it is determined that a student requires a change in placement to support their Individualized Education Program, the district will provide for this placement. If a placement is a lateral movement, but is not available, additional resources (training, specialist support, and/or staffing) will be provided at the current building level to meet the needs of the student. If a more restrictive placement is determined to be needed, but is not available, additional staff and resources will be provided at the current building level to meet the needs of the student. Staff**

**already assigned to the building for specific programmatic purposes shall not count as the additional staff.**

**XX.3 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 a Special Education position.**

**XX.4 For all professional educators assigned to provide special education services to students in one or more buildings, Article 7.13 applies.**

#### **XX.5 Staff Ratios and Caseloads**

**XX.5.1 The District shall adhere to the Special Education class size and special educator caseload caps delineated in Article 8 of this agreement.**

**XX.5.2 Special Education Teacher caseload refers to the number of students for which a staff member is providing IEP/due process case management, including:**

- 1. students in the initial evaluation process with signed consent to evaluate;**
- 2. students with transfer IEPs, both in and out of state;**
- 3. private school students with Service Plans;**
- 4. projected number of incoming kindergarten students with services on Individual Family Service Plans (IFSP);**
- 5. projected numbers of incoming students for middle schools, high schools, special schools, and the Community Transition Program (outgoing students will not be included).**

**XX.5.3 At all levels, every effort will be made for special education teachers to serve students for which they case manage. At times when this is unachievable, the district will include students being served by a person other than the case manager on both caseload lists.**

**XX.5.4 For Special education educators that do not provide IEP/due process case management, caseload refers to the number of students for which a staff member is providing services. Services may include but are not limited to the following activities: assess students, attend IEP process meetings (including the initial evaluation process for students with signed consent), provide specially designed instruction or related services, track student progress data, write evaluation**

**reports, create materials for the student, facilitate group or individual activities, provide ongoing consultation with staff.**

~~**XX.5.5 When Special Education staff and spaces are utilized to provide support for general education students, general education students will be counted on the service providers caseload list.**~~

**XX.5.6 School Psychologist caseload is determined by the total building student enrollment. For buildings with special education students totaling 25% or more, School Psychologist caseload is determined by the ratio of School Psychologist to students receiving special education services, including students in the initial evaluation process with signed consents.**

**XX.5.7 Caseload for Speech Language Pathologists**

**XX.5.7.1 For purposes of transfer and assignment, caseload is defined in the SLP MOA in Appendix XXXX.**

**XX.5.7.2 For purposes of caseload caps as delineated in Article 8 of this agreement, caseload refers to the number of students for which a staff member serves, including:**

- 1. Students who receive Specially-Designed Instruction and/or Related Service from Speech-Language Pathologists as noted on the annual IEP.**
- 2. Students who receive Specially-Designed Instruction and/or Related Service from Speech-Language Pathologists as noted in the in-state move-in transfer IEP.**
- 3. Students who receive Specially-Designed Instruction and/or Related Service from Speech-Language Pathologists as noted in an out of state IEP and Transfer IEP**
- 4. Students who have eligibility under the category Deaf and Hard of Hearing who are case-managed by a Speech-Language Pathologist.**
- 5. Students who have signed consent for evaluations for the initial provision of communication services.**
- 6. Private school students with Service Plans who receive Speech-Language Pathologist Services.**
- 7. For elementary schools, the number of incoming kindergarten students with communication services on Individual Family Service Plans (IFSP).**

8. For special education focus programs, the forecasted number of non-neighborhood kindergarten students with Speech-Language Pathologist services.
9. For elementary schools with lottery, the number of non-neighborhood kindergarten students with Speech-Language Pathologist services projected using the average number of such students over the last three years or another methodology with demonstrated accuracy as defined jointly by PAT and PPS.
10. Projected numbers of incoming students for middle schools, high schools, and the Community Transition Program (outgoing students will not be included).

**XX.5.8 The District and PAT agree to meet and negotiate caseload definitions for any newly created Special Education positions or Special Education positions where caseload is not currently defined.**

**XX.6 Case Management** (current proposal 7.1.1.1 and existing language of Overage Settlement)

**XX.6.1** In addition to contractually provided planning days, special education professional educators required to **complete due process paperwork conference with parents and write IEPs** shall be provided four (4) days of released time, per year, for that purpose. A special education professional educator may elect to use these days or the equivalent hours before or after the school year or outside ~~his/her~~ **their** workday at ~~his/her~~ **their** per diem hourly rate of pay.

**XX.6.2** Starting the 2024-2025 school year, in addition to contractually provided case management and planning time, special education professional educators who are required to conference with parents and write IEPs **or evaluation reports**, as well as special education teachers on special assignment who carry a caseload, will receive an annual stipend of \$3000 (three thousand dollars) in order to recruit and retain educators. Special education educators who work less than full time will receive a prorated stipend based on their FTE.

**XX.6.3** All special education case managers will receive a case management period each day for due process paperwork, evaluation work, and IEP work.

**XX.6.3.1** At the elementary level, the case management period will be at least 40 continuous minutes per day, and no less than 320 minutes total per week.

**XX.6.3.2 At the middle school and high school levels, the case management period will be not less than the equivalent of one standard class period per day.**

**XX.6.3.3 High school special education educators will receive a substantially equivalent amount of case management time as other special educators.**

**XX.6.3.4 School Psychologists and Speech Language Pathologists are also entitled to self-schedule a period of time each day equivalent to a standard class period (or at least 40 minutes per day, and no less than 320 minutes total per week, for those at the elementary level) for due process paperwork, evaluation work, and IEP work.**

**XX.6.3.5 These periods of time for special education case managers, School Psychologists and Speech Language Pathologists reserved for special education paperwork will be in addition to planning time already guaranteed under Article 7.9\* (subject to change).**

**XX.6.3.6 Educators shall have access to students during their case management time.**

**XX.6.3.7 Scheduling of this time will be determined by mutual agreement between the Educator and Administrator.**

**[Bargaining Note: This incorporates the existing agreement from the parties' Overage grievance settlement.]**

## **XX.7 Special Education Policies and Procedures**

**Special Education policies, Administrative Directives and procedures shall be based on federal and state special education law. Any district policies and procedures shall be made available to all employees at the beginning of the school year. The District shall provide notice to the Association and staff anytime changes have been made to policies, Administrative Directives, procedures, and processes within a week of the proposed changes . If there are district procedures not specified in the OARs, they shall not cause an undue delay in special education processes (evaluation, eligibility or**

**placement). Any new policies, procedures or paperwork shall not cause an increased workload per article 8.2**

## **XX.8 Rights of Educators Supporting Students Receiving Special Education Services**

**XX.8.1 All special education and general education teachers, including Core Enrichment teachers, will be provided:**

**XX.8.1.1 access to a copy of the IEP/IFSP (as provided by law) of a student that they serve as soon as it becomes available in the records management system. This includes relevant records/reports in alignment with FERPA requirements such as related services, medical alerts, transportation needs, behavior or safety plan, evaluation reports, functional behavioral assessments, placement determinations and any other pertinent records.**

**XX.8.1.2 district-provided time to review the IEP/IFSP and other relevant records during the two and one half (2.5) professional development days prior to the start of the first student day. If a student is being added to a classroom after the start of the school year, the professional educators who work with the student will be provided one full working day to review the IEP/IFSP and other relevant records before a student begins in their classroom or on their caseload.**

~~**XX.8.1.3 district-provided time to have access to regular consultation and support from special education staff in order to ensure implementation of the IEP/IFSP;**~~

**XX.8.2 IEP case managers may request a meeting with their building administration and special education administration to discuss a student's progress when a student is not making appropriate progress due to unmet needs. This meeting shall not be denied.**

## **XX.9 IEPs (Move from Article 8.9 and 8.10 in Article 8 proposal)**

**XX8.1 Professional educators who are required to conference regarding IEPs ~~or 504s~~ (\*\*Already moved to 8) shall have a substitute provided to allow for such meetings to occur within the workday. If a professional educator volunteers to attend such ~~conference~~ meeting outside of the workday, such member shall be compensated at his/her**

**their** per diem hourly rate for conferences which take place beyond the contract day. A professional educator who chooses to conference during ~~his/her~~ **their** 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 ~~his/her~~ **their** hourly rate for the length of the conference.

#### XX.10 Special Education Spaces and Materials

Special Education professional educators shall have:

**XX.10.1 A dedicated, ~~confidential office space~~/classroom; If a dedicated ~~office space~~/classroom is unavailable, an appropriate confidential space will be provided each time a confidential work task is required;**

**XX.10.2 Access to all instructional, academic, and curriculum materials available in the core classroom for all the grade levels for which the Special Educator provides services, including student materials;**

**XX.10.3 Access to age appropriate intervention materials for which the Special Educator provide services; and copies provided upon request; and**

**XX.10.4 Materials and curriculum for social/emotional skill needs of the students available in the classroom.**

**XX.10.5 The materials required by b and c shall be provided to the Special Education educator prior to the start of the school year unless on backorder or no longer published. In these instances, materials will be provided as soon as they are available.**

#### **XX.11 Mentorship for Special Education Professional Educators** (NEW from proposal 21.1.4.12)

**Special Educators new to the profession or new to the District will receive mentorship and/or peer support during the first three (3) years of employment in the District based upon available peer support. The District will make reasonable efforts to recruit peer mentors and survey contract Special Educators every semester to recruit mentors. When possible, this mentorship or support will be offered through a Special Education colleague at their work location who will be provided time in their workday to provide support and will be paid extended hours for each hour worked for any work done outside of the contract day. If no Special Educator is available at the work location, the District will provide a mentor or peer**

**support from another work location.**

**XX.12 Duty (To Be Determined)**

**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 ~~to~~ solicit feedback from Early Childhood Educators as defined above, and recommend and review ~~approve~~ 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 new 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). ~~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.**
- XX4.5. Classroom Ratios and Staffing**

XX4.5.1. **Classroom Ratios**

**The District will staff ~~pre-k~~ Early Childhood Education classrooms either:**

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

XX4.5.1.2. **All ~~Pre-K~~ Early Childhood Education classrooms will not exceed the**  
**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. ~~across the school district, as well as the 1 to 9 adult to child ratio.~~**

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 ~~full-day PreK~~ 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 ~~pre-K~~ 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. ~~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.**

**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. ~~Relevant K-12 Teachers~~ 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. ~~K-12 whether current or historical.~~**

**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 Pre-K Early Childhood programs in PPS. Once accepted, they may enroll their**

**children in ~~Pre-K~~ 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 ~~Pre-k~~ 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**