

**Memorandum of Agreement**

Between  
Portland Public Schools  
And  
Portland Association of Teachers

**PRE-K EDUCATORS**

All areas of the PAT contract that refer to K-5, K-8, K-12 and or Elementary educators will apply also to Pre-K educators, with the exception of agreed upon modifications outlined in this Agreement. Pre-K Educators include all certified staff in Pre-K-programs within Portland Public Schools. The terms of this Agreement do not in any other way modify or amend the PAT/PPS collective bargaining agreement or its application to Professional Educators assigned to a Pre-K-Educator position.

1. Professional Growth

All licensed staff in all PPS Pre-K programs will be given suitable and appropriate professional development in support of their curriculum and early childhood best practices.

- 1.1 Pre-K educators and administrators will form an Instructional Leadership Team (ILT) including no less than four (4) classroom educators representing the range of Pre-K programs across the district. The ILT will review program-wide data, collect and review educator feedback regarding curriculum implementation and professional development, and make recommendations for ongoing professional support and development in service of Pre-K student and family outcomes. Curriculum reviews and adoptions for Pre-K will follow the Adoption Review process outlined by the PPS Office of Teaching & Learning.
- 1.2 If a professional educator on the committee agrees to meet outside of the workday, such member shall be compensated at their 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 individual planning time, including the fifteen (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 hourly rate for the length of the meeting.
- 1.3 Pre-K programs may align with the district calendar on early release days for admin directed professional learning. Should there be changes to the district-wide PD calendar, Pre-K Programs will maintain grant-required professional development hours and follow the processes outlined in section 1.1 of this MOA and Article 2.11.
- 1.4 Pre-K Educators will complete required health trainings (ie. Bloodborne Pathogens, Severe Allergic Reaction, Medication Administration, etc.) as made available on PD days and NCDs throughout the school year. The district will provide up to four (4) extended hours every other school year for educators to complete the asynchronous CPR training.

## 2. Work Year

- 2.1 Prior to the first instructional day, Pre-K Educators will have ten (10) days designated as follows:
  - a. Two and a half (2.5) Professional Development Days
  - b. One and a half (1.5) Set up and Planning Days
  - c. Six (6) No Child Days (as defined in Section 2.2 below)
- 2.2 After the first instructional day, Pre-K Educators will have eighteen (18) "No Child Days". All No Child Days shall be dedicated to teacher-directed instructional planning, environmental preparation, classroom and support team collaboration, data entry, home visits, and family conferences. The No Child Days are inclusive of the Teacher Planning & Grading days agreed upon in Article 6.2.1 and the end of year close-out day.
- 2.3 An additional admin-directed Professional Development day (8 hours) will be scheduled mid-year.
- 2.4 Each year, following Board approval of the District calendar, a Pre-K Calendar Committee, composed of administrators and at least four (4) classroom educators representing the range of Pre-K programs across the district will convene to recommend the following year's schedule for "No Child Days" across pre-service and the school year calendar. Start up and No Child Days shall be distributed in a way that aligns with the teacher responsibilities throughout the year.
- 2.5 Pre-K educators will conduct a minimum of two (2) home visits per child per program year, one prior to the student's first day of school and another in May or June.
- 2.6 Pre-K Educators will conduct two school-based conferences: one aligned to district-scheduled conferences in November and December, and the other in February or March.
- 2.7 When students enroll after the start of the school year, an initial home visit will be completed within five (5) days of the enrollment date. If there is not a No Child Day within the five (5) days, an educator will work with their administrator to arrange extended hours or substitute coverage to complete the home visit. No educator will be required to conduct a home visit by themselves.

## 3. Workday

- 3.1 The standard work day for PK educators shall be eight (8) hours. The last 15 minutes of the day shall be used for teacher planning time.
- 3.2 Pre-K Educators will have not less than three hundred and seventy-five (375) minutes per standard work week (prorated for partial weeks, staff meeting weeks, and early release weeks). There shall be at least one daily block of planning time of at least forty (40) continuous minutes (except on staff meeting and early release day).
- 3.3 Tuesday staff meetings will align with Article 7.3.

4. Classroom Ratios

- 4.1 The District will staff Pre-K classrooms in alignment with the staffing ratios required by grant, state, and federal requirements. In cases of staff vacancies, administrators will adjust staffing as needed to ensure that all classrooms maintain required ratios and make every effort to provide coverage to maintain grant ratios during staff breaks and lunches, toileting/diaper changes, and other situations that may bring the classroom below ratio.
- 4.2 Students who turn (3) years old on or before September 1 of the current school year will be prioritized for enrollment. Should there be vacant slots on January 1st of the school year, program policy will establish eligibility for children who have not turned three years old by September 1st.
- 4.3 As part of the enrollment and placement processes, efforts will be made to balance the number of students with IFSPs across classrooms. If a given classroom exceeds six (6) students with IFSPs, then the administrator, program team, and classroom team will convene to assess the current needs in the classroom and determine whether additional supports are needed.
- 4.4 Additional support may include classroom staffing adjustments, additional planning time, release time, modifications to classroom routines, classroom or sensory materials, coaching, referrals, and/or requests to convene individual students' IFSP team. This process will be documented and data will be reviewed no less than every six weeks. The support strategy will be mutually agreed to by the administrator and the professional educator.

5. Transfers and Vacancies

- 5.1 Pre-K educators are supported and assigned by the PPS Early Learners Department to the PPS Pre-K program. In support of program needs, administration can transfer Pre-K educators within the PPS Pre-K program. When this need arises, administrators will comply with Article 18 (18.6, *Administration Initiated Transfers*).
- 5.2 Pre-K educators are exempt from bumping outside of the Pre-K program. Vacancies at Pre-K schools/classrooms are not subject to placements of unassigned employees nor are they subject to employees with recall rights, unless mutually agreed by the employee, administrator and the District. Educators will still have the contractual rights under Article 18 to apply/transfer to non Pre-K classrooms and will have the same rights as all PAT educators in the event of an unassignment.

6. Sufficient Facilities

All PreK 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 age-appropriate nap spaces, bathroom facilities, and toileting supplies.

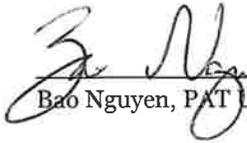
7. Staff Access to PPS Pre-K Programs

Pre-K educators will have access and ability to apply for spaces within Pre-K programs in PPS for their own children. If they meet eligibility under the program requirements, their children will be prioritized for enrollment at their neighborhood schools or the school(s) where they work.

8. Student Support, Discipline and Safety

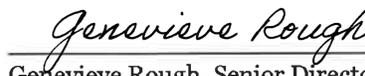
- 8.1 Pre-K educators will create classroom environments that are supportive of all students by complying with Article 9.4.1.1.
- 8.2 Exclusionary discipline, including suspension and expulsion, shall not be used as a disciplinary measure for students enrolled in Pre-K classrooms, per grant guidance and state regulations. This includes any policy or practice that denies children access to day-to-day-classroom activities or inhibits their ability to learn and play alongside their peers. This does not include pre-determined time-limited breaks, self-regulation strategies, nor restorative practices.
- 8.3 In the event of elopement or physical harm as defined in Article 9.3.1 that is not developmentally or age-appropriate per state definitions, an Early Learners administrator or their designee will immediately address the concerns of the affected classroom community. In such situations, the Pre-K educator shall complete a referral and the referral process will comply with Article 9.4.1.6.
- 8.4 In response to repeated behaviors defined above, the Early Learners Program support team will work with the educator, classroom team, parent, and partner providers to develop a plan of support within three school days. The plan shall include the specific areas of concern to be addressed, behavioral data, classroom tools, the responsibilities of staff including Administration, and a timeline for completion of the plan. The plan must take into consideration the impact of issues related to the student's trauma, race, gender identity, disability, social emotional learning, and restorative justice as appropriate for the student. If a disability is suspected, a special education referral may be considered. If the student has an IFSP, the case manager shall be included in the development of the plan. The plan may include additional support as defined by Section 4.4.
- 8.5 If the support plan has been implemented and does not result in the desired student growth within the established plan timeline, the team that developed the plan will reconvene to review the data and determine next steps for support and intervention.

**For the Association:**

  
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Bao Nguyen, PAT Uniserv Consultant

7/18/2024  
Date

**For the District:**

  
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Genevieve Rough, Senior Director - Employee and Labor Relations

7/18/2024  
Date