

PPS Counter to PAT Counter Proposals to Attract, Support, and Retain EoC
06.11.2021

1. Educators who volunteer and are approved to lead student affinity 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.
2. Professional educators who teach language arts, math, social studies, and science 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.
- 3.

The District intends that the Professional Educator Mentor Program described in Article 21 of this Agreement, also provide culturally specific mentoring support to newly hired educators of color, who may request a mentor of color. Educators of Color who volunteer to provide this support shall be compensated at 3% percent of base salary, for each colleague they support. The District and the Association will meet by to collaborate on developing a continuum of supports for new educators of color, including training for those providing culturally specific mentoring.

1. Article 21 is amended as follows:
 - a. 21.1.1: The District intends to maintain a mentor program for the purpose of providing support and assistance to new and/or inexperienced professional educators. The mentor program is also intended to provide culturally specific mentoring support to newly hired educators of color, who may request a mentor of color. To that end, the District and Association will meet by to collaborate on developing a continuum of support for new educators of color, including appropriate training to be provided to those serving in a mentoring support capacity.
 - b. 21.1.3.8 The Mentor Selection Rubric shall not be used to evaluate a professional educator. Videos of mentors' coaching practices shall not be used in the evaluation of mentors.

The District shall provide each professional educator professional development on racial equity and social justice fundamentals. These trainings will be available to all professional educators within the workday and standard work year.

6. In collaboration with PAT, the District shall create and promote an Educators of Color career plan in middle and high schools. The plan will support interested PPS students of color in becoming Portland

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~~Public School educators, including Social Workers, School Psychologists, and other non-TSPC recognized positions. Students who enroll in the program, successfully obtain licensure, and secure employment in a PPS school shall be provided with student loan forgiveness in the amount of up to \$10,000 for each year they remain employed within PPS for a period of five years. The amount the educators shall receive will be based on the actual student loans that the educator must make. No educator shall receive more per year in student loan forgiveness payments than the actual cost of their loans. Loan forgiveness payments shall be made within 30 days of the last scheduled workday in a school year.~~

6. The District and the Association agree pipeline programs for future educators of color to join the District align with the District's and the Association's core values of racial equity and social justice and student achievement, particularly underserved students. The parties are in support of such programs, such as the Portland Teacher Program (PTP) and the District's Career Lattice Programs focused on educators of color, including the EA/Para-Teacher track and the Coach to Teacher Track. . .

Applicants who have participated in the Portland Teacher Program, EA/Para-Teacher track, Coach to Teacher Track, or any other future Career Lattice Program focused on educators of color, be considered as an internal candidate when compared to other internal candidates during the external round are eligible to receive letters of intent as described under Article 18.4.4.1.

M.7.1 Stabilization of schools with High Turnover

The District and Association shall jointly identify schools with high turnover (~~voluntary separations from the school building~~) of fifteen percent or more in a year, to research the causes and possible solutions to of the high turnover. When such schools are identified, the District and Association shall jointly conduct listening sessions with educators who left the building for other assignments, and educators who remain in the building. The listening sessions shall provide opportunities to provide anonymous feedback from educators. The Association and the District shall review the reasons for the turnover and mutually agree upon recommendations to address the problem. The strategies may include, but are not limited to, the implementation of one or more of the following: **additional planning time, additional professional development, and a reduction in student loads from the previous year.** The intent of this effort shall be to jointly develop and present actions to reduce turnover in the identified schools to the Board of Education prior to the adoption of the budget. The District and Association will review the attempts to reverse the high turnover, and if those attempts were not successful, provide mutually agreed upon additional recommendations.

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