

MEMORANDUM OF AGREEMENT

Acceleration Cohort Program

This agreement is between the Portland Public Schools, School District No. 1J, Multnomah County, Oregon (District) and the Portland Association of Teachers (Association), together, “the parties.” The existing collective bargaining agreement remains in full effect unless otherwise set forth in this Memorandum. **This MOA expires at the end of the 2022 – 2023 school year unless the parties mutually agree to renew this MOA.**

Commented [1]: Committee to re-evaluate

Preamble

The Acceleration Cohort is a differentiated approach to supporting district schools. Our diverse population of students, communities, and schools have a variety of needs that cannot be met by a one size fits all approach to support. The acceleration cohort allows the district to support school communities by **providing additional staffing and funding to acceleration schools**, incubating promising instructional models, focusing attention on persistent achievement gaps or climate and culture issues that impede student growth. **Full supports for the needs of each child are essential to accomplishing the goal of student growth, such as a structured curriculum that ensures full access to** ~~ing~~ **performance and creative arts, library, technology, PE; appropriate class sizes and case-loads; wrap-around services throughout the schools; collaborative decision making and leadership styles;** innovative instructional strategies and intervention initiatives ~~are essential to accomplish this goal.~~ To effectively implement the curriculum and instructional strategies, an extended day and enhanced responsibilities are **is** necessary. Additionally, a ~~rigorous agenda of~~ **effective** professional development for teachers **that is immediately applicable to classroom practice** is **desirable** required; this will complement the instructional strategies and curriculum. The District and Association have agreed to the following provisions which apply specifically to members of the bargaining unit assigned to the Acceleration Cohort notwithstanding any conflicting provisions of the parties’ collective bargaining agreement. All other written provisions of the Contract not in conflict with this Article shall remain in full force and effect.

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1. School-Based Design Team:

Each Acceleration School will form a school-based design team (“design team”), composed of school administration, teachers, support staff, and community members, to lead the design process. The plans developed by the design team will be submitted to the Chief of Schools for approval prior to implementation.

1. School Identification

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The District shall be responsible for identifying which schools will be designated as Acceleration Cohort schools for any given school year. The following shall apply to the identification of Acceleration schools:

1.1 Up to a maximum of eight (8) schools may be designated as Acceleration schools per school year. **UP to three (3) elementary (K-8 Schools excluded) may be designated for the 2022 – 2023 school year. A school shall be designated as an Acceleration School only after consulting with the families in that school community.**

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1.3 Once identified, a school will remain in the Acceleration Cohort until they are deemed by the District to have made sufficient progress so as to warrant being returned to non-Acceleration status.

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Deleted: 1.2→ The District and the Association, shall mutually identify entry and exit criteria for

Deleted: schools designated to the Acceleration Cohort.

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1.4 The District will provide notice to the Association **at least three (3) weeks prior to the internal round** as to which schools have been designated as Acceleration schools for the upcoming school year.

2. Staffing

2.1 ~~The parties agree that participation in an Acceleration school by an educator requires a commitment and desire to perform all of the tasks and responsibilities required to accomplish the goals of the school. Accordingly, Assignment to an Acceleration school shall be voluntary. The District reserves the right to make temporary assignments in the event of an unexpected vacancy.~~

2.2 Professional educators assigned to a school at the time it is initially designated as an Acceleration school will be given the option of remaining at the school for the next school year or unassigning themselves. In any year that a school is designated as an Acceleration school, any professional educator at the school may volunteer to be placed on the unassignment list as part of the annual staffing process. Educators may elect to voluntarily transfer out of an Acceleration school through a professional educator-initiated transfer until **pre-service professional development days have begun**. August 15th.

2.3 ~~Once a school is in Acceleration school status, no professional educator shall be involuntarily transferred to that school. **An unassigned educator may be assigned to an Acceleration School only if failing to do so would lead to an unassigned educator being laid off.** Educators may be unassigned in accordance with 18.6.2 of the Contract. The District shall not be required to place unassigned educators at an Acceleration school, nor shall any educator be allowed to bump into an Acceleration school position as a result of a reduction in force.~~

2.4 Any additional staffing required by this Memorandum of Agreement shall not result in any non-Acceleration School to be staffed below current District staffing models.

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4. ~~Openings at Acceleration schools shall be filled at the sole discretion of the District. Openings shall be posted in accordance with the contractual provisions related to posting of vacancies.~~

5. ~~Staff who elect to remain at an Acceleration school or who are selected to fill an opening at an Acceleration school shall be required to commit in writing to perform certain assigned duties and responsibilities in addition to those required by the educator's basic assignment. Successful performance of both basic duties and additional assigned duties and responsibilities shall be a condition of continued assignment to any Acceleration school. The District may involuntarily transfer educators out of an Acceleration school for any reason.~~

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7. ~~A temporary professional educator who has been assigned to a position at an Acceleration school for more than sixty (60) days or more may apply for a position at the Acceleration school during the internal round. Such applicant shall be considered as an internal candidate when compared to other internal candidates.~~

3. Workday/Work Year Expectations

The parties acknowledge that, in order for the District to accomplish desired outcomes at the designated Acceleration schools, additional duties and responsibilities on the part of educators will be required.

3.1. The regular work day for educators assigned to Acceleration schools shall **not exceed 8 hours and 45 minutes.** ~~be up to one (1) hour longer per day than the work day for other schools in the District.~~

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3.2. Professional educators who work in an Acceleration School shall be provided planning time, PLC time, and educator-directed collaborative team/subject time as follows:

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Deleted: **sixty (60) minutes of educator-directed collaborative team/subject time per week.**

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Elementary Schools: sixty(60) minutes of Administrator-Directed PLC time per week, and no less than four hundred seventy(470) minutes of individual planning time per week with at least one forty (40) continuous minute block each day.

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3.3. The contract year for educators occupying a position at an Acceleration school may shall consist of up to five (5) additional contract days for purposes of district-directed professional development. The content of these professional development days will be determined by the Design Team and the District. Professional educators shall be required to attend quarterly data and analysis sessions outside of the regular contract day of up to four (4) hours in length each.

3.4. In addition to any regular professional development and the additional five days for Acceleration Schools, Professional educators may shall be required to attend up to sixteen (16) hours of professional development fifteen (15) district-directed professional development sessions outside of the regular Accelerated Schools contract day of up to two hours in length each.

3.5. Site Support Instructors assigned to schools into an Acceleration school shall not count toward the maximum number allowed by the collective bargaining agreement.

6. Professional educators assigned to Acceleration schools shall be expected to regularly monitor student performance and provide regular feedback to parents and students, with a focus on striving students. Schools in the Acceleration Cohort will host quarterly parent conferencing.

7. Elementary schools will have increased staff collaboration time under the direction of the administrator.

5. Curriculum, Instruction, and Feedback

5.1 The Design Team will design programming and supports to address the opportunities for which the school was selected for the Acceleration Cohort. This team will have support from the Offices of School Performance, Teaching and Learning, and Student Support Services in developing their plan.

The Design team may consider using the allocated resources to provide additional programming and supports including, but not limited to:

- Additional staffing;
- Reduced class sizes;
- Intervention instructional materials;
- Increased wrap around student support services;
- Additional elective opportunities for students;
- Innovative school wide instructional delivery models - e.g., project based learning;
- Support for additional restorative justice training and services; and/or

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- Flexible student schedule options.

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5.3. Instruction at Acceleration schools shall be research driven, and professional educators will be required to utilize the specific curriculum, assessments, and learning materials/strategies identified by the building principal.

5.4. Professional educators may be required to create written lesson plans, in accordance with the identified curriculum **and professional educators shall individually determine the structure and content of the lesson plans. Professional educators shall not be required to submit the lesson plans, and the plans in isolation shall not be used by administration for evaluation purposes.**

5.5. The parties acknowledge the frequency of observation of instruction and planning will be greater than what may occur in a non-acceleration school. Educators will engage in regular coaching with either an administrator or an instructional coach, every other week. **The coaching shall be used to support the professional educator and shall not be used for evaluation purposes.**

5.6. The Acceleration School program shall prioritize the development of, and implementation of, culturally responsive teaching.

5.8 The District will meet with the Design Team twice yearly, to make suggestions for adjustments or improvements to the Acceleration Model.

6. Compensation

6.1. In recognition of the additional work time and responsibilities expected of professional educators **who volunteer to work in** assigned to Acceleration schools, each professional educator shall be paid a yearly stipend of \$10,000.

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Deleted: **5.1.1 All K-5 Acceleration School students will have at least thirty (30) minutes of recess per day, and the recess time must occur within the student instructional day. Student recess time shall not include time spent eating lunch/breakfast.**

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Deleted: **5.2 Acceleration Schools shall fully support and integrate ELL, Special Education, and DLI programs.**

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Deleted: **5.2.4 All Acceleration Schools shall have dedicated social work professionals assigned** [7]

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6.2. Stipends shall be paid in equal monthly installments following the District's established payroll timelines and practices.

6.3 Professional educators shall only be eligible for the stipend during the time in which they are assigned to an Acceleration school. Should a professional educator return to a non-Acceleration school they will no longer be eligible for the stipend, and if a transition occurs during the course of a school year the professional educator will receive a pro-rated portion of the stipend equivalent to the amount of the year they were assigned to the Acceleration school.

4. The above stipend shall be the total amount of additional compensation paid to the professional educators, and they will not be eligible for any other compensation for extended days and/or work hours unless such time is in excess of that set forth in this agreement.

Professional educators will continue to be eligible for contractual payments for additional work beyond the responsibilities set forth in this agreement.

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7. General Provisions

7.2. This agreement shall not serve to set precedent in any respect outside of the Acceleration Cohort setting.

7.3. The District reserves the right to discontinue the Acceleration Cohort program at its discretion.

7.4. The parties agree that this Memorandum represents the full and complete agreement regarding the Acceleration Cohort program.

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