

PAT/PPS Tentative Agreement - List of Changes
June 2021

<p style="text-align: center;">New or Changed Language Bold = New language Strikethrough = removal of existing language</p>	<p style="text-align: center;">Explanation (if needed)</p>
<p>Article 7.10.6</p> <p>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.</p>	<p>PD on implicit bias, anti-racism, and culturally responsive practices.</p> <p>Process for review prior to training and feedback after.</p>
<p>Article 12.1.2</p> <p>12.1.2 Appendix A-2 sets forth the basic annual salaries for the period July 1, 201920, through June 30, 202022. The 202019-21 salary schedule shall be <u>the 2019-20 salary schedule</u> increased by 3%. <u>The 2021-22 salary schedule shall be the 2020-21 salary schedule with the BA+0 column removed and all members on that column moved to BA+15. The BA+15 column will be relabeled as BA+0. The schedule will then be increased by 3%.</u></p>	<p>Salary 3% COLA for 2020-21. 3% COLA for 2021-22 effective July 1, 2021</p> <p>Retroactive pay to July 1st, 2020 for all employed during the term of the agreement, including retirees</p> <p>To help with recruiting new educators to PPS, all members on the BA column will move to the BA +15 column. BA+15 will be the new starting column.</p>
<p>Article 12.1.5</p> <p>Effective the 2021-2022 school year, 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.</p>	<p>DLI Stipend</p> <p>\$3,000 annual stipend</p> <p>Prorated is less than 1.0 FTE</p>
<p>Article 12.1.6</p> <p>Effective the 2021-2022 school year, professional educators shall receive a \$1,500 annual bilingual/multilingual stipend in accordance with Appendix I.</p> <p>Appendix I.1.1 Bilingual or multilingual shall mean proficiency in reading, writing, speaking and listening equivalent to Level 4 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 Level 4 Advanced Mid.</p>	<p>Bilingual Stipend -</p> <p>Language listed in Compensation Article and in Appendix I</p> <p>Changed level of equivalency on test</p> <p>\$1,500 annual stipend prorated if less than 1.0 FTE</p>

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<p>Appendix I.2 Beginning the 2021-2022 school year, 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.</p>	
<p>Article 16.11 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. 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. The District will fill the affinity group positions following Article 16.10.</p>	<p>Student Affinity Groups Leading affinity groups will now be officially recognized and compensated as an Extended Responsibility. Funding for these ER positions will come from a dedicated source rather than a building's consolidated budget.</p>
<p>Article 21.1.2 The District intends that the Professional Educator Mentor Program, in addition to academic mentoring, also provide a culturally specific mentoring support program 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 November 8th, 2021 to collaborate on developing a continuum of supports for new educators of color, including training for those providing culturally specific mentoring.</p>	<p>Peer Support for Educators of Color This <u>expands</u> the current Mentor Program to include a larger number of educators being able to offer non-academic peer support to their colleagues.</p>

<p>Article 21.6</p>	<p>Grow-Your-Own and Recruiting Educators of Color</p>
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<p>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 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 are eligible to receive letters of intent as described under Article 18.4.4.1.</p>	<p>This clause formalizes the District’s commitment to various programs designed to develop and recruit educators of color.</p> <p>Having them in the CBA requires work with PAT before canceling existing programs.</p>
<p>Appendix M.7.1</p> <p>Stabilization of schools with High Turnover</p> <p>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 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. 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.</p>	<p>Stabilization of schools with High Turnover</p> <p>The changes of this language are meant to reflect the mutual interest of PAT and PPS to resource/support schools sufficiently to create stable learning communities.</p> <ul style="list-style-type: none"> • Defines “high turnover” • Creates clear process with listening sessions • Lists specific strategies to reduce high turnover
<p style="text-align: center;">MEMORANDUM OF AGREEMENT</p> <p style="text-align: center;">Safety/Student Rights and Responsibilities Sub-Committee</p>	<p>Safety/Student Rights and Responsibilities</p> <p>PAT will work with the district through an Interest-Based Bargaining process to recommend changes to Article 9 and the SRR Handbook. Any changes to the contract must be ratified by members.</p>