

OEA Proposal
4/17/2024

6:40 pm

Changes Tracked From OUSD Proposal 4.17.24 4pm

Bold= both parties agreed

OEA Rejected language= strike out

Underlined= new OEA from 2022-2025 CBA

Article 21.25

Early Elementary, Transitional Kindergarten and Kindergarten

21.25 Transitional Kindergarten and Kindergarten

Effective in the 2023-24 school year, the District and OEA shall establish a joint committee to discuss the unique needs of Transitional Kindergarten and Kindergarten and a reopener to discuss Transitional Kindergarten and Kindergarten. Negotiations shall commence no later than October of 2023.

It shall be the function of this committee to facilitate a culture of collaborative problem-solving between OEA unit members and OUSD Staff in order to identify and discuss opportunities and ~~or~~ challenges specific to serving TK/K students in OUSD.

The district shall notify OEA, no later than the 10th day of instruction of each year, which OUSD staff will be the primary contact for the committee and provide two weeks' notice of any personnel changes made. To the extent available, the district will also provide the up-to-date contact information for the OUSD staff that is in charge of the following topics for TK and Kindergarten; enrollment, facilities, curriculum, SPED, MTSS, and nutrition.

21.25.1 Extended Work Time

No unit member shall be required to come to work or host an event during a non-work day or during their teacher preparation days, including but not limited to "Meet The Teacher" or orientation days before the first day of school. If a teacher agrees to such an event, they must be paid for a full work day, 6.5 hours, at their per-diem rate for the length of the event and any agreed upon preparation time. ~~regardless of the length of the event.~~ These events shall not be considered part of a unit member's mandatory job duties. No grandfathering of these events being part of an Early Elementary Teacher's mandatory job duties shall be allowed.

21.25.2 Curriculum and Instructional Minutes

21.25.2.1 All curriculum and core content (Literacy, Math, Science, and Social Studies) mandated by the district will not exceed the minimum daily instructional minutes for TK and Kindergarten (180 minutes per day per CA Ed Code EC46117 and 46201). The use of any minutes beyond 180 daily minutes will be at the discretion of the teacher

21.25.2.1.1 In reference to section 10.12.1.1”To foster a positive school culture for students, schools will focus on setting expectations and culture the first week of each school year. The District will adjust pacing to reflect this focus”. **Transitional Kindergarten and Kindergarten classes shall be teacher directed and focus on setting expectations, routines, and classroom culture for the first 2 weeks of the school year, and will also include 1 reset day after each extended break (Fall, Winter, and Spring). The district will adjust pacing guides and assessment calendars to reflect this focus.**

21.25.3 Assessment

21.25.3.1 Transitional Kindergarten through Second Grade teachers will receive the equivalent one full release day per trimester in order to administer one-on-one assessments. This time may be one full day or split across multiple days in order to better suit site coverage plans.

21.25.3.2 Transitional Kindergarten Teachers shall receive release from site PD once per month in order to input, categorize, and rate data collected.

21.25.4 Salary and Compensation

Unit members who complete the ECE unit requirements shall be able to submit their transcripts for the units to be eligible for column advancement. This shall be true for all ECE course work done after a unit member has completed their bachelor's degree, regardless of if the units themselves are considered post-BA.

21.25.5 Universal TK Roll Out (Enrollment and Class Assignments)

21.25.5.1 The district and the union shall make every effort to ensure an equitable roll out of transitional kindergarten programs and agree to the creation of a joint plan for high quality TK programs at every site and within each neighborhood. This includes site based and hub based programs.

21.25.5.2 The OUSD enrollment office shall make every effort to re-verify enrollment of all transitional kindergarten and kindergarten students during the month of July. This will support school sites having more accurate information prior to school starting, provide time before the first day to school to move students off waitlists, and monitor any potential consolidations before the first day of school.

21.25.6 SEL and MTSS

In reference to section:

10.12.1.4 Unit members will regularly complete:

- a. Student mental health screeners (maximum daily);
- b. Use District-adopted mental health screener data to plan for and collaborate with school site teams (e.g. COST) to provide mental health support to students accordingly;

Transitional Kindergarten and Kindergarten students shall be exempt from any district adopted mental health screeners for the duration of this contract. unless the tool has been approved by the TK/K joint committee. This is an effort to ensure that district adopted screeners are developmentally appropriate for the age group, fit within a reasonable amount of time to administer, and collect the type of data needed to support school site teams (e.g.COST).

21.25.7 General Purpose Classroom Aides

This position will support a range of needs including (but not limited to) sustaining a positive classroom culture while supporting students' academic and social-emotional learning.

21.25.7.1.General purpose aide positions shall be allocated to TK classrooms in accordance with the state law and as defined by the ratios in this contract. The General Purpose Classroom TK Aide shall be a position that requires a substitute due to vacancy, illness, or personal days, in order to maintain the state mandated ratios.

21.25.7.2The Transitional Kindergarten teacher shall be invited to participate in the interview process to fill general purpose aide vacancies in their programs. It is understood that this language does not apply if a permanent classroom teacher is not currently assigned to this position.

21.25.8 Early Literacy Tutors

The hours provided to Early Literacy Tutors shall be such that at least 30 minutes of preparation time be allocated to collaboration with the classrooms teachers they support. All classrooms teachers shall have at least 30 minutes each week, at a common of their prep time when the early literacy tutor is available. This collaboration time shall not replace any preparation time allowed to Literacy Tutors in their contract.

21.25.9 Facilities and Student Supports

21.25.9.1 Unit members shall not provide toileting assistance to students, including but not limited to changing pull ups, wiping, or supporting students to change their clothes if they have an accident.

21.25.9.1.2 The district shall work with school site administrators to create a written plan for how to support students who have a bathroom accident or are not potty trained at school. This shall include who is legally able to support students that are not able to change their own clothes or use the toilet independently. This plan shall also include the cleaning protocol for any surfaces that come into contact with bodily fluids, including carpets. This plan shall be provided to all early elementary teachers prior to the first day of each school year.

21.25.10 Class Size and Ratios

21.25.10.1 In alignment with state law, classrooms with one or more TK students shall be staffed at the current transitional kindergarten ratio.

21.25.10.2 In reference to section 10.3.1 Elementary Substitute Duty: When teachers agree or are assigned to provide substitute coverage to parts of classes when a regular substitute has not been provided by the District's Human Resources Services and Support, unit members will be compensated at the rate of \$15 per student. Students shall be distributed in the fewest groups possible and in the most appropriate grade levels possible.

Transitional Kindergarten classes shall not be given additional students in excess of their classroom ratio, regardless of the age of the students added, when a class must be split up for lack of substitute coverage.

21.25.10.3 In reference to the following sections of article 15, the following changes shall be made.

15.4.1 The Employer shall not exceed the following class size maximums.

2023-2024:

TK: 24 students (12:1)

Kindergarten 27

2024-2025:

TK: 22 students (11:1)

Kindergarten 26

By June 1, 2025

TK: 20 students (10:1)

Kindergarten 25

~~15.4.2. Effective with the 2016-17 school year, the District shall make every effort regarding staffing and effective allocation of resources in a manner intended to achieve individual class sizes in schools with an unduplicated pupil percentage in excess of ninety (90) which should not exceed the following:~~

~~2023-2024: TK/Kindergarten 24~~

~~2024-2025:~~

~~TK: 20 students (11:1)~~

~~Kindergarten 24~~

~~By June 1, 2025:~~

~~TK: 18 students (10:1)~~

~~Kindergarten 23~~

15.11 Transitional Kindergarten

For the 2023-2024 School Year and thereafter, Transitional Kindergarten classes will be staffed at an adult to student ratio of 1 to 12 with one of the adults being a certificated unit member as required by law.

Effective June 1, 2025 and thereafter, Transitional Kindergarten classes will be staffed at an adult to student ratio of 1 to 10 with one of the adults being a certificated unit member:

~~15.2.4.1 Elementary: In Elementary Schools, for class sizes that exceed the maximum pupil contact per day set forth in Sections 15.5.2, unit members shall be compensated one thousand two hundred dollars (\$1200) per semester per student.~~

~~———— For transitional kindergarten classes, any class size overage must be accompanied by an additional aide, in addition to the above stipend, in order to keep the classroom in ratio. This will be a permanent aide, not a day to day assignment based on daily attendance.~~