

Cincinnati Board of Education and Cincinnati Federation of Teachers Tentative Agreement

Salary Increases

Salaries increase by 1%, retroactive to January 1, 2007, and by 2% in January 2008, with an economic reopener in January 2009.

Changes to Current Contract

Changes to existing contractual language are reflected in **bold italics**:

§145 ***Professional Learning Communities***

CFT and the Board are both committed to improve student achievement by establishing Professional Learning Communities in which all stakeholders take collective responsibility to ensure student learning by creating structures to promote a collaborative educational culture focused on continuously improving results. The dominant model for PLCs is the team-based schools.

Comment: Insert entire paragraph before line 36 on p. 7

1. Selection of Schools as Team-Based Schools

Team leaders will facilitate meetings and professional discourse that focus on the analysis of current school data. The team leader will design and deliver professional development activities based on the data analysis.

Comment: These two paragraphs replace lines 37-40 on p. 7

Schools may continue to apply to be team-based through the EIP's application process. The application process will include a 2/3 secret ballot vote of the faculty and LSDMC approval. Existing Team-based schools need not reapply. EIP shall recommend schools to the Superintendent for conversion.

8. TAP (Teacher Advancement Program)

Comment: Insert entire TAP paragraph as #8, p. 9 at end of §145

Currently we have schools participating in the Teacher Advancement Program (TAP). The application process will include approval by 2/3 secret ballot vote of the faculty. TAP schools will incorporate these four elements: 1) multiple career paths: enables teachers to pursue a variety of positions throughout their career in or out of the classroom connected to the Career in Teaching program, 2) ongoing applied professional growth: to increase student achievement by providing ongoing job embedded professional development where teachers have time to meet, learn, plan, mentor, and share with other teachers to improve the quality of their instruction, 3) instructionally focused accountability: teachers are held accountable for applicable teaching standards as well as the academic growth of their students, and 4) based on availability of funds, incentives up to \$2,000 per teacher, tied to student achievement value-added gains according to a formula designed by the Redesign Committee: incentives are tied to student achievement value-added gains as defined by the State of Ohio.

Continued

a. *Professional Discourse*

The PLC leader will facilitate professional discourse in consultation with Mayerson, the district and the school teams.

b. *Professional Development*

Professional Development hours scheduled during the teacher workday may be applied toward Individual Professional Development Plans (IPDPs).

9. Incentive Route

Based on the availability of funds, the Redesign Committee will be empowered to design a formula for incentives up to \$2,000 per teacher, tied to student achievement value-added gains. Any school will be eligible for this incentive. Incentives will be offered annually.

§145

Professional Learning Communities

7. Budget Allocations for Schools and Teams

School budget allocations shall be made according to the per-pupil budgeting process *or the adopted budgeting process.*

§210

Teacher Evaluation

(This is from CBA current page 20, Section 210.1.i)

- i. Effective *2007-2008*, teachers may be scheduled for a Comprehensive Evaluation:
- (3) every fifth year of service *through step 26*

(This is from CBA current page 21, Section 210.1.j - replace existing language with this language)

- j. Annual Assessment
- (2) *Teachers at steps 16, 21, and 26 shall successfully complete two annual observations to receive the increments at the next steps.*
 - (3) Teachers scheduled for a Comprehensive Evaluation on steps 16, 21, and 26 will defer the Comprehensive Evaluation to the following year.

Continued

(This is from CBA current page 22, Section 210.1.q)

q. Appeal Process

Teachers may appeal the scores on Domains 1, 2, 3, and 4 by sending a written *Request for Review* to Human Resources within 10 working days of receiving the final scores on the comprehensive evaluation. The *TES Appeals Panel* shall review the documentation and determine if the evidence supports the scores given by the *evaluators*. If not, the *TES Appeals Panel* will review the evidence and provide new scores. *If the TES Appeals Panel overrides the appeal, it shall delineate the specific rationale in writing to the teacher.*

Comment: New paragraph to replace lines 21-24 on p. 22

§250

Teacher Transfer Process

Section 250.1.b (page 41 – beginning with lines 15 -16)

Vacancies which remain or occur after July 1 shall be filled first by surplus teachers and teachers returning from leave of absence who have not yet been placed and then by new employees. *The exception to this is the district may hire properly trained Montessori teachers to be assigned to Montessori schools to positions for which they are properly certificated/licensed, even when a pool of surplus teachers without Montessori training exists. Selection of these new hires shall be consistent with Section 250.1.e*

§270

Reduction-in-Force Procedures

Section 270.5 (page 47)

An employee whose position classification has been changed as a result of these RIF procedures shall be offered re-employment to that position classification before such vacancy is filled by an employee who has not served in the position classification previously or a candidate not currently employed by the Cincinnati Board of Education. *However, an exception to this is the district may hire teachers who have completed proper Montessori training to teach in a Montessori school, assigned to positions for which they are certificated/licensed. Selection of these new hires shall be consistent with Section 250.1.e.*

If CFT and CPS mutually agree that a need exists for Paideia trained teacher to be hired during time when RIF re-employment terms apply, CPS and CFT agree to re-open this section of the contract.

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2. Student Discipline

d. Local School Behavior Plan

Comment: p. 53 line 7

The Local school behavior plan shall be developed by the ILT *and aligned with the current district strategies.*

f. Chronically Disruptive **Students**

Comment: p. 53 add at end of line 21

The lead psychologist and/or the Student Services managers assigned to the Instructional Support Teams will work with the school psychologist and teacher(s) to develop a transition plan for students returning from A2E, A2S and other non-school assignments that will include additional support services as determined to be appropriate. The same personnel will also work with teachers to develop appropriate strategies for tier 3 students who have exhibited persistent and disruptive behaviors.

(This is from CBA current page 56, Section 500.2)

CLASS SIZE AT PRIMARY K-3

The Cincinnati Public Schools respect the research that suggests that small classes in early grades have lasting benefits on student achievement. The class size in the primary K-3 grades would be 18:1 with an IA added in each class that reaches 19 students and a cap of 25 students in individual teachers' classrooms. Overload pay will be given to teachers for classes with 26, 27, and 28 students beginning the third quarter and no primary classroom will exceed 28 students during the second semester. Every effort will be made to minimize multi-age/combination classes with the exception of Montessori schools or any other planned and properly approved multi-age/combination program focus.

Comment: Ratio not implied by 18:1

(This is from CBA current page 60, Section 610.e)

e. **Alternate Assessment**

The district will offer a half-day of training on the alignment of IEP, academic standards, and alternate assessment at the beginning of the school year. In addition, a full day will be offered by the district for professional development or completion of alternate assessment, centrally or at the school, as deemed appropriate by the teacher, with class coverage provided by the school for both sessions, prior to the due date for submitting alternate assessments.

Comment: Insert after letter d. on p. 60

(This is from CBA current page D-8, Appendix D – Career-in-Teaching Program Agreement)

Appeal Process

Add the following sentence: on page D-9 to the last paragraph of Appeal Process

If the Lead Teacher Appeals Panel overrides the appeal, it shall delineate the specific rationale in writing to the teacher.

§700

Salaries and Fringe Benefits

1. Salary Increases – page 69, Line 5

b. Teacher Pay for NTBC/ASLHA Certification

Pending the availability of new, additional operating funds, a \$1,000 stipend will be available for the following:

- *Occupational Therapists with certification from American Occupational Therapy Association, Inc.;*
- *Physical Therapists with certification from American Board of Physical Therapy Specialists;*
- *School Psychologists with certification from National Association of School Psychologists; and*
- *School nurses with certification by the National Board for Certification of School Nurses*

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