



bargaining brief

THE OFFICIAL BARGAINING NEWSLETTER FOR PAT MEMBERS

October 18, 2013

District Take-back: Work Load

As the School Board and Superintendent push forward with their bargaining timelines, they are moving closer to imposing a significant take-back proposal on you. This would mean you have the choice of accepting the unacceptable or to strike.

The Board's "aggressive" proposal eliminates longstanding work load contract language that protects you against further increases in your work load. This language reads as follows:

Article 20, Section D on page 65 of 2011-13 Contract: *Except as modified by the workday provisions of this Agreement, the work load of unit members shall be generally comparable to that which existed in the 1997-98 school year.*

Our work load protection has been in our contract for decades.

This work load protection has been in our contract since before 1982. In years prior to 1997-98, the year was updated each contract. PAT has proposed to update the language to read: "The work load of unit members shall be generally comparable to that which existed in the 2010-11 school year. We selected 2010-11 because that was the base year for the 6 of 8 high school workload arbitration.

The District believes eliminating the work load protection would eliminate limits on student load at the high schools.

Teaching is my life. Under the District's proposed contract, teaching may well become the death of my relationships, my family life, and my health.

- Amanda-Jane Elliott, Language Arts, Lincoln

The 6 of 8 high school grievance was based primarily on violations of work load language. According to Brock Logan, eliminating work load language would allow the Board to also eliminate student load limits at the high schools. This could allow the Board to assign well over 180 students to high school teachers without any relief or compensation.

Even if you are not a high school teacher, remember that this greatly reduces your high school colleagues' ability to personalize education for our students.

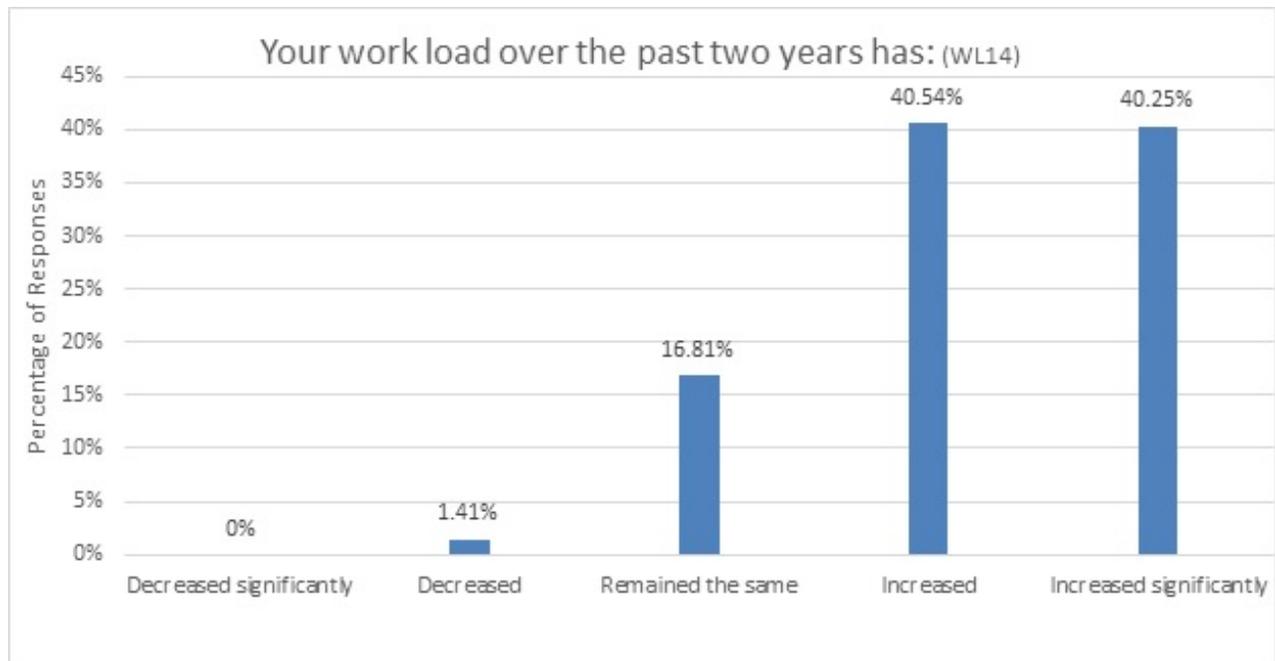
Eliminating the work load protection, allows the Board to increase work load at any level.

The elimination of the work load protection would impact other work load grievances as well. Currently we have outstanding grievances over increases in work load for special education teachers and speech pathologists. These grievances would also presumably be dropped or limited in scope. Future increases would no longer be grievable unless "the Board's operational and management rights" are "specifically altered or amended by the expressed terms of the Agreement". (See the Board's proposal on management rights.) Examples of increased workload covered by this language could include new requirements for Synergy, or increasing the requirement to collect student data and could apply to members at any level in any assignment.

Each year since I started, my workload has increased. I have more students, students with more complex needs, more paperwork to do, more tests to administer, and more meetings to attend. Subsequently, district supports have decreased year after year to the point that I am finding it more and more difficult to meet the needs of my students.

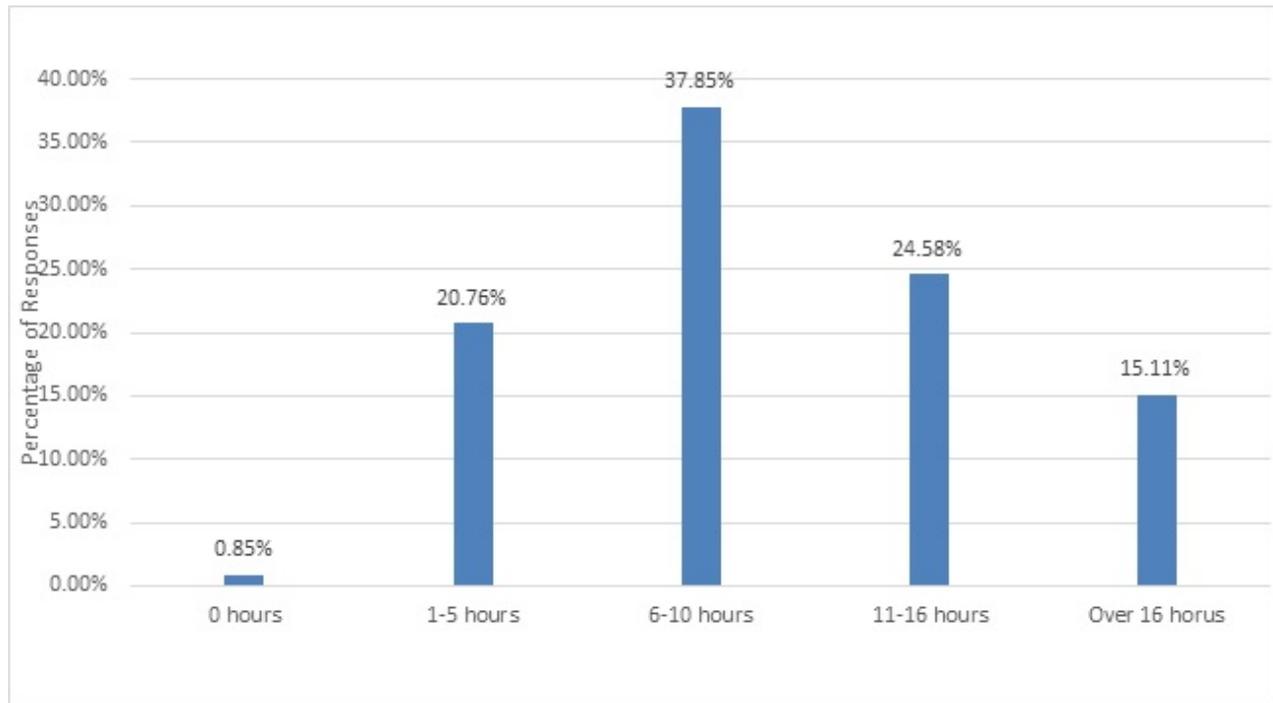
- Anonymously shared story from a Special Education Teacher HS

According to our bargaining survey, members feel strongly that work load continues to increase significantly each year.



There just aren't enough hours in the week for many members to do more work.

How many hours beyond your workweek (39.5 hours) do you generally do school-related work (including weekends)?



With no available time, teachers have to modify assignments and limit valuable feedback to students.

I am in my fifteenth year of teaching, all of it at a North Portland school. This year my class size started is 32. My teammate also has 32. So I have a large class at a school with a high poverty rate (with all the social issues that entails) and a high number of students learning English as a second language.

Here it is mid-October and I'm still struggling to get all my beginning of year assessments done. I love teaching and I love the relationships I build with my students and their families. This year I love teaching a little less. Sadly, this year the district has chosen to increase my workload to the point where I can't possibly be as successful as I have been in years past.

- Shannon Baker, 3rd grade, James John Elementary



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