

OEA believes students in Oakland deserve **safe, stable, sustainable, and successful** schools.



Article 7 Employee Rights

[NEW] Subsection to 7.2.1.4 Site Professional Development Planning

To ensure that teachers are engaged in the planning of site professional development so that it meets their needs and informs their work with students, plans for professional development shall be either a) discussed and approved by the site's Faculty Council, or b) determined by a committee mutually agreed upon by the principal and the FC, and containing both administrators and faculty.

Rationale: Staff development planning must be based on the real needs of students, teachers, and support staff at individual school sites.

Article 9 Academic Freedom

[NEW] Section 9.3 Course Pacing Guides

Rationale: Meeting the diverse academic needs of our students requires flexibility in pacing and planning curriculum. *Rigid pacing guides and assessment schedules do not allow teachers to meet these diverse needs.*

Article 12

Assignment/Transfer/Vacancy

Consolidation Policy

Discuss Assignment/Transfer/Vacancy/Consolidation

Rationale: We have recently worked with the district to reach an agreement around this year's Priority Placement Process. *We believe this was a positive step forward. We are committed to continuing discussions to find ways of placing members appropriately and in a timely manner.*

Article 13 Performance Evaluation

Discuss Performance and Evaluation.

Rationale: Evaluation needs to be a process that values, supports and develops educators and their skills, not a way for administrators to punish teachers they don't like or don't want. The goal of any evaluation system is to strengthen the knowledge, skills and practices of teachers to improve student learning.

Article 15 Class Size and Caseloads

Special Education, Decile 1 & 2, Music, and PE

Rationale: Research shows that students learn better in smaller classes. We want to discuss areas where we believe current class sizes are unreasonable, specifically in Special Education and Decile 1 & 2 schools. Class size and caseload limits (there are none now) would help to recruit and retain these teachers.

Article 24 Compensation

Bargaining unit members shall receive at least a 4% raise.

[**NEW**] The District will spend at least 55% of the expenses of education on classroom expenditures as outlined in CA State Education Code 41372.

Rationale: If OUSD is serious about recruiting and retaining quality educators and wants to prevent the constant exodus of teachers to other districts, they must not only improve working conditions but also offer competitive salaries. *OUSD receives extra monies from Oakland taxpayers (Measure G) to “recruit and retain” teachers but pays the lowest salaries in Alameda County. Other districts without such funds **still** pay more by following CA State Education Code 41372.*

Article 25 PAR (Peer Assistance Review)

[NEW] Subsection to Article 25: New Teacher Support

Any unit member new to a school site shall be matched, where possible, with a unit member in the same circuit or department, with experience at the site, as a “site buddy” and they shall be each be compensated per diem for up to ten hours of documented meeting time during the first semester so that the new unit member can be informed about the procedures, projects, events, etc. of the site, and about the materials and resources, programs, and advice that might be available to enhance their teaching.

Rationale: Creating a system that allows new teachers to team up with a site member would provide support and understanding of school culture to promote retention and stability throughout the district.