

PITTSBURGH FEDERATION OF TEACHERS



Teachers and Other Professional Employees ***Tentative Collective Bargaining Agreement***

between the

Pittsburgh Federation of Teachers

and the

Pittsburgh Board of Public Education

July 1, 2024 through June 30, 2028



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Pittsburgh Federation of Teachers
Four-Year Agreement for the Teacher/Professional Employees
October 31, 2024

Negotiators for the PFT and the School District reached a tentative agreement for the 2,400 employees covered by the Collective Bargaining Agreement for Teachers and Other Professional Employees between the Pittsburgh Board of Public Education and the Pittsburgh Federation of Teachers.

Provisions of this tentative agreement are presented in this document. Acceptance or rejection of this tentative agreement will be conducted by mail ballot. This information and a ballot will be mailed to all full PFT members in the Professional unit as well as emailed to those full members who have provided the PFT with their personal email addresses. Ballots and this document will be U.S. mailed on or about November 14, 2024. The Ballots will be counted on December 3, 2024.

A. Length of Agreement

The term of this agreement shall be four (4) years, covering the period July 1, 2024 through June 30, 2028. All terms and provisions of this agreement shall be prospective unless otherwise another date is specified.

B. Residency

No employee covered by this collective bargaining agreement shall have a residency requirement.

C. Salaries (See Attachment I for all Professional CBA Salary Schedules.)

- Retroactive pay for all steps retroactive to July 1, 2024 for all current employees who are employed when the contract is ratified.
- Step advancement retroactive to the professional's increment date.

Retroactive payments will be made as soon as practicable.

2024-28 salary schedules:

- \$1,050 to \$2,775 added to the top step each of 4 years.
- Greater than 10% increase at the top for every salary schedule across 4 years.
- Greater than 10% average internal steps increase across 4 years not including step advancement.

Important note: Steps 10a and 10b are now identified as 10 and 11. Similarly, steps 5a and 5b are now 5 and 6; steps 6a and 6b are 6 and 7. This **does not** change the length of active time on these steps. The new numerical designation does not change the timing of progression through the steps.

Step 5 (5a) 6 months, Step 6 (5b) 4 months Art. 86

Step 6 (6a) 6 months, Step 7 (6b) 4 months Art. 83

Step 10 (10a) 6 months, Step 11 (10b) 4 months Art. 79, 81, 82, 84, 85

Article 79 – Teachers Hired before July 1, 2010

Bachelor’s Degree

\$1,500 on each internal step, \$2,550 at the top each year

Master’s Degree, Master’s Equivalent, Bachelor’s Degree +30 Credits

\$1,550 on each internal step, \$2,650 at the top each year

Article 80 – Teachers Hired on or after July 1, 2010

\$1,550 on each internal step, \$2,650 at the top each year

Article 81 – Service Providers, Hearing Itinerants, Occupational Therapists, Physical Therapists, Speech-Language Specialists, Vision Itinerants

Bachelor’s Degree

\$1,500 on each internal step, \$2,550 at the top each year

Master’s Degree, Master’s Equivalent, Bachelor’s Degree +30 Credits

\$1,550 on each internal step, \$2,650 at the top each year

Article 82 – Counselors

\$1,550 on each internal step, \$2,650 at the top each year

Article 83 – Psychologists

\$1,550 on each internal step, \$2,650 at the top each year

Article 84 – Social Workers

\$1,550 on each internal step, \$2,650 at the top each year

Social Workers on Bachelor’s Degree Salary Schedule

\$1,500 on each internal step, \$2,550 at the top each year

Article 85 – School Nurse Practitioners and Dental Hygienists

Bachelor’s Degree Salary Schedule – Regular 192-day SY

\$1,500 on each internal step, \$2,550 at the top each year

Master’s Degree, Master’s Equivalent, Bachelor’s Degree +30 Credits

\$1,550 on each internal step, \$2,650 at the top

Article 86 – 12 Month Calendar PFT Represented Professionals

Bachelor’s Degree

\$1,500 on each internal step, \$2,550 at the top each year

Master’s Degree, Master’s Equivalent, Bachelor’s Degree +30 Credits

\$1,550 on each internal step, \$2,650 at the top each year

Article 87 – Adjunct Teachers

\$1,350 on each internal step, \$2,200 at the top each year

Article 88 – EC/EI Teachers

Bachelor’s Degree

\$1,500 on each internal step, \$2,550 on top each year

Master’s Degree, Master’s Equivalent, Bachelor’s Degree +30 Credits

\$1,550 on each internal step, \$2,775 on top each year

Article 89 – FSS, HA, HSHV, SSC, PIVC.

\$1,200 on each internal step, \$2,500 at top each year

Article 90 – EC/EI or School-Age Assistants –

Sign Language Interpreter

\$1,050 on each internal step, \$1,300 at the top each year

Certified Occupational Therapy Assistant (COTA) & Physical Therapy Assistants

\$1,300 on each internal step, \$1,450 at the top each year

Article 91 – Full-Time Substitute Teachers

\$1,300 on each step each year

(See Attachment I, Professional Salary Schedules, pages 38 to 47.)

D. Other Compensation Items

1. Student Services Department Chair - Article 63, Section 1, increase from \$1,000 to \$2,000 per year
2. Nurse CRNP Differential - Article 64, Section 11 from \$2,500 to \$3,000 per year
3. ITL Select Teacher Differential – Beginning in 2027-28, Article 71, Section 1:
Year 1: increase from \$500 to \$900
Year 2: increase from \$1,000 to \$1,800
Year 3: increase from \$1,500 to \$2,700
~~Year 4: \$2,000/year~~
A leave of absence in excess of a year will delay movement to the next differential increment.
4. Substitute (day-to-day) increase from \$120 to \$135 per day
5. Substitute after 2 sem. (day-to-day) from \$136 to \$150 per day
6. Substitute Teacher (8 hours) from \$123 to \$155 per day
7. Substitute Teacher after 2 sem. (8 hours) from \$140 to \$170 per day
8. Teacher Professional Increment (TPI) increase from \$2,000 to \$2,500 per year
9. Workshop Rate increase from \$23.32 to:
\$28.00 in 2024-25, \$30.00 in 2025-26, \$33.00 in 2026-27, and \$37.00 in 2027-28
10. Loss/Lack of Preparation Period from \$13.61 to \$20.00
11. Athletic Coaching (**see Appendix II**)
12. Intramural Programs hourly rate increase from \$24.58 to:
\$28.00 starting with spring 2025 season, \$30.00 in 2025-26, \$33.00 in 2026-27, and \$37.00 in 2027-28
13. Faculty Managers hourly rate increase from \$24.58 to:
\$28.00 starting with spring 2025 season, \$30.00 in 2025-26, \$33.00 in 2026-27, and \$37.00 in 2027-28
14. Extracurricular Activities hourly rate increase from \$16.90 to \$26.00
15. Severance for Resignees – increase in the severance rate in Article 110, Sec. 5 from \$60 to \$75 per accumulated day and such increase will apply to employees who sever their employment after ratification of this agreement
16. Stipends Affected by a Leave of Absence (LOA):

Extended day differential (including ALA and credit recovery), excluding ITLs will be suspended during any leave for: FACE Coordinator, School-based Tech Liaison, School Assessment Coordinator, Restorative Practice Point Person

E. Bi-weekly Pay

Summary: The District sought to move from 2 pays per month for 10 months to bi-weekly pay. Bi-weekly pay will help with accuracy of pay checks because of the gap between the pay period end date and the pay date. Currently, PFT-represented employees are paid on the 15th and the last day of the month, with both those days part of the pay period (e.g., the pay period for the pay on the 15th is the 1st through the 15th). In the current system, pay is reported to payroll a week in before things happen.

For the professional unit, the pay amounts will be the same for each of the 21 or 22 pays. There is no 12-month pay option. The District would not agree to it.

Tentative Agreement:

The Federation and the District agree to revise the applicable provisions of this CBA to reflect bi-weekly pay which will be effective **July 1, 2025**. The Federation and the District will work together to resolve contractual changes with reference monthly payroll deductions to conform to a bi-weekly pay system.

F. Health Care

Summary: The healthcare plans (Highmark and UPMC) remain substantially the same. There will be a \$5 increase in pharmacy and chiropractic co-pays. An in-network wellness deductible is waived each year when the plan participant (employee) gets a physical and completes a wellness survey. If the participant (employee) does not get a physical and/or does not complete the wellness survey during 2025, then in-network deductibles apply starting in 2026. This repeats each year. There are no in-network deductibles in 2025. Out-of-network deductibles are increased. (**See Attachment IV**)

Tentative Agreement:

The Federation and the District agree to update Articles 119-121 with changes to the current group health insurance plan/benefit as follows:

- Change to Highmark Performance Blue
- Change to Highmark Medical Specialty Site of Care
- Change Pharmacy Co-pays from \$10/\$20/\$40/\$40 to \$15/\$25/\$45/\$45
- Change Chiropractic co-pays from \$15 to \$20 (enhanced) and \$25 to \$30 (standard)
- Implement Wellness program/deductible effective 2025 – deductible effective 2026
- All changes (with the exception of the wellness deductible) occur 1/1/25

There are some changes to the Highmark providers list. This will affect 11 PFT-represented plan participants. These 11 employees' doctors are no longer in-network. The employee will need to change to an in-network health care provider or incur deductibles.

G. Post-Retirement Health Care

Summary: Currently, post-retirement health care coverage begins for a new eligible retiree, the retiree pays the same % of the premium that they did when they were working. Each year, a retiree pays 50% of the increase cost of the premium (Article 121, Section 3). Over the course of the post-retirement health care eligibility, the retiree's contribution to the premium increases and can go beyond 20% of the total premium. The new agreement would set retirees' cost at 20% of the total premium and would end obligation to pay 50% of any increase. This will apply to current retirees and future retirees.

Tentative Agreement:

The Federation and the District agree to update Article 121, Sec. 3 – Payment of Premiums for Group Health Care Insurances to reflect a 20% premium contribution for retirees. The 20% premium contribution replaces the retiree's requirement to pay 50% of an increased annual premium cost.

H. Sick Leave

Summary: Sick leave language is modified to expand the reasons for use of sick days and to include the care of more family/household members as eligible for use of up to five (5) paid sick days. The District will also refrain from action against an employee until thirteen (13) or more absences have occurred. Currently, supervisors have been meeting with employees at eight (8) absences. Both parties recognize that at 13 absences, the employer may take action. Any disciplinary action taken is grievable.

Tentative Agreement:

Article 127 will be modified as follows:

Sick ~~Leave~~ Days

~~Provisions for absences due to sickness or accident shall continue as in effect during the term of the previous Agreement, except as amended under the terms of this Article or of any other applicable Article of this Agreement.~~ As a significant benefit, sick ~~days leave~~ must be utilized for the purpose for which they are intended, i.e., to provide continuation of salary to a teacher who is unable to perform ~~their his/her~~ normal duties because of ~~sickness or accident~~ illness, injury, preventative care, medical appointments, emotional well-being, or accident or to care for a dependent child, parent, or spouse as defined by the Family and Medical Leave Act ("FMLA") or any other person with whom said teacher has made their home who has a qualifying serious medical condition as defined by the FMLA.

Up to five (5) sick days can be used to care for a dependent child, parent, spouse, or other person with whom the teacher has made their home if the underlying illness does not qualify as a serious medical condition as defined by the FMLA.

The improper use of sick leave, i.e., by using it for reasons other than those for which it is intended or ~~needed~~, shall be just cause for disciplinary action.

Sick leave shall be available to teachers under the following conditions:

1. Teachers employed for the normal work year shall be entitled to twelve (12) days sick leave per year, such sick leave to be cumulative annually without limit and to be usable annually without limit.

2. Teachers employed longer than the normal work year shall be entitled to sick leave days annually on the following bases, such sick leave to be cumulative annually without limit and to be usable annually without limit.
 - a. Teachers regularly employed for no less than ten (10) workdays longer than the normal work year shall be entitled to thirteen (13) days sick leave per year.
 - b. Teachers regularly employed for no less than twenty (20) workdays longer than the normal work year shall be entitled to fourteen (14) days sick leave per year.
 - c. Teachers regularly employed on a full calendar year basis shall be entitled to fifteen (15) days sick leave per year.
3. For all absence resulting from ~~sickness or accident~~ illness, injury, preventative care, medical appointments, emotional well-being, or accident, ~~certified by the employee and endorsed by the principal or the appropriate administrator,~~ a physician's certificate may be required under the following conditions:
 - a. When an employee is absent on a Friday and the following Monday.
 - ~~b. When the absence is three (3) days or more.~~
 - c. When the employee is absent the day before and the day after a holiday period ~~or school only vacation day.~~
 - d. When in the judgment of the immediate ~~superior~~ supervisor an employee appears to have used ~~multiple and/or cumulative~~ sick days ~~leave~~ excessively and is not on a protected leave.
 - e. When the employee is absent on a professional development day.
 - f. A consistent pattern of overuse and/or misuse of sick days over a period of time including but not limited to, semester to semester and/or year to year.
4. Full-time substitute teachers shall be entitled to six (6) days sick leave per semester; such sick leave to be noncumulative and not eligible for payout or severance.
5. Evening school teachers shall be entitled to three (3) days sick leave per evening school year, such sick leave to be noncumulative.
6. a. Summer school teachers and other summer teacher employees shall be entitled to sick leave each summer as follows, except that Conroy and Pioneer teachers shall continue to be covered under Section 2. of this Article:
 - (1) Teachers employed thirty (30) or more workdays shall receive two (2) days sick leave per summer.
 - (2) Teachers employed twenty (20) workdays but less than thirty (30) workdays, shall receive one (1) day sick leave per summer.
- b. Unused sick leave day(s) for summer school teaching or other teacher summer work shall be credited to a teacher's total sick leave account, beginning with the summer of 1995.
7. Teachers shall continue to be required to comply with procedures for reporting absences from work or returning to work as established at their school or work location.
8. The Parties agree that regular employee attendance is essential to full delivery of instruction and a productive learning environment. The Parties agree that employees overusing sick days that are not protected under state and/or federal law and/or District policy negatively impacts the full delivery of instruction and productive learning. This negative impact exists whether the employee is overusing sick days for legitimate reasons or for non-legitimate reasons. The Parties agree that the term "overusing" sick days is not the same as "misuse" of sick days and that sick day "overuse" exists even if the employee's reasons for the sick day "overuse" are legitimate.

The Parties agree that sick day overuse means the use of thirteen (13) or more sick day absences, that are not protected under state and/or federal law and/or District policy, within a school year for ten (10) month employees and sixteen (16) or more sick days, that are not protected under state and/or federal law and/or District policy, within a school year for twelve (12) month employees. Sick day overuse shall be just cause for discipline and continued sick

day overuse above and beyond thirteen (13) sick days (for 10-month employees) and above and beyond sixteen (16) sick days (for 12-month employees) shall be just cause for progressive discipline. In the event the Federation believes mitigating circumstances exist which justify the overuse of sick days, it reserves the right to dispute that just cause for progressive discipline is merited.

The Parties agree that the misuse of sick time means the improper use of sick days, i.e., using sick days for reasons other than those for which it is intended, shall be just cause for progressive discipline.

~~8. A maximum of five (5) of the total allotment of twelve (12) sick leave days per school year may be used for the serious illness of a teacher's parent, or a teacher's child 16 years of age or younger, or any age if that child has a permanent disability that requires care by a parent. The existing provisions for the use of sick leave will apply to these five (5) days (i.e., same requirements for a physician's certificate as provided under Section 3. of this Article).~~

~~9. A teacher attendance awards drawing shall be conducted each semester, in accordance with the already established format and procedures. Each semester five (5) \$500 awards shall be given.~~

I. Instructional Teacher Leaders, Articles 68-71 ;

Summary: The Federation and the District tentatively agreed to modify the ITL articles 68-71 to do the following:

- Include elementary and middle school ITLs in the 8-hour day.
- Increase the number of ITLs in the elementary schools.
- Increase the differential for ITLs.
- Make the number of ITL periods consistent K-5, K-8, 6-8, 6-12 and 9-12.
- Identify ESL (EDL) for an ITL and group.

Because the changes are extensive and there will be different numbers of ITLs at the various schools than there are now, the changes will not go into effect until after the current ITL term. The next ITL selection process will take place in the spring of 2027 for the 2027-28 school year.

Tentative Agreement: The parties agree to update the language in Articles 68 - 71 regarding Instructional Teacher Leaders (ITL) and the ITL Program as set forth in the document [incorporated below]. **These changes will be effective for the 2027-28 School Year.**

Article 68

Instructional Teacher Leader Program / Instructional Teacher Leaders

The Instructional Teacher (ITL) role involves supporting teachers, improving instructional quality, modeling research/evidence-based best practices, supporting new teacher induction and advancing student learning outcomes.

1. The Instructional Teacher Leadership Program (ITL) program will emphasize at least the following four (4) outcomes:
 - a. Contribute to the growth of teacher practice and facilitate the implementation of effective instructional practices.
 - b. Improve student outcomes for all students. Act to eliminate racial disparities in education access, opportunities and achievement.

- c. Contribute to student scheduling, to grouping and regrouping of students, and to internal school restructuring to impact a positive and supportive school culture/environment.
 - d. Contribute to the development of teacher practice. Facilitate analysis of student data (using multiple data sources where possible) to positively affect student outcomes.
 - e. Coordinate and facilitate job-embedded professional development and advocate for high quality teaching and student learning.
2. Incumbent ITLs shall continue in their positions and perform various ITL functions, as assigned by their principal, except that they shall continue not to have supervisory or rating functions. They shall continue to receive the select teacher differentials applicable to the number of years in which they have served as ITLs, or in other select teacher positions. The provisions of this Section are subject to the application of the ITL selection process.
 3. Teachers appointed to vacancies, or already serving, in the position of ITL will be paid the appropriate select teacher salary differential, in accordance with the terms of Article 71, Salary Differential Provisions for Instructional Teacher Leaders and other Select Teacher Positions.
 4.
 - a. Efforts will be made to provide ITLs with one (1) week of ITL-focused professional development each summer. Efforts will be made to schedule dates in collaboration with ITLs and on dates that do not conflict with summer school or summer programming. ITLs will be compensated at the workshop rate for attendance at the ITL-focused professional development. The summer dates will be communicated to ITLs by March 1.
 - b. ITLs, if they meet during the summer for ITL-focused professional development for less than one (1) week, will be paid pro rata if they are, because of the summer ITL-focused professional development, unable to work for summer school/summer programming. ITL-focused professional development of less than one (1) week will be paid at workshop rate if it does not conflict with summer school/summer programming.

Article 69

Instructional Teacher Leader Schedules and Release Time

1.
 - a. All Instructional Teacher Leaders (ITLs) will work the eight (8) hour extended day and receive the extended day differential.
 - b. All ITLs will be required to attend ITL meetings at their schools, including meetings that occasionally may extend beyond the eight (8) hour day. Such attendance is part of their normal responsibilities and not subject to added compensation.
 - c. All ITLs, as part of their responsibilities, will be required to attend a maximum of four (4) system-wide ITL meetings each school year. Such meetings may extend beyond the normal end of that workday, or be held on in-service days.
 - d. All ITLs shall be assigned no more than five (5) instructional periods per day.
 - e. All ITLs shall have one (1) regular length ITL period per day. ITLs shall not be assigned a duty period. If an ITL is assigned a class coverage during their ITL period, they will be entitled to loss of prep compensation for each occurrence.
 - f. All ITLs shall have one (1) regular length duty-free lunch period.
 - g. All ITLs may be assigned a homeroom.
2. The number of ITLs in each 9-12 school will be based on the following formula:
 - a. A content ITL position if there are four or more teachers in the department.

- b. The number of content ITLs will be based on the following formula: One (1) ITL for math, one (1) ITL for science, one (1) ITL for English Language Arts (ELA), one (1) ITL for social studies; one (1) ITL for English as a Second Language and one (1) ITL for special education.
- c. When there are fewer than four (4) teachers in a content area, the content areas may be combined as follows:
 - (1) When there are fewer than four (4) ELA and/or fewer than four (4) social studies teachers, ELA and social studies combined may have one (1) ITL. The librarian may group with the ELA and count as an ELA teacher.
 - (2) When there are fewer than four (4) math and/or four (4) science teachers, math and science combined may have one (1) ITL.
 - (3) When there are fewer than four (4) special education and/or four (4) ESL teachers, special education and ESL combined will have one (1) ITL.

A decision to use different configurations rests with the Instruction Cabinet.

- 3. The number of ITLs in each 6-12 school will be based on the following formula:
 - a. A content ITL position if there are four or more teachers in the (9-12) department.
 - b. The number of content ITLs will be based on the following formula: One (1) ITL for math, one (1) ITL for science, one (1) ITL for English Language Arts (ELA), one (1) ITL for social studies; one (1) ITL for English as a Second Language (ESL) and one (1) ITL for special education.
 - c. When there are fewer than four (4) teachers in a content area, the content areas may be combined as follows:
 - (1) When there are fewer than four (4) ELA and/or fewer than four (4) social studies teachers, ELA and social studies combined may have one (1) ITL. The librarian may group with the ELA and count as an ELA teacher.
 - (2) When there are fewer than four (4) math and/or four (4) science teachers, math and science combined may have one (1) ITL.
 - (3) When there are fewer than four (4) special education and/or four (4) ESL teachers, special education and ESL combined will have one (1) ITL.

A decision to use different configurations rests with the Instruction Cabinet.
 - d. For grades 6-8 in the 6-12 configuration, additional team ITLs will be based on the following formula:
 - (1) Schools with 20 or fewer teachers will have 1 ITLs.
 - (2) Schools with 21-30 teachers will have 2 ITLs.
 - (3) Schools with 31 or more teachers will have 3 ITLs.

- 4. High school (9-12 and 6-12) ITLs will be responsible for internal school restructuring activities and implementation, for observations and conferences, for working with teachers experiencing difficulties, for working with new teachers, for planning and conducting Teacher Interaction and Planning (TIP) time, for Instructional Cabinet meetings and functions, for assuring the review of individual student progress, for grouping and regrouping students, and for all other established ITL responsibilities.

- 5. The number of ITLs in each 6-8 school will be based on the following formula:
 - a. A content ITL position if there are four or more teachers in the department.
 - b. The number of content ITLs will be based on the following formula: One (1) ITL for math and one (1) ITL for Communications. Principal discretion will be used to

- determine the number of content ITLs in science, social studies, and English as a Second Language (ESL).
- c. Content areas not identified in subsection b. above that do not have four (4) or more teachers will be combined as designated by the principal.
 - d. Additional team ITLs will be based on the following formula:
 - (1) Schools with 20 or fewer teachers will have 1 ITLs.
 - (2) Schools with 21-30 teachers will have 2 ITLs.
 - (3) Schools with 31 or more teachers will have 3 ITLs.
6. a. The number of ITLs in each K-5, PreK-5 or K-8 and PreK-8 school will be based on the following formula:
 - (1) Schools with 20 or fewer teachers will have 2 ITLs.
 - (2) Schools with 21-28 teachers will have 3 ITLs.
 - (3) Schools with 29-37 teachers will have 4 ITLs.
 - (4) Schools with 36 or more teachers will have 5 ITLs.
7. Every school with four (4) or more special education full-time teaching staff, excluding Rehabilitation Counselors/Transition Coordinators, gifted support teachers and all itinerant special education staff, will be eligible for an Instructional Teacher Leader (ITL) position and the ITL differential that accompanies the position. Every school with four (4) or more ESL full-time teaching staff and itinerant ESL staff, will be eligible for an ESL Instructional Teacher Leader (ITL) position and the ITL differential that accompanies the position. These ITL positions must be filled by one of the existing special education or ESL teachers already assigned full-time to the building. In the event that there are no candidates from either full-time staff in the school, the position will be considered vacant until such a time that one of the full-time teachers accepts this position and the responsibilities of the position. In addition, full-time special education or ESL teachers will not be eligible for appointments as ITLs in any of the regular general education content areas or departments of the school.
8. Teaching schedules for ITLs, which in no event would exceed the normal teaching schedule for teachers, shall comply with the provisions for released time as defined by Section 1.d. and 1.e. above.
9. Special provisions for ITLs who are athletic coaches:
 - a. The annual extended teaching day differential will be allocated in three (3) equal segments which will coincide with the fall, winter, and spring coaching seasons.
 - b. During the season(s) that a coach is fulfilling his/her coaching assignment(s), he/she will not receive the extended teaching day differential in view of the fact that he/she will be coaching after school and will be receiving the applicable coaching salary. During the remaining portion(s) of the year, when he/she is not coaching, such individual will work the extended day and will receive the extended day differential.
 - c. Coaches will be expected to attend all system-wide ITL meetings. If necessary, accommodations will be made for assistant coaches to cover practices or, where there is no assistant coach, practices will be cancelled or delayed.

Article 70
Selection and Qualifications of Instructional Teacher Leaders

1. The process of selection of Instructional Teacher Leaders (ITLs) is as follows:
 - a. Affected teachers meet and try to achieve a consensus on one (1) candidate where there is already an incumbent.
 - b. Where there is a vacancy or new position, affected teachers meet and try to achieve consensus on two (2) candidates.
 - c. Principal may agree or disagree where one (1) candidate is recommended by teachers.
 - d. Principal may select one (1) candidate where two (2) are recommended by teachers.
 - e. Should an impasse develop on any of the above, determination goes to a third party panel made up of **three (3)** persons.
 - f. **Three (3)** person panel will make the selection or other appropriate decision after reviewing situation and interviewing personnel. Membership on the panel is as follows:
 - (1) **Representative from the Office of Professional Learning (non-PFT member)**
 - (2) **Assistant Superintendent of the school**
 - (3) **PFT President or their designee**
 - g. Consideration of ITL positions will occur as described above every three (3) years during the months of April and/or May. This consensus process will also be used to fill any new or vacant ITL positions.
 - h. Vacancies and new ITL positions may be posted at a school before the consensus process is undertaken, but a principal and the teachers may agree to enter into the consensus process without the need for a formal posting. No posting will take place where there is already an incumbent ITL, except where the incumbent, through the consensus process, or because of failure to comply with the qualification requirements of the position or because of an unsatisfactory rating as an ITL, is no longer able to hold the ITL position for the following school year.

2. The qualifications and selection criteria are as follows:
 - a. The demonstrable leadership skills of the ITL include the ability to:
 - (1) Provide responsible leadership.
 - (2) Demonstrate effective interpersonal skills with individuals and groups.
 - (3) Command respect of peers and administrators.
 - (4) Work constructively with principal.
 - (5) Work constructively with teachers.
 - (6) Share decision making.
 - (7) Analyze, develop, implement, and evaluate a plan of action.
 - b. The professional attributes of an ITL include:
 - (1) **Tenure and three (3) years of successful teaching in PPS (except in circumstances where it is not possible e.g., all staff/team has less than 3 years of teaching; in those instances, the selected teacher needs to be immediately enrolled in the next available certification program offering).**
 - (2) Thorough knowledge of content/subject(s) area(s).
 - (3) Knowledge of teaching strategies.
 - (4) **An annual rating of proficient and/or distinguished in order to serve in the role.**
 - (5) **Ability to engage in non-evaluative observations.**

- (6) Commitment to articulate and implement the District's Strategic Plan.
- c. New ITLs serving in the role will follow the grade configuration schedule requirements for functioning in the role upon election and will be expected to complete the certification process one year from time of selection, unless extenuating circumstances such as medical leave of absence prevents participation in the certification process. After the employee's return from leave, the employee must complete the next available certification process to continue in the role. Normally, this program is undertaken by ITLs immediately following their selection to such positions. Consequently, successful completion of this program is not a precondition for eligibility, but is a requirement for continuation in the role.

Article 71

Salary Differential Provisions for Instructional Teacher Leaders and Other Select Teacher Positions

1. The following salary differentials shall be paid to Instructional Teacher Leaders (ITLs) and any other teachers in a select teacher position:

\$900 first year \$1,800 second year \$2,700 third year and thereafter

A leave of absence in excess of a year will delay movement to the next differential increment.
2. If a teacher voluntarily terminates his/her assignment in the select teacher category and subsequently returns to the position, he/she must begin at the first step of the salary differential scale for teachers in the select teacher category. An ITL who is reelected following an involuntary interruption in service as an ITL shall continue to be restored to the ITL scale as if there had been no ITL service interruption.
3. If a select teacher category position is closed and the teacher has reverted to his/her base salary for one (1) school year or less, then upon resumption of a select teacher category position the teacher shall return to the next higher step on the salary differential scale. Said teacher must have previously served in the select teacher category assignment for one (1) school year or more.
4. If a select teacher category position is closed and the teacher has reverted to his/her base salary for more than one (1) school year, then upon resumption of a select teacher category position the teacher shall be restored to the above scale as if there had been no interruption. Said teacher must have previously served in the select teacher category assignment for one (1) school year or more.
5. In the event of a transfer by a teacher with no time lapse from one select teacher category position to another, or from one school to another while remaining in the select teacher category, the teacher shall be treated the same as if he/she had remained in the original position or school insofar as continued placement on the salary differential scale for teachers in the select teacher category is concerned.
6. A teacher in the select teacher category shall continue to receive his/her select teacher differential while on any extended paid sick leave, unless a teacher substituting for the teacher on such an extended absence fulfills the absent teacher's select teacher responsibilities and receives pay at the appropriate select teacher rate. In such a case, the teacher on extended paid sick leave shall only be entitled to receive his/her select teacher differential for whichever one (1) of the following two (2) alternative lengths of time is applicable:
 - a. For a period of twenty (20) school/workdays if the teacher's total absence is expected to exceed or does exceed forty (40) school/workdays, or

- b. For a period not to exceed forty (40) school/workdays of paid sick leave if the teacher returns to active service no later than the forty-first (41st) school/workday since the initial school/workday of his/her absence.
7. Regardless of the application of any provision(s) of this Article, the absent teacher shall continue to be entitled to resume his/her full select teacher responsibilities and salary differential immediately upon his/her return to active service. In addition, if such a teacher has not yet reached the top step of the select teacher salary schedule, his/her anniversary date for moving to the next step(s) of that schedule shall remain unaffected by the application of any of the provisions of this Article.

J. New Teacher Induction, Article 72

Tentative Agreement: The parties agree to update the New Teacher Induction language in Article 72 as provided [below].

Article 72

New Teacher Induction and ITLs as Mentor Teachers

The Pittsburgh Public Schools Induction Program will be competency-based with specific attendance requirements, portfolio development and deliverables in each year of the program and will conform with the requirements of the PA Code and the Pennsylvania Department of Education. Induction sessions will take place after school and will be facilitated and planned by the Office of Professional Learning.

1. Participation and completion of Pittsburgh Public Schools' (the District) Induction Program is required by:
 - a. Non-tenured teachers
 - b. Teachers new to the District who have not completed a state-approved induction program
 - c. Full-time substitute teachers who have been hired for a period of 45 days or more
2. The District Induction Program is generally a three-year program and has attendance requirements.
3. The Induction Program requirements may include:
 - a. After school introductory sessions
 - b. After school sessions
 - c. Training sessions
 - d. Workshop(s) during scheduled professional development time during the work year
 - e. Self-paced asynchronous professional development credit hours
 - f. Peer-to-peer observations
 - g. Portfolio building and presentation
4. Non-tenured Educational Specialists and those new to the District who have not completed a state-approved induction program will complete the District Induction Program applicable to their certification. Section 3. may apply for Educational Specialist programs.

5. The role of the Instruction Teacher Leader (ITL) is inclusive of serving as a mentor to teachers in the induction program.
 - a. Specific standards-based mentoring may include non-evaluative observations, peer coaching, modeling lessons, and instructional and environmental support.
 - b. Observation data collected by the ITL shall not be shared with the school administrator and shall not be used for rating purposes.
 - c. ITLs will document support and may communicate to the induction program leader and the school administrator what support was provided to the teacher(s).
6. ITLs who lose a preparation period(s) while fulfilling their mentor teacher obligations shall be reimbursed for each lost preparation period at the rate identified in Article 102. This provision does not apply to situations where preparation periods are exchanged with professional learning or ITL periods.
7. ITLs as mentor teachers may continue to be asked by the Board to meet and work with new teachers during the final orientation day. Pay for this mentor teacher activity shall be at the mentor teacher's ~~pro-rata~~ daily rate.
8. Newly hired teachers will continue to receive workshop rate for summer induction activities, ~~except where otherwise specified.~~
9. ITLs as mentor teachers shall not be required to perform their mentor teacher obligations beyond their regular work day.
10. Specific aspects of the Pittsburgh Public Schools Induction Program may vary from year to year.

K. Summer Programing and Boost

Tentative Agreement: The parties agree to update the language regarding summer programming and staffing contained in Articles 18, 19, 33, 41, 43, and 101, and to create a new Article regarding BOOST/ Summer Dreamers. All updates are contained in the document [included below].

Article 18 Summer School Employment Criteria

1. The following factors for consideration by the Board in making summer school teaching assignments (excluding BOOST/Summer Dreamers/~~comparable summer programs~~) are not necessarily listed in the order of their importance.
 - a. Preference point totals as defined in Section 4. of this Article shall be the seniority criteria that apply to the selection of summer school teachers.
 - b. (1) Employees will be extended employment offers in the following priority order. Teachers must be properly certified in the subject course(s) for which they apply which includes the content area and grade span being taught .
 - (a) Eligibility to teach a specific summer school subject course(s) shall continue to be extended to those teachers who taught the subject course(s) during the school year in which the summer school application is made and are properly certified to teach the subject course and grade span.

- (b) Eligibility to teach a specific summer school summer subject course(s) shall continue to be extended to those teachers who did not teach the subject course(s) during the school year in which the summer school application is made but are properly certified to teach the subject course and grade span.
 - (c) Eligibility to teach a specific summer school subject course(s) shall continue to be extended to those teachers who did or did not teach the subject course(s) during the school year in which the summer school application is made but are properly certified in the content area of the subject course, but not the grade span.
 - (d) Eligibility to teach a specific summer school subject course(s) shall continue to be extended to those teachers who did or did not teach the subject course(s) during the school year in which the summer school application is made but are not properly certified in the content area of the course and/or the grade span of the course.
- (2) Selection of such teachers shall continue to be in accordance with the provisions of Section 4 with said provisions applicable to those teachers who apply and are eligible to teach a specific course(s).
- (3) PFT represented employees will receive preference for leadership positions.
- c. Teachers who teach or work in a new or unique school year program shall continue to have first eligibility to teach or to work in any summer extension of that program, provided the parties agree that the program is new or unique prior to the posting of summer school teaching and summer work opportunities. Selection of such teachers shall again continue to be in accordance with the provisions of Section 4.
 - d. Teachers at Pioneer Education Center, Conroy Education Center, City Connections and Oliver Citywide Academy and Special Service Providers will be given first preference on summer teaching jobs at their respective schools when the summer teaching job is in a program designed for their school and their students. The provisions of Subsection b. shall apply when extending employment offers. . ‘
 - e. Special service providers will be given preference over teachers for service provider positions.
 - f. Past performance in regular school year teaching assignments and/or in summer school teaching assignments shall also be applied in the selection of summer school teachers, as follows:
 - (1) Teachers receiving needs improvement or failing ratings for the school year in which summer school application is being made shall not be eligible for summer school employment in that summer.
 - (2) Teachers who have received written notice in two (2) consecutive years verified by Human Resources with regard to excessive absenteeism shall not be eligible for summer school employment in the summer of the second of the two (2) consecutive years.
 - (3) Should an employee be removed from the program Human Resources reserves the right to prohibit the employee from working the summer program the following summer program year. If such action is taken by Human Resources, it shall be considered disciplinary and Article 31, Sect. 1 shall apply.

- (4) Should an employee retract their acceptance or fail to complete the program for reasons that do not include extenuating circumstances, Human Resources reserves the right to remove the employee's application(s) from the first round of summer postings for the following summer program year. Human Resources determines if the reason is an extenuating circumstance. If such action is taken by Human Resources, it shall be considered disciplinary and Article 31, Sect. 1 shall apply.
2. No person who is not a classroom teacher in the Pittsburgh Public Schools shall be employed as a summer school teacher, unless no other qualified applicant is available for a particular assignment.
 3. Summer school preference point totals are determined as provided below. A teacher can earn no more than one (1) preference point per summer. Full-time shall mean two (2) or more weeks of at least five (5) hours per day, provided that the assignment is completed unless completion was excused by the Office of Human Resources.
 - a. Years of previous professional summer employment in the Pittsburgh Public Schools as a summer school teacher– one (1) point per summer to a maximum credit of seven (7) points. These summer assignments must be centrally coordinated summer programs, excluding BOOST/Summer Dreamers/~~or comparable programs~~. (City Parks and Recreation cannot be considered Board funded.)
 - b. Years as a regular teacher in the Pittsburgh Public Schools – one (1) point per year to a maximum credit of ten (10) years.
 - c. Where total point compilations for two (2) or more candidates are equal, then tie breakers shall be applied in the following order of priority:
 - (1) Number of points beyond seven (7) gained through previous summer school teaching
 - (2) Years of service in the Pittsburgh Public Schools beyond ten (10) years.
 - d. If a non-leadership position that was accepted by an employee is eliminated due to low student enrollment, the employee will be offered any available vacant position in which they are eligible across all program sites, if multiple program sites exist. If two or more employees at a program site hold the same position that is being eliminated, the selection process for non-leadership roles will be used to determine which least senior employee's offer will be rescinded. If no vacancies exist, the employee whose offer is being rescinded can bump out the least senior candidate who holds the same eliminated position across all program sites. The least senior employee for summer purposes is determined in accordance with the summer school preferences as listed in Section 1 and 4.
 - e. Audit request and procedures for summer preference points will be managed by the Human Resources Department. Audit requests received after the 2024 summer programming will only consider centrally coordinated summer programs. The Human Resources Department shall maintain and update annually a summer school employment list that includes the current number of points each past summer school employee has accumulated. The full summer school list shall be made available to the Federation at the time of the summer school posting each year. A list of all summer school applicants and their summer school points will be provided to the Federation prior to making offers for employment to the applicants.
 4. For any centrally coordinated elementary summer program(s), the above preference point provisions shall not be utilized.

- a. Hiring preference shall be given to those teachers, by grade level, who are assigned to the school(s) with students attending the regional site. Teachers who teach satisfactorily at a regional site in one summer shall have preference for hiring in a subsequent summer(s) at that regional site, provided that they continue to teach during the regular school year at a school in that regional site.
 - b. Secondary hiring preference would go to teachers, by grade level, who are assigned to schools whose students are not attending the program at the regional site.
5. If an employee applies to more than six (6) positions in a round, Human Resources will only consider applications for the first six (6) applications in alphabetical order by job title and all other applications will not be considered.
 6. Candidates may only apply to jobs within their employment category (Teacher to Teacher, Counselor to Counselor) during the staffing rounds designated by Human Resources.
 7. Full time teachers shall have priority over substitute teachers independent of summer school points. Substitutes may be restricted from applying to positions during specific rounds to provide priority to professionals.

Article 19
Timetable for Summer School Postings and Notification of Employment

1. Solicitation for summer school applications shall be posted no later than March 30, except in cases where funding approval comes late.
2. Postings shall be open for a minimum of 5 teacher workdays per posting round. Teachers shall apply for summer school teaching positions between the posting open and close dates and are permitted to apply to up to six (6) positions per round.
3. The initial number of necessary summer school teaching staff shall receive notification of their school placements and subject assignments as soon as these placements and assignments have been determined.
4. Additional summer school teaching staff shall be notified of employment, school, and subject assignment as expeditiously as is possible. Offers will be extended through the employee's district email address. Teaching staff will be given 24 hours to accept/decline employment offers. If an employee does not respond within 24 hours the district will afford an additional 24 hours. If the employee does not respond within 48 hours the offer will be forfeited. A teacher who accepts a summer program assignment to a particular summer program may not accept a summer program assignment to a different summer program (centralized or school-based) unless approved by Human Resources
5. All summer assignments are subject to Board approval.
6. Bereavement leave will be honored per Article 131.
7. Sick leave will be followed per Article 127, Section 6.
8. Court attendance and mandated jury duty will be followed per Article 39.
9. If an employee accepts an offer for a summer program during any round, this will be their assignment for the summer program and they may not apply to other conflicting summer programming positions thereafter.

New Article – BOOST/SUMMER DREAMERS

1. Current teaching staff will be prioritized over non-PPS teachers when extending offer for the summer BOOST/Summer Dreamers.
2. When extending offers, current teaching staff will be prioritized for the positions matching the position that they hold during the school year.
3. Employees selected for program positions that differ from their school year position category will be compensated at the rate of the program position they accept and hold.
4. Employees must meet the minimum education requirements in order to be considered and receive an offer of employment for summer programs.
5. Employees who are on an approved leave of absence through the end of the school year shall not be eligible to be hired for the summer program.
6. Employee selection for summer program leadership roles is as follows:
 - a. Leadership positions are defined as those that are non-instructional and require the employee to supervise, train, or guide other employees and are listed in in Section 11. Any changes will be provided to the Federation 20 work days in advance of the first posting to provide time for discussion.
 - b. Leadership positions will be posted for 5 teacher workdays
 - c. Leadership candidates will apply through the District's identified system (currently the Applicant Tracking System)
 - d. All leadership candidates will participate in one or more interview(s) that will serve as an assessment of the candidate's fit for all leadership position into which the candidate has applied. The interview will serve as an opportunity to gauge the candidate's familiarity with the program and to the gauge program fit (i.e. does the program align with the candidate's passions, interests and skill set).
7. Employee selection for non-leadership summer program positions:
 - a. Non-leadership positions will be posted in rounds and for 5teacher workdays.
 - b. Candidates will apply through the District's identified system (currently the PPS Self Service Application Portal).
 - c. Candidates may apply to up to six (6) summer program positions per round unless an increase is communicated by the District. If an employee applies to more than six (6) positions in a round, Human Resources will only consider applications for the first six (6) applications in alphabetical order by job title and all other applications will not be considered.
 - d. Candidates may only apply to jobs within their employment category (Teacher to Teacher or Counselor to Counselor, etc.) during the staffing rounds designated by Human Resources.
 - e. After the third round of non-leadership postings, employees will engage in a "staff matching" round. During staff matching, employees who have not accepted a summer program position will be given the opportunity to apply into any open position, whether or not it matches their employment category. After staff matching positions have been posted for at least 5teacher workdays, staff will be matched with remaining available positions based on the following factors listed in priority order: the position they hold during the school year, current certifications (if applicable), system seniority, and their geographic location to the site.

- f. Substitutes may be restricted from applying to positions during specific rounds to provide priority to professionals.
 - g. The candidate selection process will incorporate the following point system:
 - (1) A candidate can earn no more than one (1) preference point per summer to a maximum of 17 points. Preference points are awarded as follows:
 - (a) One (1) point is awarded for each year of previous summer program employment up to a maximum of 7 points. Points awarded prior to the summer of 2010 will not be considered.
 - (b) One (1) point is awarded for each year of continuous employment with the District up to a maximum of 10 points.
 - (c) Where total point compilations for two (2) or more candidates are equal, then the tie breakers shall be applied in the following order of priority:
 - i. Number of points beyond 7 gained through previous summer programs since 2010.
 - ii. Total years of continuous service in the District.
 - h. Teachers applying into summer program teaching positions will be extended employment offers in the following priority order:
 - (1) Teachers holding the required content/grade span certification will be extended offers based on totals from the summer program preference point system.
 - (2) Teachers who do not hold the required content/grade span certification will be extended offers based on totals from the summer program preference point system.
 - (3) All other non-teaching candidates who hold the required content/grade span certification will be extended offers based on totals from the summer program preference point system.
 - (4) All other non-teaching candidates will be extended offers based on totals from the summer program preference points.
 - i. Teachers applying into non-teaching positions will be extended offers based on totals from the summer program preference point system.
Offers will be extended through the employee's district email address. Teaching staff will be given 24 hours to accept/decline employment offers. If an employee does not respond within 24 hours the **district will afford an additional 24 hours**. If the employee does not respond within 48 hours the offer will be forfeited. A teacher who accepts a summer program assignment to a particular summer program may not accept a summer program assignment to a different summer program (centralized or school-based) unless approved by Human Resources
 - j. If an employee accepts an offer for a summer program during any round, this will be their assignment for the summer program and they may not apply to other conflicting summer programming positions thereafter.
- 8. Remaining positions will be posted externally and appropriately certificated and qualified non-bargaining unit applicants may be interviewed and hired for vacant positions.
 - 9. If a non-leadership position that was accepted by an employee is eliminated due to low student enrollment, the employee will be offered any available vacant position in which they are eligible across other program sites. If two or more employees at a summer program site hold the same position that is being eliminated, the summer program selection process for non-leadership roles will be used to determine which employee's offer will be rescinded. If no vacancies exist, the employee whose offer is being rescinded can bump out the least senior candidate who holds the same eliminated position across the program's sites. The least

senior employee for summer purposes is determined in accordance with the summer school preferences as listed in Section 2 and 7.

10. Substitute positions will function as building substitutes and are expected to attend the program each day.

11. Wage Rates:

Activities Teacher - \$140/day

Academic Teacher

- For employees who served as a teacher during the school year prior to BOOST: 70% of current daily rate.
- For employees who did not serve as a teacher during the school year prior to BOOST: 70% of daily rate of Step 1 of the Teacher Salary Schedule in Article 80.

Camp Assistant

- Current daily rate for Step 1 of the Education Classroom Assistant I salary schedule.

EAIIA Learning Support Aide

- For employees who served as an EAIIA during the school year prior to BOOST: current daily rate (or hourly rate for daily standard hours) on the EAIIA salary schedule.
- For employees who did not serve as an EAIIA during the school year prior to BOOST: daily rate (or hourly rate for daily standard hours) for Step 1 of the EAIIA salary schedule.

Personal Care Aides

- Current hourly rate for personal care aides.

Building Substitutes

- Current daily rate for building substitutes.

Security Aide

- For employees who served as a security aide during the school year prior to BOOST: current daily rate (or hourly rate for daily standard hours) on the security aide salary schedule.
- For employees who did not serve as a security aide during the school year prior to BOOST: daily rate (or hourly rate for daily standard hours) for Step 1 of the security aide salary schedule.

Nurse

- For employees who served as a nurse during the school year prior to BOOST: current daily rate on the nurse salary schedule.
- For employees who did not serve as a nurse during the school year prior to BOOST: daily rate for Step 1 of the nurse salary schedule.

Camp Director \$ 550/day

Operations Manager \$ 430/day

Curriculum Coach \$ 430/day

Special Education Coach \$ 430/day

Support Coach \$ 300/day

Activities Specialist \$ 300/day

12. The positions listed above (with the exception of Activities Teacher and Academic Teacher) shall work a 8hours/day including a 30 minute lunch break. Due to the nature of summer programming, the lunch period may be interrupted or reduced to accommodate program needs. In the event of an emergency (e.g. late camper pick up), leadership staff may be required to work an additional 30 minutes. If leadership staff are required to work in excess of 30 minutes, they will be paid at the workshop rate.
13. The District reserves the right to add new positions to its summer programs and will meet with the PFT to discuss the applicable rate for the new position.
14. Employees are expected to be present for their entire work schedule for the duration of the summer program which may include pre-camp, during camp and post camp days/hours. Employee work schedules include, but may not be limited to: planning, meetings, professional development, site set-up, site breakdown and camper days. Employees will not be compensated for days that the employee is absent irrespective of the reason underlying the absence(s), with the exception of Article 39 (court attendance and jury duty), Article 127, Section 6 (sick leave) and Article 131 (bereavement leave).
15. Employees are paid for workshop hours worked. Workshop hours vary among positions but may include hours worked in preparation for the summer program, during the summer program and concluding/closing the summer program. If an employee does not complete all workshop hours, they will not be paid for workshop hours not worked. Workshop hours are paid in the closest paycheck from when the work is performed. Sick days may not be used in lieu of workshop hours. Employees who work multiple non-conflicting summer program positions will not receive additional compensation for workshop hours for each non-conflicting position unless those workshop hours are specific to each role .For example, an employee who works as an Activity and Academic Teacher would have the same pre-program workshop hours and would not be paid for the same workshop hours for each role.
16. If an employee is absent more than two (2) days between the start and end of the program, the employee may be removed from their position.

Should an employee be removed from the program Human Resources reserves the right to prohibit the employee from working the summer program the following summer program year. If such action is taken by Human Resources, it shall be considered disciplinary and Article 31, Section 1 shall apply.

Should an employee retract their acceptance or fail to complete the program for reasons that do not include extenuating circumstances, Human Resources reserves the right to remove the employee's application(s) from the first round of summer postings for the following summer program year. Human Resources determines if the reason is an extenuating circumstance. If such action is taken by Human Resources, it shall be considered disciplinary and Article 31, Section 1 shall apply.
17. Sick leave will be awarded between the start of the program and end based on Article 127, Section 2a, 2b, 6a1, 6a2, and 6b of the Agreement. Sick leave will not be available in lieu of workshop hours. Employees will only be paid for time worked and the allocated sick time.
18. Employees are required to sign in and sign out of their work site each day they work and adhere to call off procedures. Timesheets must be completed and returned for all workshop hours completed. Compensation will be based on the official record of attendance which shall reflect the employee's actual arrival and departure time within the work schedule. Employees are responsible for ensuring that their hours worked are recorded on their timesheet. A copy of timesheets will be available to the Federation for inspection upon request.
19. Program dates may change based on potential snow makeup days.
20. The parties recognize that summer programming may change from year to year. The inclusion of this article does not obligate the District to provide the same summer programs, with the same staff and applicable hourly rates in perpetuity.

Material changes in summer programming, including changes necessitated by funding or experience, will be shared with the Union through meet and discuss. The District will provide the Union with anticipated program changes, funding levels and staffing levels. To the extent, new positions or pay rates are contemplated, the parties will meet and discuss the positions and applicable pay rates.

Article 33

Building Seniority and Voluntary or Involuntary Transfers of Teachers

6. PROCEDURES FOR DISPLACED TEACHERS AND REASSIGNMENTS
 - d. In reassigning displaced teachers, Human Resources shall also consider the normal transfer applications of **tenured** teachers.

Article 41

Teacher Vacancy Lists and Transfer Procedures

1. Teacher vacancies will be posted so that all teachers will be informed of available teaching vacancies. Except as otherwise provided in this procedure, positions shall not be permanently filled or promised for permanent filling until appropriate **transfer procedures and bidding processes** have been followed.
2. **A "teacher" as defined for purposes of transfer or bids shall be any person defined in Article 2, Section 1, but does not include substitutes.**
3. Requests for transfers **and bids** must be submitted in accordance with current School District procedure.
4. **Human Resources and the Federation will cooperate in the coordination of the assignments of teachers in the transfer procedure and bidding process.**
5. In any years that **the School-Based Professional Internal Transfer Season (Staff Selection Model)** is utilized, the following provisions will apply:
 - a. **Human Resources will provide advance notice to the Federation regarding the processing, communication, and disposition of transfer applications of tenured-teachers and in the assignment of displaced teachers.**
 - b. Any revised Staff Selection Model, whether a pilot or a full-scale implementation, will include a provision for the direct participation of teachers, together with the principal, in the process of determining which teacher(s) should be recommended to the Office of Human Resources for placement in any position(s) that are vacant at a school where the **School-Based Professional Internal Transfer Season process is being utilized. If the parties agree that seniority is utilized to determine the placement of teacher(s) then teachers and principal participation is not required and placement will be determined by the Office of Human Resources.**
 - c. Any revised Staff Selection Model, whether a pilot or a full-scale implementation, will include the following provisions:
 - (1) **Tenured and displaced teachers will be considered for placement into vacant positions, insofar as is possible, before newly hired teachers are assigned by the Board.**

- (2) Continuation of the existing interview process applying to new schools and to schools whose status has been completely changed.
 - (3) Placement into a regular teaching position of teachers who have been involuntarily transferred due to being displaced from a school, regardless of their participation in any interview process at a school.
 - (4) Entitlement of teachers to return, without any interview, to a former school from which they had earlier been involuntarily transferred from, so long as they make application to return and fill the first vacancy at that school in the area(s) of which they are properly certificated in.
 - (5) Continuation of the cooperative interaction and work relationship between the Federation and the Office of Human Resources on teacher placements and on the monitoring of any overall teacher placement/Staff Selection Process.
- d. The site-based team will include the Federation building representative or their designee and at least one (1) elected ITL on the site-based selection team.
 - e. The Site-Based Selection Team must interview the top 25% of the most senior applicants along with 25% of the applicants who are displaced and are selected at random by Human Resources (reduced by any who are already part of the senior applicant pool to be interviewed). If the Staff Selection Team wishes to interview more applicants, then they must interview all the applicants. As an alternative, the Staff Selection Team may opt out of the process and select the most senior applicant without an interview.

This provision shall not apply to positions that have ten applicants or fewer. In those cases, the team may select the most senior applicant or all applicants must be interviewed.

Article 43 Professional Opportunities

- 1. Professional opportunities available to teachers within a given school will be brought to the attention of all eligible teachers at the school. This is intended to include (but not be limited to) various extracurricular and intramural assignments within the school, and faculty manager of athletics, regardless of whether these are paid or time-compensated assignments.
- 2. Such postings need only be made when the previous teacher who handled the assignment is no longer continuing in that capacity or when a new professional opportunity has been introduced.
- 3. Professional opportunities available to teachers citywide will be posted on the District's applicant tracking system for at least five (5) teacher workdays prior to being filled. Such opportunities will include, but not be limited to evening school, curriculum work, adult basic education, similar educational programs, coaching and special program opportunities. Assignments to citywide posted professional opportunities shall continue to be for a one (1) year period. Posting notifications will be provided to employees and the PFT at the time of posting.
- 4. The posting of professional opportunities is for the purpose of informing teachers and others of available opportunities and does not constitute any offer or guarantee of selection.

Article 101

COMPENSATION FOR SUMMER SCHOOL TEACHING, CURRICULUM WORK, WORKSHOPS AND AFTER SCHOOL/EVENING TEACHING

1. a. Summer school teachers shall continue to be paid on a basis which provides one (1) month's pay at the teacher's regular rate of pay (excluding any select teacher differential) for the six (6) week summer school session.
 - b. Teachers working in elementary summer program(s) for students conducted under a centralized curriculum and design shall receive pro rata pay.
 - c. Pupil Services professionals holding counseling certification who are hired for positions in summer youth employment programs shall continue to receive pro rata pay for their services. Teachers hired for teaching positions in such programs shall likewise continue to receive pro rata pay for their services.
 - d. **Employees selected for summer program/school positions that differ from their school year position category will be compensated at the rate of the program/school position they accept and hold.**
- ~~2. Teachers serving on curriculum committees during the summer shall continue to be paid on a basis which provides pro rata pay at the teacher's regular salary (excluding any select teacher differential).~~
2. The **workshop rate** shall be paid for:
 - a. workshops
 - b. after-school teaching
 - c. evening-school teaching
 - d. curriculum committees
 - e. summer workshops, training programs, seminars, and similar such programs
 - f. evening school counselors, and for any other professional service tied to the evening school counselor rate
 3. Teachers participating in workshops will normally be paid at the prevailing workshop rate for the number of allotted hours; exceptions will be discussed with the Federation before implementation.
 4. Teachers who work in summer workshops, training programs, seminars, and similar such programs shall receive compensation at the prevailing workshop rate

L. Credit Recovery / Period 10

New Article – Credit Recovery (Period 10)

1. On-line Credit Recovery
 - a. The following factors for consideration by the Board in making On-line School Year Credit Recovery (Period 10) teaching assignments are not necessarily listed in the order of their importance.
 - (1) Preference point totals as defined in subsection B of this Article shall be the seniority criteria that apply to the selection of credit recovery teachers.
 - (2) Employees will be extended employment offers in the following priority order:
 - (a) Eligibility to teach a specific credit recovery course(s) shall continue to be extended to those teachers who are properly certified to teach the subject course and grade span.

- (b) Eligibility to teach a specific credit recovery course(s) shall continue to be extended to those teachers who are properly certified in the content area of the subject course, but not the grade span.
 - (c) Eligibility to teach a specific credit recovery course(s) shall continue to be extended to those teachers who are not properly certified in the content area of the course and/or the grade span of the course.
 - b. Credit recovery preference point totals are determined as provided below. A teacher can earn no more than one (1) preference point per semester.
 - (1) Years of previous credit recovery employment in the Pittsburgh Public Schools as a credit recovery teacher beginning with the 2019-20 school year – one (1) point per semester to a maximum credit of fourteen (14) points. These assignments must be school year credit recovery programs.
 - (2) Years as a regular teacher in the Pittsburgh Public Schools – one (1) point per year to a maximum credit of ten (10) years.
 - (3) Where total point compilations for two (2) or more candidates are equal, the tie breaker shall be years of service in the Pittsburgh Public Schools beyond ten (10) years.
- 2. In-person Credit Recovery
 - a. The following factors for consideration by the Board in making In-person School Year Credit Recovery (Period 10) teaching assignments are not necessarily listed in the order of their importance.
 - (1) Preference point totals as defined in subsection B of this Article shall be the seniority criteria that apply to the selection of credit recovery teachers.
 - (2) Employees will be extended employment offers in the following priority order:
 - (a) Eligibility to teach a specific credit recovery course(s) shall continue to be extended to those teachers who are properly certified to teach the subject course and grade span who are working in the school where the credit recovery program is offered.
 - (b) Eligibility to teach a specific credit recovery course(s) shall continue to be extended to those teachers who are properly certified in the content area of the subject course, but not the grade span who are working in the school where the credit recovery program is offered.
 - (c) Eligibility to teach a specific credit recovery course(s) shall continue to be extended to those teachers who are not properly certified in the content area of the course and/or the grade span of the course who are working in the school where the credit recovery program is offered.
 - (d) Eligibility to teach specific credit recovery course(s) shall continue to be extended (in the order following subsections a. – c. above) but extending to any teacher within the District.
 - b. Credit recovery preference point totals are determined as provided below. A teacher can earn no more than one (1) preference point per semester.
 - (1) Years of previous credit recovery employment in the Pittsburgh Public Schools as a credit recovery teacher beginning with the 2019-20 school year – one (1) point per semester to a maximum credit of fourteen (14) points. These assignments must be school year credit recover programs.
 - (2) Years as a regular teacher in the Pittsburgh Public Schools – one (1) point per year to a maximum credit of ten (10) years.

- (3) Where total point compilations for two (2) or more candidates are equal, the tie breaker shall be years of service in the Pittsburgh Public Schools beyond ten (10) years.
3. Teachers receiving below-average or unsatisfactory ratings for the school year immediately preceding the one for which Period 10 school application is being made shall not be eligible for Period 10 employment in that school year.
4. No person who is not a classroom teacher in the Pittsburgh Public Schools shall be employed as a Period 10 teacher, unless no other qualified applicant is available for a particular assignment.

M. Senior Final Exams

Article 21 SCHEDULE FOR SENIOR FINAL EXAMINATIONS AND FINAL GRADES

Senior examinations shall be scheduled in accordance with the requirements of the Pennsylvania Department of Education. The District may utilize approved graduation preparation activities in the last school days to provide time for teachers to grade senior finals.

The following schedule for senior examinations and final grades shall be observed throughout all school years falling wholly or partially within the terms of this Agreement.

1. Senior subject teachers shall inform principals of all probable, as well as possible, senior failures by the close of the third full school week in May.
2. A final examination schedule for seniors shall be posted no later than the close of the third full school week in May. This examination schedule shall include provision for individual teachers to administer senior examinations within their regularly scheduled class periods.
3. Senior examinations shall be given no sooner than beginning with the fifth school day prior to the regular close of the school year and shall be completed no later than the third school day prior to the close of the school year.
4. Teachers may be required to supervise senior graduation requirements during the workday.
5. Final failing grades for seniors shall be submitted no later than 9:00 a.m. on the first day following senior final exams.
6. All other senior final grades (nonfailures) shall be submitted on the second day following senior final exams.

N. Special Education Language Updates

ARTICLE 23 Special Education General Provisions

1. DEFINITIONS

- a. The following words and terms have the following meanings, unless the context clearly indicates otherwise:
 - (1) Eligible Student – an eligible student is a student with a physical or mental disability as set forth in Chapter 14 and is determined by an Individual Education Program (IEP) team,

based upon recommendations in a multidisciplinary evaluation, to need special education and requires specially designed instruction.

- (2) Exceptional Student – an exceptional student includes eligible students and gifted students.

2. GENERAL BOARD OBLIGATIONS/RESPONSIBILITIES

- a. The Board will provide and maintain special education programs for students identified with a qualifying disability and who need specially designed instruction. Students will be assigned to programs based upon their needs as determined by the IEP team rather than their exceptionality. ~~Some examples of these efforts are the following:~~
 - (1) ~~The Board will provide and maintain Learning Support programs for eligible students whose primary identified need is academic learning as determined by the IEP team in each middle and high school.~~
 - (2) ~~The Board will provide and maintain Emotional Support programs for eligible students whose primary need is emotional support as determined by the IEP team in each middle and high school.~~
- b. The records of eligible students with individual educational program plans shall be maintained in accordance with FERPA (The Family Rights and Privacy Act). ~~Third party medical records will be maintained in accordance with HIPAA (Health Insurance Portability and Accountability Act).~~ **The records will further be maintained consistent with the confidentiality provisions of the Individuals with Disabilities Education Act (IDEA).** The Board shall continue to purge from the transcript of every special education student any reference to the student's having been enrolled in a special education program. This latter provision shall not apply to those associated with programs for gifted students.
 - (1) ~~Background material on a student, such as identifying information, address, and telephone number should be provided to a special education teacher receiving a transferred student or a new student into any special education program. For students with multiple disabilities, additional medical information such as food allergies, feeding tubes, mobility issues, etc., must be supplied to the receiving school and teachers in a timely manner.~~ **The IEP shall be provided to the teacher in a timely manner.**
- c. The Board shall continue to provide one (1) special education certified replacement teacher to work at Conroy Education Center.
- d. The Board shall continue to provide travel instruction to all eligible students who need this service as per the requirements of their IEP.
- e. The parties recognize that the law requires that eligible students be integrated with regular general education students in both academic and nonacademic classes.
- f. An otherwise qualified eligible student is not to be prohibited from participation in interscholastic sports because he/she is in a special education program.
- g. An eligible student may not be placed in a class in which the chronological age from the youngest to the oldest student varies beyond three (3) years of the student's age in elementary school (grades K-6) and four (4) years in secondary school (grades 7-12), unless an exception is determined to be appropriate by the IEP team and is justified in the IEP.

3. FACILITIES

- a. The following is the requirement of Chapter 14, State Regulations for Special Education.
 - (1) Special education schools and classrooms shall be comparable to ~~regular~~ general education schools and classrooms and shall conform to the requirements of school building regulations prescribed by the Departments of Labor and Industry and Environmental Resources. The classrooms shall include proper conditions, including natural and artificial lighting, ventilation, acoustical treatment, heating, adequate supplies, and storage of materials to ensure a barrier free learning environment. This provision

- includes facilities used to render services to students receiving related services as individuals or in small groups.
- (2) Facilities for the provision of special education services and programs shall be appropriate to meet the specific needs of the students assigned.
- b. The comparability and availability of facilities for exceptional students shall be consistent with the approved intermediate unit or School District plan, which shall provide, by description of policies and procedures, the following:
- (1) Exceptional students will be provided an appropriate classroom space.
 - (2) The moving of a class shall occur only when the result will be:
 - (a) To bring the location for delivery of special education services and programs closer to the students' homes.
 - (b) To improve the delivery of special education services and programs without reducing the degree to which the students are educated with students who are not eligible.
 - (c) To respond to an emergency which threatens the students' health or safety.
 - (d) To accommodate ongoing building renovations, provided that the movement of exceptional students due to renovations will be proportional to the number of non-exceptional students being moved.
 - (e) That the location of classes shall be maintained within a school building for at least three (3) school years.
- c. Each special education class is:
- (1) Maintained as close as appropriate to the ebb and flow of usual school activities.
 - (2) Located where noise will not interfere with instruction.
 - (3) Located only in space that is designated for purposes of instruction.
 - (4) Readily accessible.
 - (5) Composed of at least 28 square feet per student.

ARTICLE 24

SPECIAL EDUCATION

Caseloads and Class Size

1. The following class size maximums and class size provisions applying to various special education classes shall be maintained throughout the term of the Agreement.
2. The class size maximums and provisions for special education classes contained in Section 3 below have been developed by the Board and the Federation based on two criteria:
 - a. Established special education class size standards and practices in the Pittsburgh Public Schools.
 - b. Necessary educational considerations applicable to the operation of effective special education classes and programs.
3. The following chart presents the maximum total caseloads, and the number of students permitted in an individual classroom in one class period. The numbers in parentheses in Middle and Secondary Learning Support and Emotional Support Classes shall be considered as averages. A teacher who has students scheduled over the average in one class shall be compensated for by a reduction of students scheduled to another class or other classes to achieve the average:

	Itinerant (20% or less)	Supplemental (Less than 80% but more than 20%)	Full-Time (80% or more)
Gifted Support	75 (18)		15 (15)
Learning Support	50	15 E 20 M/S (12)	12
Life Skills Support	20	12 E 15 M/S	12 E 15 M/S
Emotional Support	50	12 E 12 M/S Therapeutic 20 M/S (12)	12
Deaf and Hearing Impaired Support	50	15	8
Blind and Visually Impaired Support	50	15	12
Speech and Language Support	65		12
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

- a. The City Connections program that is unique to Pittsburgh will be staffed at one (1) teacher and one (1) classroom assistant with a maximum caseload of 15 students.
- b. Academic/Life Skills Support Programs:
 - Elementary Level (Grades K-5) – Learning Support: 15 IEPS
 - Middle Grade Levels (Includes K-8 middle grade programs, magnet middle schools, schools, and comprehensive middle schools) – Learning Support/Emotional Support: 20 IEPS
 - Secondary School Level – Learning Support/Emotional Support: 20 IEPS
- c. Caseload size discussions for Early Intervention (EI) will be a focus of continuing discussion between the Federation and Administration.
- d. If it is necessary in a given class period to exceed the class size maximum because of scheduling, a compensating reduction at least equal to the same number of students shall occur within that teaching schedule for some other class period(s) during the school day, so that the average equivalent full-time daily membership shall not exceed the specified maximum equivalent full-time daily membership that is provided under Section 3 above.
- e. The parties recognize that class sizes under this Section may be distorted by protracted absences by students in the high schools. Therefore, in determining class sizes under this Section, a student whose attendance history indicates no reasonable probability of normal attendance shall not be counted. Absence for twenty (20) consecutive school days indicates no reasonable probability of normal attendance. Students not counted because of absence who

subsequently begin attending on a regular basis shall be added to the determination of the class size maximums under this Section. Under this provision, no more than one (1) student shall be returned from the absent category to the active class roll at any one time without an adjustment, unless the class, following the return, is at or below the class size maximum. This means that although several students may be in the absent category for a given class, the number of students who may return from that category to the active class roll at any open time during a semester is limited to one (1) above the maximum class size.

- f. Oliver Citywide Academy (OCA) and satellite high school students shall not be counted in the class totals when they miss ten (10) consecutive days of school. The twenty (20) school days of consecutive absence referred to in Section 3.e. above shall not apply at Oliver Citywide Academy (high school) and satellites. At Oliver Citywide Academy (high school) and satellites, a student who misses ten (10) days shall be placed in the absent category and additional students may then be assigned to the class as long as the active class roll does not exceed twenty (20) students.

ARTICLE 25

SPECIAL EDUCATION

INDIVIDUAL EDUCATION PROGRAMS PLANS (IEPs)

1. INDIVIDUAL EDUCATION PLAN PROGRAM (IEP) TEAMS

- a. Each IEP team shall include persons who meet the following qualifications:
 - (1) One or both of the student's ~~parents~~ **guardians**.
 - (2) The student, if 14 years of age or older, or if the ~~parents~~ **guardians** choose to have the student participate at any age.
 - (3) A Local Education Agency (LEA) Representative of the School District, other than the student's teacher, who:
 - (a) is qualified to provide or supervise the provision of special education.
 - (b) can ensure that the services specified in the student's IEP will be provided.
 - (c) will serve as the chairperson of the IEP team.
 - (4) One or more of the student's current teachers, including a ~~regular~~ **general** education teacher who provides instruction to students of the same age. At least one (1) ~~regular~~ **general** education teacher shall attend and participate in IEP meetings.
 - (5) At least one (1) special education teacher.
 - (6) A person who is familiar with the placement options of the School District (LEA).
 - (7) A member of the Multi-Tiered Systems of Support Team (MTSS), if appropriate.
 - (8) One or more members of the Multidisciplinary Team (MDT) which completed the most recent evaluation or reevaluation of the student.
 - (9) A person qualified to conduct a diagnostic examination of students, such as a school psychologist, if a student is suspected of having a specific learning disability.
 - (10) Other individuals at the discretion of either the ~~parents~~ **guardians** or the School District.
- b. A single member of the IEP team may meet two (2) or more of the qualifications specified above. For initial placement IEPs, the team may not consist of fewer than three (3) people in addition to the ~~parents~~ **guardians**, one (1) of whom must be a certified school psychologist. For continuation IEPs, the team may not consist of fewer than two (2) people in addition to the ~~parents~~ **guardians**.

- c. If specific ear-marked funding for IEP writing is not available from the Bureau of Special Education, PA Department of Education, the District will provide each special education teacher and related service professionals who have the responsibility for developing IEPs for their students in their classroom or on their caseloads with ten (10) hours of IEP writing time per school year at the standard teacher workshop rate. Teachers and staff eligible for this IEP writing time include all special education classroom teachers, itinerant hearing and vision support teachers, speech and language specialists and occupational and physical therapists. IEP development hours are to be completed outside of the standard school day. All IEP development and writing as part of this activity must take place between August 15th and June 15th of the school year for which payment is being requested. All requests for payment must be approved by the building principal or the special education teacher's immediate supervisor and must be submitted annually no later than June 30th.
 - d. Teachers assigned to the Gifted Center (grades K through 8) shall continue to utilize two weeks in June for IEP conferences and IEP writing. No substitution or additional payment (workshop rates, etc.) shall be provided or required for teachers assigned to the Gifted Center.
 - e. When a special education certified teacher is asked to write additional IEPs by a PSE Administrator as a result of the absence of a certified special educator, then that teacher will be compensated with two hours at the current workshop rate for each IEP. Prior administrative approval and documentation of such IEP writing is required and shall be submitted to the Program for Students with Exceptionalities (PSE) no later than June 30th of that school year.
2. PARENT/IEP CONFERENCES
- a. ~~Parent conferences~~ **IEP Team Meetings** for IEP purposes shall not be held during the involved special education teacher's preparation period, except in an extraordinary circumstance.
 - b. ~~IEP parent conferences~~ **IEP Team Meetings** shall normally be held during the school day, utilizing the substitution provisions for full-time teachers, and the loss of preparation period provisions of Article 102, Preparation Periods. These loss of preparation period provisions do not apply to a preparation period of a special education teacher, should such a preparation period be interrupted or lost (under the extraordinary circumstance referred to in Section 3a. of this Article) due to participation by that special education teacher in an IEP ~~parent~~-**TEAM Meeting** conference.
 - c. ~~Parent conferences~~ **IEP Team Meetings** shall not be held after school hours, except in extraordinary circumstances. In such instances, teachers shall be compensated for after-school-hours ~~parent conferences~~ **IEP Team Meetings** at the evening school hourly rate.

ARTICLE 26
SPECIAL EDUCATION SUPPORTS

- 1. a. Paraprofessional assistance will be provided to full-time center school programs on following basis:

<u>Program</u>	<u>Number of Paraprofessionals per Teacher</u>
Life Skills Support	1 Classroom Assistant
Autistic Support	2 Classroom Assistants
Physical Support	2 Classroom Assistants
Multiple Disabilities Support	2 Classroom Assistants
Emotional Support	1 Educational Assistant IV (EAIV – Registered Behavior Technician)

- b. Paraprofessional assistance will be provided to elementary, middle, and secondary school programs that support full-time regional classrooms in the following program areas.

<u>Program</u>	<u>Number of Paraprofessionals per Teacher</u>
Life Skills Support	One (1) Classroom Assistant for a full-time Teacher
Autistic Support	Two (2) Classroom Assistants for a full-time Teacher
Multiple Disabilities Support	Two (2) Classroom Assistants for a full-time Teacher
Physical Support	One (1) Classroom Assistant for a full-time Teacher
Emotional Support	One (1) EAIV-RBT for a full-time Teacher

- c. Elementary Schools

<u>Program</u>	<u>Number of Paraprofessionals per Teacher</u>
Learning Support	One (1) EAIII for one (1) Teacher
	One (1) EAIII for two (2) Teachers
	Two (2) EAIII's for three (3) Teachers
	Two (2) EAIII's for four (4) Teachers
	Three (3) EAIII's for five (5) Teachers
	Three (3) EAIII's for six (6) Teachers

- 2. All efforts will be made to maintain paraprofessional positions in middle schools at the present staffing levels and to increase that number of paraprofessionals when possible.
- 3. Additional paraprofessional support will be provided as dictated by the individual student IEP.
- 3 4. Assistant teachers, EAIIIs, EAIVs-RBT, and classroom assistants shall not be assigned lunch duty if there are special education classes or inclusion classes in session where paraprofessionals would normally be providing academic support or instruction during that lunch period. Paraprofessionals however may be assigned to a lunch duty to monitor special education students if no classes as referred to above are in session. If such lunch duty is added to the paraprofessional schedule, it shall not exceed more than one (1) period per school day.
- 4-5. No more than six (6) students with disabilities shall normally be assigned to and included in a ~~regular~~ general education academic class, including reading, language arts, math, social studies, and science, without support. In addition, the number of students with disabilities in middle and secondary schools assigned to related arts classes including, but not limited to art, music, library, health and physical education and career and technical education classes should be closely monitored by the school counselors and special education Instructional Teacher Leaders to ensure a proportional representation and blend of both typical students and students with disabilities. Whenever possible, and appropriate, special education in-class support should be considered for the related arts classes by the students' IEP building teams.
- 5 6. The limit of six (6) eligible students in a ~~regular~~ general education class may be exceeded under individual circumstances and to comply with the law, either with the agreement of the teacher of the ~~regular~~ general education class or following mutual agreement to an individual exception to said limit between the Federation and the ~~designated Assistant Superintendent Executive Director of the Program for Students with Exceptionalities.~~

ARTICLE 27

SPECIAL EDUCATION

Conroy Education Center Teachers

- 1. In addition to the normal consideration given to transfer applications by experienced special education teachers to fill vacant special education teaching positions, transfer applications by

experienced special education teachers, including those at Conroy Education Center, shall continue to be considered both before newly hired special education teachers are placed and at the same time as displaced special education teachers, if any, are being reassigned.

2. Provisions covering Individual Education Program Plans (IEPs) writing and ~~IEP parent conferences~~ **IEP Team Meetings** for Conroy Education Center teachers are covered under Article 25, Individualized Education Programs (IEPs).
3. The provision for one (1) replacement teacher position to be assigned to Conroy Education Center is covered under Article 23, Special Education, General Provisions, Section 2.c.
4. Class size maxima for Conroy Education Center classes are covered under Article 24, Caseloads and Class Size, Section 3.
5. There shall be at least one (1) mobility specialist assigned to the Conroy Education Center during the term of this Collective Bargaining Agreement, as provided in Article 23, Section 2.d.
6. The Board shall continue to provide for the participation of Conroy students in the “Special Olympics” program.
7. Conroy shall continue to be provided with 200 hours for extracurricular activities as provided in Article 109, Extracurricular Activities.

ARTICLE 28

SPECIAL EDUCATION

Pioneer Education Center Teachers

1. Provision for covering Individual Education Program Plans (IEPs) writing and **IEP Team Meetings** ~~IEP parent conferences~~ for Pioneer Education Center teachers are covered under Article 25, Individualized Education Program Plans (IEPs).
2. Class size maxima for Pioneer Education Center classes are covered under Article 24, Caseloads and Class Size, Section 3.
3. Considering the unique and special needs of the students enrolled in the Pioneer Education Center, the Board will:
 - a. Provide an opportunity for the classroom teachers to make recommendations to the principal with regard to the purchase of school supplies, specialized furniture and instructional equipment.
 - b. Provide specialized furniture such as standing tables, standing boards, or wheelchair adaptations pursuant to the normal budgeting process when required for individual students and identified in the Individualized Education Program.
4. The Board shall provide for the participation of Pioneer students in the regional “Special Olympics” or the “Pittsburgh Sports by Abilities Games.”

ARTICLE 97

SALARY DIFFERENTIALS FOR SPECIAL EDUCATION TEACHERS

1. The differentials below apply only to fully certified special education teachers who are teaching in their respective areas and shall not apply when the teacher is transferred or assigned to a teaching position other than in special education.
2. Salary Differential for ~~Emotional Support Teachers~~ **teachers whose primary responsibility includes emotional support caseloads.**

- a. Effective January 1, 2004, fully certified full-time teachers of emotional support whose primary responsibility includes emotional support caseloads in elementary, middle and secondary schools will receive a \$1,000 differential per year.
 - b. Full-time emotional support teachers whose primary responsibility includes emotional support caseloads at Oliver Citywide Academy and satellites will receive a \$1,000 differential per year.
 - c. **Elementary, Middle, and secondary learning support/emotional support teachers, special education teachers** who have a majority of students who **are entitled to emotional support services according to their IEP** classified as “emotionally disturbed” on their caseload of 20 students, qualify for the annual differential that is provided for ~~emotional support~~ **special education** teachers in Section 2.a. above. The determination regarding teacher eligibility for this differential will be made on an annual basis every October 1st in conjunction with the special education specialist who is responsible for that school and program.
 - d. Fully certified part-time teachers and teachers who are currently receiving a prorated differential will continue to be paid the same prorated differential.
3. Salary Differentials for Other Special Education Teachers
- A \$300 salary differential will continue to be paid to any certified **special education teachers who do not qualify for the Section 2 differential above and whose primary responsibility is to provide autistic, visual, hearing, speech/language, multiple disabilities and/or life skills support and teacher of learning support, autistic support, visual support, hearing support, speech and language support, multiple disabilities support, and life skills support** who ~~was~~ **were** employed prior to the 1999-2000 school year. This differential shall no longer apply to these special education teachers newly hired for the start of the 1999-2000 school year or thereafter, except for those who are hired into, or who transfer **into an assignment that entitles them to the differential into emotional support special education teaching positions** as explained in Section 2.
4. Salary Differentials for Central Office Select Teacher/Facilitator Positions
- Beginning January 1, 2008, employees who transfer into central office Program for Students with Exceptionalities (PSE) select teacher/facilitator positions will have any special education differential they were previously receiving discontinued. As a PSE select teacher/facilitator, they will work a teacher workday but will receive the select teacher differential at Step 4. Individuals currently employed in these PSE select teacher/facilitator positions will continue to receive the differential at Step 4.

O. Fair Practices

ARTICLE 8 FAIR PRACTICES

The Board and the Federation agree that they will not discriminate against any teacher on the basis of race, creed, color, **religion, ancestry**, national origin, ~~handicap~~, **disability**, sex, age, marital status, sexual orientation, gender identity, or participation or lack of participation in the activities of the Federation.

P. CAPA Department Chair

ARTICLE xx CAPA 6-12 Art Department Chairperson

1. The District and the Federation agree that the leadership role of Art Department Chairperson is an essential and unique teaching position in each of Pittsburgh CAPA 6-12's various artistic programs. The role of the Chairperson is to ensure that a qualified expert, who captures the unique educational and artistic vision of the respective art form, leads each art department.

2. Each Art Department Chairperson will work an eight (8) hour extended day and will be covered by Article 76 (Teachers in the Select Teacher Categories), Article 113 (Salary Differentials for Select Teacher Categories), and Article 114 (Extended Day Teaching Differential)
3. The position of Art Department Chairperson will be as follows:
 - a. Serves as the artistic leader for the department and facilitates all departmental decision-making that meets the needs of all artists in their respective departments as well as provides instructional time to students. Chairpersons shall not be assigned more than three (3) 45-minute teaching periods per day.
 - b. Serves as the artistic leader for the department and facilitates all departmental decision-making that meets the needs of all artists in their respective departments as well as provides instructional time to students. Chairpersons shall not be assigned more than three (3) 45-minute teaching periods per day.
 - c. In conjunction with the principal, responsible for coordinating with adjunct arts faculty in the respective art form; including scheduling, curriculum implementation, attendance standards and grading policies.
 - d. In conjunction with the Instructional Cabinet, responsible for recruitment of students and the administration of the audition process in the respective art form
 - e. In conjunction with the principal, responsible for implementation of the yearly budget allocated for that respective art form.
 - f. Responsible for initiating, developing, and maintaining relationships with professional organizations in the Pittsburgh region and on the national level. This includes maintaining partnerships and collaborations with cultural, educational, performing and community organizations.
 - g. In conjunction with the principal, organize, design and successfully schedule all students within the respective department.
 - h. Responsible for conducting bi-monthly and/or weekly departmental meetings with all members of the respective arts staff.
 - i. Responsible for providing students with and/or communicating opportunities to experience master classes, extra-curricular opportunities, artistic events, workshops and field trips for all students in their respective departments.
 - j. Responsible for scheduling and presenting a variety of performances/student artistic works on an annual basis.
 - k. Coordinate vocal, instrumental, theatre, dance and performance-based juries as well as portfolio reviews for visual and literary arts on-going basis.
 - l. Participate in the recruitment of and serve on the selection committee for any new faculty members.
 - m. Responsible for the design and successful implementation of a 6 – 12 arts curriculum.
 - n. Responsible for implementing a communication plan/strategy with faculty that supports communicating with parents/guardians regarding the behavior/conduct/development/performance of all artists within their respective departments.
 - o. Must successfully complete the Board's training program on observing and conferring skills. Successful completion of this training program is not a precondition for eligibility to be an Art Department Chairperson, but is a requirement for continuation as an Art Department Chairperson.

- p. Will conduct observations/conferences and contribute to the formative evaluation of the professional Art staff in the Chairperson's respective department, but will not have supervisory or rating functions.
- q. Will work with teachers assuring the art form area integrity and curriculum delivery through a positive and collegial process.
- r. Will work with new adjunct teachers as a mentor and artistic leader.
- s. Will serve as a liaison between adjunct teachers, school administration and the community.
- t. Will serve as a collegial monitor of arts instruction through modeling, coaching, reviewing of lesson plans, discussion student concerns, etc.

Q. FSS and HSHV Work Year Provisions

Article 89

Salary Schedules for Early Childhood/Early Intervention Family Services Specialists, Health Assistants, Early Head Start Home Visitors, Special Services Coordinator and Parent Involvement Volunteer Coordinator

- 1. The length of workday for employees on these salary schedules is 7 hours and 30 minutes.
- 2. Employees on these salary schedules work a 192-day school year.
- 3. In the case of family services specialists, health assistants, and Early Head Start home visitors who qualify, the above salary schedules are supplemented by:
 - a. Longevity increment - see Article 93, Longevity Increment
- 4. Employees in these categories shall work an additional 20 days in the summer. These days shall be paid on a pro rata basis.
- 5. Family Services Specialists and Health Assistants shall work an additional twenty (20) days total during the combined time periods July 1 to the August start of the 192-day work year and the end of the 192-day work year to June 30. Ten (10) of the twenty (20) additional days will precede and be contiguous with the August start of the 192-day work year. Up to ten (10) of the twenty (20) days shall be scheduled in advance by the employee and worked during July or August. Any remaining days shall be worked in June contiguous with the end of the 192-day work year. By June 15 of each year, the employee will notify the supervisor which July and/or August dates the employee will work that are not part of the ten (10) days that precede and are contiguous with the August start of the 192-day work year.
- 6. Early Head Start Home Visitors shall work an additional thirty (30) days total during the combined time periods July 1 to the August start of the 192-day work year and the end of the 192-day work year to June 30. Ten (10) of the thirty (30) additional days will precede and be contiguous with the August start of the 192-day work year. Up to twenty (20) of the thirty (30) days for the year shall be scheduled in advance by the employee and worked during July and August. Any remaining days shall be worked in June contiguous with the end of the 192-day work year. By June 15 of each year, the employee will notify the supervisor which July and/or August dates the employee will work that are not part of the ten (10) days that precede and are contiguous with the August start of the 192-day work year.

R. JROTC

Article 109 – Extracurricular Activities (Additional Allotments, p. 102)

- 2. ~~Pittsburgh Perry High School shall be provided one hundred eighty (180) hours each school year for activities related to the JROTC program.~~ JROTC instructors shall be paid \$4,000

annually, paid as additional pay for activities related to the JROTC program. The additional pay shall be issued in equal installments each pay period, effective beginning on the first day of the first full pay period of the school year and concluding on the last day of the last full pay period of the school year.

a. Any activities related to the JROTC program worked beyond the regular school year shall be paid at the prevailing workshop rate.

b. JROTC instructors shall not be paid the additional pay stipend for any full pay period in which they are on a leave of absence.

S. Removal / Sunset Certain Provisions

1. Remove Article 78: Instructor and Intern Positions
2. End the Incentive Program for Hard to Staff Schools (CBA Appendix A, p. 139), by adding the following after Section 8:

The Incentive Program for Hard to Staff Schools will be phased out effective with the close of the internal transfer season of 2024. No employees will be eligible for future incentives except those that are currently receiving the incentive or have opted into the incentive during the internal transfer season of 2024. All other provisions in this Article will remain applicable to employees who are receiving the incentive until the sunseting of this provision (SY 27/28 for those who opted in during the internal transfer season of 2024).

3. Remove existing language in Article 45 – Annual Summary Statements to Teachers and replace with:

“Professionals shall be provided with information regarding how to access sick leave accrual; value of group life insurance; and salary step, level, increment date and longevity on the District’s electronic systems and/or shared information databases.”

4. Remove existing language in Article 136 – Annual Statement of Total Cost of Employee Fringe Benefits and replace with:

“Professionals shall be provided with information regarding how to access the cost of employer-paid fringe benefits on the District’s electronic systems and/or shared information databases.”

5. Article 3, Section 1 shall be amended to state that the District is no longer required to provide paper copies of the Collective Bargaining Agreement.

6. The following language shall be added to Article 138:

“The STAR School rewards/bonuses will be **eliminated** at the end of the 23/24 school year with the last payment of the reward/bonus being paid in the Spring of 2024 to those eligible staff.”

7. Remove gender pronouns throughout the CBA and replace with “professional”, “employee”, or “they” as applicable.

T. Administration of the 4-year Agreement

All other Articles and terms of the previous Teachers and Other Professionals Collective Bargaining Agreement shall continue in effect, except those amended or otherwise affected by the provisions of this 4-year agreement.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

79: SALARY SCHEDULES FOR TEACHERS

Teachers Hired before July 1, 2010

Bachelor's Degree

\$1,500 on each internal step, \$2,550 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	43,881	45,381	46,881	48,381	49,881	1 to 5	12,591	28.69%
2	45,799	47,299	48,799	50,299	51,799	2 to 6	12,245	26.74%
3	47,405	48,905	50,405	51,905	53,405	3 to 7	12,090	25.50%
4	48,865	50,365	51,865	53,365	54,865	4 to 8	12,126	24.82%
5	50,472	51,972	53,472	54,972	56,472	5 to 9	12,157	24.09%
6	52,044	53,544	55,044	56,544	58,044	6 to 11 (10b)	54,420	104.57%
7	53,495	54,995	56,495	57,995	59,495	7 to 11 (10b)	52,969	99.02%
8	54,991	56,491	57,991	59,491	60,991	8 to 11 (10b)	51,473	93.60%
9	56,629	58,129	59,629	61,129	62,629	9 to 11 (10b)	49,835	88.00%
10 (10a)	73,625	75,125	76,625	78,125	79,625	10a to 11 (10b)	32,839	44.60%
11 (10b)	96,264	98,814	101,364	103,914	106,464	10b to 11 (10b)	10,200	10.60%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

Master's Degree, Master's Equivalent, Bachelor's Degree + 30 Credits

\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	46,197	47,747	49,297	50,847	52,397	1 to 5	13,166	28.50%
2	48,301	49,851	51,401	52,951	54,501	2 to 6	12,646	26.18%
3	50,173	51,723	53,273	54,823	56,373	3 to 7	12,147	24.21%
4	51,611	53,161	54,711	56,261	57,811	4 to 8	12,094	23.43%
5	53,163	54,713	56,263	57,813	59,363	5 to 9	12,060	22.68%
6	54,747	56,297	57,847	59,397	60,947	6 to 11 (10b)	56,739	103.64%
7	56,120	57,670	59,220	60,770	62,320	7 to 11 (10b)	55,366	98.66%
8	57,505	59,055	60,605	62,155	63,705	8 to 11 (10b)	53,981	93.87%
9	59,023	60,573	62,123	63,673	65,223	9 to 11 (10b)	52,463	88.89%
10 (10a)	77,024	78,574	80,124	81,674	83,224	10a to 11 (10b)	34,462	44.74%
11 (10b)	100,886	103,536	106,186	108,836	111,486	10b to 11 (10b)	10,600	10.51%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

80: SALARY SCHEDULES FOR TEACHERS

Teachers Hired on or after July 1, 2010

\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	48,579	50,129	51,679	53,229	54,779	1 to 5	12,538	25.81%
2	50,164	51,714	53,264	54,814	56,364	2 to 6	15,176	30.25%
3	51,748	53,298	54,848	56,398	57,948	3 to 7	17,817	34.43%
4	53,332	54,882	56,432	57,982	59,532	4 to 8	20,458	38.36%
5	54,917	56,467	58,017	59,567	61,117	5 to 9	23,097	42.06%
6	59,140	60,690	62,240	63,790	65,340	6 to 10	23,098	39.06%
7	63,365	64,915	66,465	68,015	69,565	7 to 11	29,435	46.45%
8	67,590	69,140	70,690	72,240	73,790	8 to 12	43,896	64.94%
9	71,814	73,364	74,914	76,464	78,014	9 to 12	39,672	55.24%
10	76,038	77,588	79,138	80,688	82,238	10 to 12	35,448	46.62%
11	86,600	88,150	89,700	91,250	92,800	11 to 12	24,886	28.74%
12	100,886	103,536	106,186	108,836	111,486	12 to 12	10,600	10.51%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

81: SALARY SCHEDULES FOR SERVICE PROVIDERS

**Hearing Itinerants, Occupational Therapists, Physical Therapists,
Speech-Language Specialists, Vision Itinerants**

Bachelor's Degree

\$1,500 on each internal step, \$2,550 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	43,881	45,381	46,881	48,381	49,881	1 to 5	12,591	28.69%
2	45,799	47,299	48,799	50,299	51,799	2 to 6	12,245	26.74%
3	47,405	48,905	50,405	51,905	53,405	3 to 7	12,090	25.50%
4	48,865	50,365	51,865	53,365	54,865	4 to 8	12,126	24.82%
5	50,472	51,972	53,472	54,972	56,472	5 to 9	12,157	24.09%
6	52,044	53,544	55,044	56,544	58,044	6 to 11 (10b)	54,420	104.57%
7	53,495	54,995	56,495	57,995	59,495	7 to 11 (10b)	52,969	99.02%
8	54,991	56,491	57,991	59,491	60,991	8 to 11 (10b)	51,473	93.60%
9	56,629	58,129	59,629	61,129	62,629	9 to 11 (10b)	49,835	88.00%
10 (10a)	73,625	75,125	76,625	78,125	79,625	10a to 11 (10b)	32,839	44.60%
11 (10b)	96,264	98,814	101,364	103,914	106,464	10b to 11 (10b)	10,200	10.60%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

Master's Degree, Master's Equivalent, Bachelor's Degree + 30 Credits
\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	46,197	47,747	49,297	50,847	52,397	1 to 5	13,166	28.50%
2	48,301	49,851	51,401	52,951	54,501	2 to 6	12,646	26.18%
3	50,173	51,723	53,273	54,823	56,373	3 to 7	12,147	24.21%
4	51,611	53,161	54,711	56,261	57,811	4 to 8	12,094	23.43%
5	53,163	54,713	56,263	57,813	59,363	5 to 9	12,060	22.68%
6	54,747	56,297	57,847	59,397	60,947	6 to 11 (10b)	56,739	103.64%
7	56,120	57,670	59,220	60,770	62,320	7 to 11 (10b)	55,366	98.66%
8	57,505	59,055	60,605	62,155	63,705	8 to 11 (10b)	53,981	93.87%
9	59,023	60,573	62,123	63,673	65,223	9 to 11 (10b)	52,463	88.89%
10 (10a)	77,024	78,574	80,124	81,674	83,224	10a to 11 (10b)	34,462	44.74%
11 (10b)	100,886	103,536	106,186	108,836	111,486	10b to 11 (10b)	10,600	10.51%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row;
 Step advancement + increase on step.

ARTICLE 82: SALARY SCHEDULE FOR COUNSELORS
\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	46,528	48,078	49,628	51,178	52,728	1 to 5	13,167	28.30%
2	48,633	50,183	51,733	53,283	54,833	2 to 6	12,646	26.00%
3	50,505	52,055	53,605	55,155	56,705	3 to 7	12,147	24.05%
4	51,944	53,494	55,044	56,594	58,144	4 to 8	12,092	23.28%
5	53,495	55,045	56,595	58,145	59,695	5 to 9	12,059	22.54%
6	55,079	56,629	58,179	59,729	61,279	6 to 11 (10b)	48,143	87.41%
7	56,452	58,002	59,552	61,102	62,652	7 to 12 (11)	47,104	83.44%
8	57,836	59,386	60,936	62,486	64,036	8 to 13 (12)	46,051	79.62%
9	59,354	60,904	62,454	64,004	65,554	9 to 14 (13)	44,865	75.59%
10 (10a)	77,357	78,907	80,457	82,007	83,557	10 (10a) to 15 (14)	36,209	46.81%
11 (10b)	97,022	98,572	100,122	101,672	103,222	11 (10b) to 15 (14)	16,544	17.05%
12 (11)	97,356	98,906	100,456	102,006	103,556	12 (11) to 15 (14)	16,210	16.65%
13 (12)	97,687	99,237	100,787	102,337	103,887	13 (12) to 15 (14)	15,879	16.25%
14 (13)	98,019	99,569	101,119	102,669	104,219	14 (13) to 15 (14)	15,547	15.86%
15 (14)	102,966	105,616	108,266	110,916	113,566	15 (14) to 15 (14)	10,600	10.29%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row;
 Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

ARTICLE 83: SALARY SCHEDULE FOR PSYCHOLOGISTS

\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	53,495	55,045	56,595	58,145	59,695	1 to 5	12,059	22.54%
2	55,079	56,629	58,179	59,729	61,279	2 to 7 (6b)	48,143	51.70%
3	56,452	58,002	59,552	61,102	62,652	3 to 8 (7)	46,770	82.85%
4	57,836	59,386	60,936	62,486	64,036	4 to 9 (8)	45,720	79.05%
5	59,354	60,904	62,454	64,004	65,554	5 to 10 (9)	44,533	75.03%
6 (6a)	77,357	78,907	80,457	82,007	83,557	6 (6a) to 11 (10)	36,209	46.81%
7 (6b)	97,022	98,572	100,122	101,672	103,222	7 (6b) to 11 (10)	16,544	17.05%
8 (7)	97,356	98,906	100,456	102,006	103,556	8 (7) to 11 (10)	16,210	16.65%
9 (8)	97,687	99,237	100,787	102,337	103,887	9 (8) to 11 (10)	15,879	16.25%
10 (9)	98,019	99,569	101,119	102,669	104,219	10 (9) to 11 (10)	15,547	15.86%
11 (10)	102,966	105,616	108,266	110,916	113,566	11 (10) to 11 (10)	10,600	10.29%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

ARTICLE 84: SALARY SCHEDULE FOR SOCIAL WORKERS

\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	46,528	48,078	49,628	51,178	52,728	1 to 5	13,167	28.30%
2	48,633	50,183	51,733	53,283	54,833	2 to 6	12,646	26.00%
3	50,505	52,055	53,605	55,155	56,705	3 to 7	12,147	24.05%
4	51,944	53,494	55,044	56,594	58,144	4 to 8	12,092	23.28%
5	53,495	55,045	56,595	58,145	59,695	5 to 9	12,059	22.54%
6	55,079	56,629	58,179	59,729	61,279	6 to 11 (10b)	48,143	87.41%
7	56,452	58,002	59,552	61,102	62,652	7 to 12 (11)	47,104	83.44%
8	57,836	59,386	60,936	62,486	64,036	8 to 13 (12)	46,051	79.62%
9	59,354	60,904	62,454	64,004	65,554	9 to 14 (13)	44,865	75.59%
10 (10a)	77,357	78,907	80,457	82,007	83,557	10 (10a) to 15 (14)	36,209	46.81%
11 (10b)	97,022	98,572	100,122	101,672	103,222	11 (10b) to 15 (14)	16,544	17.05%
12 (11)	97,356	98,906	100,456	102,006	103,556	12 (11) to 15 (14)	16,210	16.65%
13 (12)	97,687	99,237	100,787	102,337	103,887	13 (12) to 15 (14)	15,879	16.25%
14 (13)	98,019	99,569	101,119	102,669	104,219	14 (13) to 15 (14)	15,547	15.86%
15 (14)	102,966	105,616	108,266	110,916	113,566	15 (14) to 15 (14)	10,600	10.29%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

Social Workers on Bachelor's Degree Salary Schedule (All are at top step.)

\$2,550

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
	97,304	99,854	102,404	104,954	107,504		10,200	10.48%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

**ARTICLE 85: SALARY SCHEDULES FOR SCHOOL NURSE PRACTITIONERS
AND DENTAL HYGIENISTS**

Bachelor's Degree Salary Schedule -- Regular 192-Day School Year

\$1,500 on each internal step, \$2,550 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	44,214	45,714	47,214	48,714	50,214	1 to 5	12,589	28.47%
2	46,130	47,630	49,130	50,630	52,130	2 to 6	12,247	26.55%
3	47,735	49,235	50,735	52,235	53,735	3 to 7	12,092	25.33%
4	49,198	50,698	52,198	53,698	55,198	4 to 8	12,126	24.65%
5	50,803	52,303	53,803	55,303	56,803	5 to 9	12,159	23.93%
6	52,377	53,877	55,377	56,877	58,377	6 to 11 (10b)	46,216	88.24%
7	53,827	55,327	56,827	58,327	59,827	7 to 12 (11)	45,097	83.78%
8	55,324	56,824	58,324	59,824	61,324	8 to 13 (12)	52,180	94.32%
9	56,962	58,462	59,962	61,462	62,962	9 to 13 (12)	50,542	88.73%
10 (10a)	73,958	75,458	76,958	78,458	79,958	10 (10a) to 13 (12)	33,546	45.36%
11 (10b)	92,593	94,093	95,593	97,093	98,593	11 (10b) to 13 (12)	14,911	16.10%
12 (11)	92,924	94,424	95,924	97,424	98,924	12 (11) to 13 (12)	14,580	15.69%
13 (12)	97,304	99,854	102,404	104,954	107,504	13 (12) to 13 (12)	10,200	10.48%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

Master's Degree, Master's Equivalent, Bachelor's Degree + 30 Credits

\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	46,528	48,078	49,628	51,178	52,728	1 to 5	13,167	28.30%
2	48,633	50,183	51,733	53,283	54,833	2 to 6	12,646	26.00%
3	50,505	52,055	53,605	55,155	56,705	3 to 7	12,147	24.05%
4	51,944	53,494	55,044	56,594	58,144	4 to 8	12,092	23.28%
5	53,495	55,045	56,595	58,145	59,695	5 to 9	12,059	22.54%
6	55,079	56,629	58,179	59,729	61,279	6 to 11 (10b)	48,143	87.41%
7	56,452	58,002	59,552	61,102	62,652	7 to 12 (11)	47,104	83.44%
8	57,836	59,386	60,936	62,486	64,036	8 to 13 (12)	46,051	79.62%
9	59,354	60,904	62,454	64,004	65,554	9 to 14 (13)	44,865	75.59%
10 (10a)	77,357	78,907	80,457	82,007	83,557	10 (10a) to 15 (14)	36,209	46.81%
11 (10b)	97,022	98,572	100,122	101,672	103,222	11 (10b) to 15 (14)	16,544	17.05%
12 (11)	97,356	98,906	100,456	102,006	103,556	12 (11) to 15 (14)	16,210	16.65%
13 (12)	97,687	99,237	100,787	102,337	103,887	13 (12) to 15 (14)	15,879	16.25%
14 (13)	98,019	99,569	101,119	102,669	104,219	14 (13) to 15 (14)	15,547	15.86%
15 (14)	102,966	105,616	108,266	110,916	113,566	15 (14) to 15 (14)	10,600	10.29%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

**ARTICLE 86: 12 MONTH/CALENDAR YEAR
PFT-REPRESENTED PROFESSIONALS
Bachelor's Degree Salary Schedule**

\$1,500 on each internal step, \$2,550 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	53,605	55,105	56,605	58,105	59,605	1 to 6 (5b)	54,593	101.84%
2	55,324	56,824	58,324	59,824	61,324	2 to 6 (5b)	52,874	95.57%
3	56,819	58,319	59,819	61,319	62,819	3 to 6 (5b)	51,379	90.43%
4	58,203	59,703	61,203	62,703	64,203	4 to 6 (5b)	49,995	85.90%
5 (5a)	75,259	76,759	78,259	79,759	81,259	5 (5a) to 6 (5b)	32,939	43.77%
6 (5b)	97,998	100,548	103,098	105,648	108,198	6 (5b) to 6 (5b)	10,200	10.41%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row;
Step advancement + increase on step.

Master's Degree, Master's Equivalent, Bachelor's Degree + 30 Credits

\$1,550 on each internal step, \$2,650 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	56,597	58,147	59,697	61,247	62,797	1 to 6 (5b)	57,894	102.29%
2	57,815	59,365	60,915	62,465	64,015	2 to 6 (5b)	56,676	98.03%
3	59,311	60,861	62,411	63,961	65,511	3 to 6 (5b)	55,180	93.04%
4	60,693	62,243	63,793	65,343	66,893	4 to 6 (5b)	53,798	88.64%
5 (5a)	79,303	80,853	82,403	83,953	85,503	5 (5a) to 6 (5b)	35,188	44.37%
6 (5b)	103,891	106,541	109,191	111,841	114,491	6 (5b) to 6 (5b)	10,600	10.20%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row;
Step advancement + increase on step.

ARTICLE 87: ADJUNCT TEACHER SALARY SCHEDULES

\$1,350 on each internal step, \$2,200 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	43,271	44,621	45,971	47,321	48,671	1 to 5	12,480	28.84%
2	46,032	47,382	48,732	50,082	51,432	2 to 6	11,666	25.34%
3	47,724	49,074	50,424	51,774	53,124	3 to 7	11,681	24.48%
4	48,988	50,338	51,688	53,038	54,388	4 to 8	11,791	24.07%
5	50,351	51,701	53,051	54,401	55,751	5 to 9	15,500	30.78%
6	52,298	53,648	54,998	56,348	57,698	6 to 10	29,168	55.77%
7	54,005	55,355	56,705	58,055	59,405	7 to 10	27,461	50.85%
8	55,379	56,729	58,079	59,429	60,779	8 to 10	26,087	47.11%
9	60,451	61,801	63,151	64,501	65,851	9 to 10	21,015	34.76%
10	72,666	74,866	77,066	79,266	81,466	10 to 10	8,800	12.11%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row;
Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

**ARTICLE 88: SALARY SCHEDULES FOR
EARLY CHILDHOOD/EARLY INTERENTION TEACHERS
Bachelor's Degree**

\$1,500 on each internal step, \$2,550 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	43,881	45,381	46,881	48,381	49,881	1 to 5	12,591	28.69%
2	45,800	47,300	48,800	50,300	51,800	2 to 6	12,244	26.73%
3	47,405	48,905	50,405	51,905	53,405	3 to 7	12,090	25.50%
4	48,865	50,365	51,865	53,365	54,865	4 to 8	12,126	24.82%
5	50,472	51,972	53,472	54,972	56,472	5 to 9	12,157	24.09%
6	52,044	53,544	55,044	56,544	58,044	6 to 10	22,004	42.28%
7	53,495	54,995	56,495	57,995	59,495	7 to 10	20,553	38.42%
8	54,991	56,491	57,991	59,491	60,991	8 to 10	19,057	34.65%
9	56,629	58,129	59,629	61,129	62,629	9 to 10	17,419	30.76%
10	63,848	66,398	68,948	71,498	74,048	10 to 10	10,200	15.98%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

Master's Degree

\$1,550 on each internal step, \$2,775 at the top

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	46,197	47,747	49,297	50,847	52,397	1 to 5	13,166	28.50%
2	48,301	49,851	51,401	52,951	54,501	2 to 6	12,646	26.18%
3	50,172	51,722	53,272	54,822	56,372	3 to 7	12,203	24.32%
4	51,611	53,161	54,711	56,261	57,811	4 to 8	12,360	23.95%
5	53,163	54,713	56,263	57,813	59,363	5 to 9	12,412	23.35%
6	54,747	56,297	57,847	59,397	60,947	6 to 10	23,887	43.63%
7	56,175	57,725	59,275	60,825	62,375	7 to 10	22,459	39.98%
8	57,771	59,321	60,871	62,421	63,971	8 to 10	20,863	36.11%
9	59,375	60,925	62,475	64,025	65,575	9 to 10	19,259	32.44%
10	67,534	70,309	73,084	75,859	78,634	10 to 10	11,100	16.44%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

**ARTICLE 89: SALARY SCHEDULES FOR
EARLY CHILDHOOD/EARLY INTERVENTION
Family Services Assistants, Health Assistants,
Early Head Start Home Visitors,
Special Services Coordinator, and
Parent Involvement Volunteer Coordinator
\$1,200 on each internal step, \$2,500 at the top**

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	43,283	44,483	45,683	46,883	48,083	1 to 5	13,860	32.02%
2	46,020	47,220	48,420	49,620	50,820	2 to 6	24,014	52.18%
3	47,724	48,924	50,124	51,324	52,524	3 to 6	22,310	46.75%
4	50,981	52,181	53,381	54,581	55,781	4 to 6	19,053	37.37%
5	52,343	53,543	54,743	55,943	57,143	5 to 6	17,691	33.80%
6	60,034	62,534	65,034	67,534	70,034	6 to 6	10,000	16.66%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**ARTICLE 90: SALARY SCHEDULES FOR
EARLY CHILDHOOD/EARLY INTERVENTION OR
SCHOOL-AGE ASSISTANTS
Sign Language Interpreter
\$1,050 on each internal step, \$1,300 at the top**

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	31,753	32,803	33,853	34,903	35,953	1 to 5	12,765	40.20%
2	33,748	34,798	35,848	36,898	37,948	2 to 6	17,320	51.32%
3	35,520	36,570	37,620	38,670	39,720	3 to 6	15,548	43.77%
4	38,942	39,992	41,042	42,092	43,142	4 to 6	12,126	31.14%
5	40,318	41,368	42,418	43,468	44,518	5 to 6	10,750	26.66%
6	45,868	47,168	48,468	49,768	51,068	6 to 6	5,200	11.34%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**Certified Occupational Therapy Assistant (COTA) &
Physical Therapy Assistants
\$1,350 on each internal step, \$1,500 at the top**

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	40,981	42,331	43,681	45,031	46,381	1 to 5	14,260	34.80%
2	43,195	44,545	45,895	47,245	48,595	2 to 6	20,587	47.66%
3	45,410	46,760	48,110	49,460	50,810	3 to 6	18,372	40.46%
4	47,626	48,976	50,326	51,676	53,026	4 to 6	16,156	33.92%
5	49,841	51,191	52,541	53,891	55,241	5 to 6	13,941	27.97%
6	57,782	59,282	60,782	62,282	63,782	6 to 6	6,000	10.38%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

**ATTACHMENT I
SALARY SCHEDULES 2024-2028**

**ARTICLE 91: SALARY SCHEDULE FOR
FULL-TIME SUBSTITUTE TEACHERS
\$1,300 on each step**

STEP	Sep-23	Sep-24	Sep-25	Sep-26	Sep-27	Step Advancement	Contract Increase	% Increase*
1	42,486	43,786	45,086	46,386	47,686	1 to 3	10,500	24.71%
2	43,283	44,583	45,883	47,183	48,483	2 to 3	9,703	22.42%
3	47,786	49,086	50,386	51,686	52,986	3 to 3	5,200	10.88%

*Total percent increase in salary over 4 years starting on the 2023 Step in the row; Step advancement + increase on step.

APPENDIX II

Athletic Coaching Compensation (Article 104), Intramural Programs (Article 105), Faculty Managers (Article 106)

Tentative Agreement: The parties agree to update Articles 104-106 as attached hereto as **[Appendix II]**. Proposed increases in stipends will occur at the beginning of the spring season.

Article 104 Salary Schedules for Coaching at 6-12, 9-12 School Levels and in the 6-8 Grade Span

The salary schedules for coaching at the 6-12, 9-12 school levels and in the 6-8 grade span shall be as follows. The salary stipend represents a full sports season. A coach shall receive a pro-rated stipend for starting a season late or not completing a full season, for any reason, or for any leave of absence that precludes their ability to perform the duties of their position.

		Total Pay Per Season
1.	Senior High Schools (Boys' Sports)	
	Football	
	Head Coach	\$8,000
	1st Assistant Coach	\$5,500
	2nd & 3rd Assistant Coaches	\$4,000
	4th & 5th Assistant Coaches*	\$3,200
	Basketball	
	Head Coach	\$8,000
	Assistant Coach	\$5,500
	Baseball	
	Head Coach	\$6,500
	Assistant Coach	\$3,200
	Junior Varsity Coach**	\$3,200
	Track	
	Head Coach	\$6,500
	Assistant Coach	\$4,000
	Swimming	\$6,500
	Volleyball	
	Head Coach	\$6,500
	Assistant Coach	\$3,200
	Boys Wrestling	
	Head Coach	\$6,500
	Assistant Coach**	\$3,200
	Soccer	
	Head Coach	\$5,500
	Assistant Coach**	\$3,200
	Cross-Country (Coeducational)	
	Head Coach	\$5,500
	Assistant Coach**	\$3,200
	Tennis	\$5,500
	Golf (Coeducational)	\$5,500
	Lacrosse	
	Head Coach	
	Assistant Coach	\$3,200
	\$5,500	

2. Senior High Schools (Girls' Sports)		
Basketball	Head Coach	\$8,000
	Assistant Coach	\$5,500
Track	Head Coach	\$6,500
	Assistant Coach	\$4,000
Softball	Head Coach	\$6,500
	Assistant Coach	\$3,200
	Junior Varsity Coach**	\$3,200
Lacrosse	Head Coach	\$5,500
	Assistant Coach	\$3,200
Field Hockey	Head Coach	\$5,500
	Assistant Coach	\$3,200
Soccer	Head Coach	\$5,500
	Assistant Coach**	\$3,200
Swimming		\$6,500
Volleyball	Head Coach	\$6,500
	Assistant Coach**	\$3,200
Tennis		\$5,500
Cheerleading (Coeducational)	Head Coach	\$2,250 per season (2 seasons)
Girls Wrestling	Head Coach	\$6,500
	Assistant Coach	\$3,200
Flag Football	Head Coach	\$5,500
	Assistant Coach	\$3,200
3. Middle Schools and Schools with 6-8 Grade Span (Boys' Sports)		
Basketball		\$3,500
Wrestling (co-educational)		\$3,500
Swimming		\$3,500
Soccer		\$3,500
Volleyball		\$3,500
Cross-Country (Coeducational)		\$3,500
Flag Football (Coeducational)		\$3,500
4. Middle Schools and Schools with 6-8 Grade Span (Girls' Sports)		
Basketball		\$3,500
Swimming		\$3,500
Soccer		\$3,500
Volleyball		\$3,500

Any coach whose team advances to post-season play, City League or State playoffs, shall receive an additional stipend payment equal to a 1-week proration to the coaching stipend for each week of post-season activity.

Article 105 – Intramural Program

The hourly rate for intramural programs shall be 24.58, effective September 2006. Effective for the spring 2025 season, the hourly rate shall be \$28/hour. Effective for the 25/26 school year, the hourly rate shall be \$30. Effective for the 26/27 school year, the hourly rate shall be \$33. Effective for the 27/28 school year, the hourly rate shall be \$37.

Article 106 - Faculty Managers

1. The hourly rate for faculty managers shall be \$24.58 effective September 2006. Effective for the spring 2025 season, the hourly rate shall be \$28/hour. Effective for the 25/26 school year, the hourly rate shall be \$30. Effective for the 26/27 school year, the hourly rate shall be \$33. Effective for the 27/28 school year, the hourly rate shall be \$37.
2. Release time: Faculty Managers will not have an assigned duty period. In lieu of an assigned duty period:
 - a. Faculty Managers in high schools shall receive 2 afternoon periods free from teaching responsibilities that are also not their prep periods.
 - b. Faculty Managers in middle schools shall receive 1 afternoon period free from teaching responsibilities that are also not their prep periods.
3. School year hourly allotments for faculty managers shall be maintained on the following basis:
 - Treasurer’s Report 25 hours per season
 - Athletics Department Trainings 10 hours per season
 - Fall Season:
 - Boys Sports:
 - Football 70 hours
 - Soccer 20 hours
 - Girls’ Sports
 - Soccer 20 hours
 - Field Hockey 20 hours
 - Volleyball 6 hours
 - Tennis 4 hours
 - Co-Educational Sports
 - Cross-Country 8 hours
 - Golf 6 hours
 - Cheerleading 20 hours
 - Winter Season:
 - Boys Sports
 - Basketball 80 hours
 - Swimming 12 hours
 - Wrestling 30 hours

- Girls Sports
 - Basketball 80 hours
 - Swimming 12 hours
 - Wrestling 30 hours
- Co-Educational Sports
 - Cheerleading 20 hours
- Spring Season:
 - Boys' Sports
 - Track 20 hours
 - Baseball 20 hours
 - Volleyball 6 hours
 - Lacrosse 20 hours
 - Tennis 4 hours
 - Girls' Sports
 - Flag Football 20 hours
 - Lacrosse 20 hours
 - Track 20 hours
 - Softball 20 hours

Middle Schools

- Treasurer's Report 10 hours per season
- Athletics Department Trainings 10 hours per season

(Boys and Girls)

Fall Season

Girls Volleyball	15
Cross-Country (applies to both teams combined, 10 hours for each team) ..	20
Flag Football	30
Boys Volleyball	15

Winter Season

Basketball (applies to both teams combined, 30 hours for each team)	60
Swimming (applies to both teams combined, 10 hours for each team)	20

Spring Season

Track (applies to both teams combined, 10 hours for each team)	20
Wrestling (applies to both teams combined; 15 hours for each team)	30
Soccer (applies to both teams combined, 15 hours for each team)	30

d. ~~Magnet Middle Schools~~

~~(Boys and Girls)~~

Basketball (applies to both teams combined, 30 hours for each team)	60
Swimming (applies to both teams combined, 10 hours for each team)	20
Soccer (applies to both teams combined, 15 hours for each team)	30

~~Cross-Country (applies to both teams combined, 10 hours for each team) . . . 20~~
~~Flag Football 30~~

- 3. If additional sports are added to any of the boys’ or girls’ athletics programs in the senior high or middle schools, the additional number of assigned hours for faculty managers shall be negotiated with the Federation.
- ~~4. The School Board terminology applying to monies disbursed for interscholastic athletics shall continue to be titled the “Athletics Subsidy.”~~
- ~~5. The Board recognizes the value of encouraging and supporting increased participation by female employees in faculty manager positions and is prepared to give special consideration to the applications submitted by female teachers.~~
- 6. In the event a faculty manager position within a high school becomes vacant, the Board of Public Education shall continue its option to replace the single faculty manager position with two (2) positions, one of which may be, or may not be, an assistant faculty manager position. The division of hours and sports in such a situation shall be discussed with the Federation prior to implementation. The total number of hours for faculty manager assignments at an affected school shall not be required to exceed that formerly in effect for a single faculty manager at the school.
- 7. High School Co-Ops and Magnet High Schools (with no Interscholastic Sports): If the District approves a cooperative agreement under the rules and regulations of the PIAA, the District and the Federation shall meet and come to an agreement on the allocation of faculty manager hours and workload to each host and guest school arrangement.

**PITTSBURGH PUBLIC SCHOOLS
BIWEEKLY PAYROLL SCHEDULE*
2025 – 2026**

PAY PERIOD	PAY WARRANT	TIMEKEEPER ENTRY & HR PROCESSING PERIOD	PAY DATE
August 11 – August 24			September 4
August 25 – September 7			September 18
September 8–September 21			October 2
September 22–October 5			October 16
October 6 – October 19			October 30
October 20 – November 2			November 13
November 3 – November 16			November 26
November 17 – November 30			December 11
December 1 - December 14			December 24
December 15 – December 28			January 8
December 29 – January 11			January 22
January 12 – January 25			February 5
January 26 – February 8			February 19
February 9 – February 22			March 5
February 23 – March 8			March 19
March 9 – March 22			April 2
March 23 – April 5			April 16
April 6 – April 19			April 30
April 20 – May 3			May 14
May 4 – May 17			May 28
May 18 – May 31			June 11
June 1 – June 14			June 25
June 15 – June 28			July 9
June 29 – July 12			July 23
July 13 – July 26			August 6
July 27 – August 9			August 20

**PITTSBURGH PUBLIC SCHOOLS
BIWEEKLY PAYROLL SCHEDULE*
2026 – 2027**

PAY PERIOD	PAY WARRANT	TIMEKEEPER ENTRY & HR PROCESSING PERIOD	PAY DATE
August 10 – August 23			September 3
August 24 – September 6			September 17
September 7–September 20			October 1
September 21–October 4			October 15
October 5 – October 18			October 29
October 19 – November 1			November 12
November 2 – November 15			November 25
November 16 – November 29			December 10
November 30 - December 13			December 23
December 14 – December 27			January 7
December 28 – January 10			January 21
January 11 – January 24			February 4
January 25 – February 7			February 18
February 8 – February 21			March 4
February 22 – March 7			March 18
March 8 – March 21			April 1
March 22 – April 4			April 15
April 5 – April 18			April 29
April 19 – May 2			May 13
May 3 – May 16			May 27
May 17 – May 30			June 10
May 31 – June 13			June 24
June 14 – June 27			July 8
June 28 – July 11			July 22
July 12 – July 25			August 5
July 26 – August 8			August 19

ATTACHMENT IV

Benefit	Current		Tentative Agreement	
	Highmark	UPMC	Highmark	UPMC
Performance Blue Network for Highmark Population	N/A	N/A	Performance Blue delivers quality care at a lower cost. Total disruption is 11 PFT members.	UPMC
Rx/Medical Site of Care	N/A	N/A	Moving infusion therapy to lower cost setting when medically appropriate.	
ER Copay	100% after \$75 copay (waive if admitted)	100% after \$75 copay (waive if admitted)	100% after \$75 copay (waive if admitted)	100% after \$75 copay (waive if admitted)
Pharmacy Copays	\$10 / \$20 / \$40 / \$40	\$10 / \$20 / \$40 / \$40	\$15 / \$25 / \$45 / \$45	\$15 / \$25 / \$45 / \$45
Chiropractic Visits	\$15 copay	\$15 copay	\$20 copay (enhanced) \$25 copay (standard)	\$20 copay
Deductible				
	\$0 Enhanced	\$0 In Network	\$250 / \$500 Enhanced	\$250 / \$500 In Network
	\$500 / \$1,000 Standard	\$1,000 / \$2,000 Out of Network	\$750 / \$1,500 Standard	\$1,500 / \$3,000 Out of Network
	None	None	Complete Health Assessment test on MyHighmark.com/App and receive an annual physical	Complete MyHealth Questionnaire on UPMC MyHealth app or MyHealth Online and receive an annual physical
Wellbeing Incentive	None	None	2026 members who participate will have their deductible waived through an HRA	2026 members who participate will have their deductible waived through an HRA

ATTACHMENT V: 12-Month Vacation Language

VACATIONS AND HOLIDAYS FOR TWELVE-MONTH PROFESSIONAL EMPLOYEES

1. Federation-represented calendar-month, twelve-month professional personnel shall continue to be entitled to receive paid vacations annually in accordance with the Board's vacation procedures applying to such professional employment classifications according to the following provisions.
2. Vacation time with full pay will be granted to regular, twelve-month Federation represented employees upon hire. After the first year of employment, vacation days will be granted annually on an employee's anniversary (increment) date.

The vacation schedule for twelve-month Federation represented employees shall be as specified below:

Years of Employment	Annual Allotment of Vacation Days
0-4	10
5-9	15
10-14	20
15+	25

3. Employees will be able to carryover up to half of their prior year allotment of vacation days, if those days remain unused. Unused vacation days will carryover on the employee's anniversary (increment) date as follows:

Annual Allotment of Vacation Days	Unused Vacation Day Carryover Eligibility
10	5
15	7.5
20	10
25	12.5

4. Employees who retire, resign or otherwise terminate employment with the District and who have a current balance of vacation days may be paid for the proportionate vacation earned and unused at the time of separation those vacation days as part of the payment of severance, if eligible in accordance with Article 46. Vacation days that have been carried over from the prior year are not eligible for payout.
5. Generally, all vacations should be taken during the months of July and August. Requests for the use of vacation days should be provided by the employee as soon as practicable via the District's absence management system. The final decision as to the dates for taking vacations shall be made by the appropriate supervisor after taking into consideration all of the circumstances involved. The supervisor will provide a timely response.
6. Employees who transfer into positions that are not eligible for vacation may be paid for the proportionate vacation earned and unused at the time of transfer. Vacation days that have been carried over for the prior year are not eligible for payout.

