

SAINT PAUL FEDERATION OF EDUCATORS

PROPOSAL #16

Date: September 26, 2019

DUAL LANGUAGE IMMERSION

TEACHER CONTRACT

ARTICLE XX [New]

This Memorandum of Agreement is by and between the Board of Education, Independent School District No. 625 (hereinafter "District"); and the Saint Paul Federation of Educators, Local No. 28 (hereinafter "Federation"). In order to allow for greater clarity and improved coordination, the District and the Federation agree to establish this memorandum of agreement. The District and the Federation agree that the dual language/immersion program's rich thirty plus year history is unique and contributes to making Saint Paul Public Schools a destination district. Dual language/immersion's uniqueness comes with its own set of challenges. Therefore, in an attempt to overcome some of them, SPFE and SPPS agree to the following:

Section 1: Classroom Makeup

Subd. 1. Due to the additional linguistic development necessary for success in all dual language/immersion programs, SPPS dual language/immersion classes will follow the class size for the top 30 SPPS sites with the highest free and reduced lunch class size language outlined in the Memorandum of Agreement regarding class size in the collective bargaining agreement.

Subd. 2. The parties have a shared understanding that class size in elementary affects matriculation through middle and secondary schools. Therefore, all dual language/immersion elementary grade levels will hold their class size committee meetings by the last day of May, for the subsequent school year. The purpose of this meeting will be to review projected numbers for elementary classrooms that may agree to class size exceptions. No exceptions will be made if meetings are not held by this date.

- A. Due to the natural attrition in the dual language/immersion programs and to ensure a strong articulation into the middle and senior high levels, a robust enrollment is needed in particularly Pre-k-1. Therefore, if the wait list includes a number of students per grade that exceeds 20% of the maximum number of students as indicated in the contract, an additional section for that grade level will be added.

Section 2: Staffing

Subd. 1. Due to the difficulty of finding language specific personnel, the district will have a continuous posting for dual language/immersion educators to form a continuous pool of applicants who are proficient in the language of instruction, such as:

- a. Classroom teachers
- b. Specialist / content specific teachers
- c. Educational assistants
- d. Teaching assistants

Section 3: Funding

Subd. 1. Dual language/immersion middle and senior high schools shall be recognized as unique programs within a school.

- A. FTE's should be financed through the district dual language/ immersion department.
- B. Additional resources should be budgeted for dual language/immersion program development.

Section 4: Professional & Curriculum Development

Subd. 1. SPPS will offer dual language/immersion focused curriculum writing and professional development to enhance teacher capacity and build program rigor and relevancy for long term sustainability.

- A. Dual language/immersion teachers will be given 24 hours of paid collaborative work time to enhance program curriculum.
- B. Dual language/immersion teachers will be given three days of paid professional development directly linked to current SPPS curricular/ program development. This will take place either at the district level or off-site workshops by reputable language specialists/ organizations.

Subd. 2. All new district mandated initiatives that affect dual language/immersion programs must be introduced a school year in advance so that training, curriculum development, and the purchasing of resources can assure success.

Subd. 3. All dual language/immersion teachers who assess literacy in English and another language will be provided up to two days of substitutes during each assessment period.