

Memorandum of Agreement
Between the
Monroe School District
And the
Monroe Education Association
Multilingual Learner (ML) Program Language Re-opener Agreement

The Association reserves the right to propose additional proposals.

This Memorandum of Agreement is entered into between the Monroe School District ("District") and the Monroe Education Association ("Association") also known as "the parties." This agreement is effective upon signature and shall be in effect until August 31st 2024. The parties recognize adjustments may be necessary when introducing a new program, therefore, during the full open bargain in the summer of 2024, the parties agree to negotiate the changes in working conditions that may be impacted under the district's chosen delivery model for multi-language learners.

1. Elementary Supportive Mainstream MLL Model

A. Elementary ML Specialist: Minimum Staffing

- I. Elementary schools implementing the supportive mainstream MLL model will be staffed with a minimum of a .5 FTE ML Specialist. Staffing at schools with larger MLL populations will be monitored and staffed according to need. The level of need will be impacted by the total population and the population of new MLL learners and the related services necessary to achieve student success benchmarks.

II. Elementary ML Specialist: Roles and Responsibilities

- i. Elementary ML Specialists will provide coaching to help support and facilitate classroom instruction. Each elementary ML Specialist shall be responsible for assisting general education teachers with differentiating and scaffolding lessons for MLs, observing and coaching general education teachers in English Language Development (ELD) strategies, and presenting ELD strategies / ML differentiation strategies at PLC meetings. Coaching may be provided through observations, professional development, online modules, help with lesson planning and scaffolding, and modeling instructional strategies.

B. Elementary ML specialists with more than one role: Roles and Responsibilities

- I. ML specialists split between schools/programs shall meet with their principals, the ML TOSA and the Categorical Programs Director by the end of September each year to review expectations and responsibilities, including determining workday and work year schedules.

During this meeting, ML Specialists will outline their work schedule, including daily preparation times outlined in the collective bargaining agreement, and establish a schedule

that delineates when ML coaching will take place and when other duties the ML Specialist may be assigned outside of the ML program will take place.

- II. In the event an ML Specialist believes their schedule is unmanageable, the parties agree to meet to adjust the schedule and determine any other remedies deemed necessary.
- III. In the event that the district is considering increasing an ML specialist role to more than two job titles for a future school year, the following guidelines shall apply:
 - The District shall notify the employee and the MEA president prior to May 15th for any change impacting the following school year.
 - The District will meet with the employee and union representative at the employee's request to discuss options for configuring the position.
 - If the ML specialist does not accept any of the options, they will have highest priority to transfer to any open positions in the District for which they qualify.

2. Secondary Supportive Mainstream MLL Model:

A. Secondary ML Specialist: Minimum Staffing

Secondary schools implementing the supportive mainstream MLL model will be staffed according to the caseload size as outlined in the CBA

B. Secondary ML Specialist: Roles and Responsibilities

Secondary ML Specialists will meet with administrators prior to the end of September to develop a work schedule that provides ample time for them to engage in their duties. Each secondary ML Specialist shall be responsible for assisting general education teachers with differentiating and scaffolding lessons for MLs, observing and coaching general education teachers in ELD strategies, and presenting ELD strategies / ML differentiation strategies at PLC meetings. Coaching could be provided through observations, professional development, online modules, help with lesson planning and scaffolding, and modeling instructional strategies. ML specialists may also teach newcomer classes.

C. Secondary Newcomer Teachers: Roles and Responsibilities

Secondary newcomer classes may be taught by a ML Newcomer Teacher or an ML Specialist. ML Newcomer Teachers will be responsible for teaching exclusive newcomer classes and are not considered to be an ML Specialist, however, these assigned individuals must hold an EL Endorsement or equivalent.

- I. The District will make every attempt to find qualified volunteers to fill the ML Newcomer Teacher role. In the event there are no qualified volunteers, the District will confer with MEA leadership prior to assigning a qualified teacher to the position.
- II. Each of the assigned teachers shall be provided two (2) days of training to support their instruction as early as feasible this school year.

- III. Each of the assigned teachers shall be provided five (5) hours of per diem pay to collaborate with other ML Newcomer teachers and support staff in order to coordinate program alignment. This time should be submitted via timesheet.
- IV. Secondary Newcomer Class Size and Overload Triggers
 - i. Each newcomer class shall have a class size maximum of 22 students. Students above 22 students will qualify for overload following the same procedures as outlined in Article VIII, Section 7, Letter F, Letter D Dual Language Overload.
 - ii. At the beginning of each semester, if newcomer classes exceed 27 students, the District will attempt to add another newcomer section either through compensating existing staff to teach another section or by posting the position for outside hire. Any addition of a super contract will follow the terms outlined in the CBA.
 - iii. The District shall comply with Article VIII, Section 6, Letter B, Secondary Total Load Charts regarding the daily load assigned to other regular education teachers in the content areas in which newcomer classes are being offered.

D. ML Specialist and ML Newcomer Teacher

Any Secondary ML Specialist whose duties include being both the ML Newcomer teacher and the ML Specialist, shall meet with the building administrator to outline their work schedule, including daily preparation times outlined in the collective bargaining agreement, and establish a schedule that delineates when coaching will take place and when other duties the ML Specialist may be assigned outside of the ML program will take place.

3. Yearly Content Area Focus

ML Specialists and ML Newcomer Teachers will meet with the Director of Categorical Programs prior to September 30th to recommend which content area will be the focus of the school year.

4. Curriculum

For the 23-24 school year the District will pilot a district wide ML Newcomer curriculum. The District will begin working with ML staff to pilot this curriculum during the 23-24 school year, ordered no later than October 1st. The Instructional Materials Committee (IMC) will adopt a ML Newcomer curriculum for purchase and use in subsequent years.

5. ML Specialist Supplemental Contract

- A. All 1.0 FTE ML Specialists shall receive a minimum of 2 days/14 hours supplemental contract for additional meetings. ML Specialists with a partial FTE will receive a prorated portion of this supplemental contract according to their FTE.
- B. This supplemental contract will be automatically included in the ML Specialist's paycheck.

6. Additional Days/Hours

- A. Prior to the beginning of each school year:
 - I. Elementary ML Specialists shall receive up to an additional 7 hours at the per diem rate to assist with identifying and scheduling support for students. This work shall be done prior to the end of September and should be documented and submitted via timesheet.
 - II. Secondary ML Specialists shall receive up to 7 hours per diem two times a year to assist with building scheduling. This time shall be given in August and September and again in the Spring months but no later than June 1, to assist in planning for the following school year. This time should be documented and submitted via timesheet.
- B. Partial FTE ML Specialist will have the above days/hours prorated according to FTE.

7. District Provided ML Specialist Coaching Training

For the 23-24 school year, all ML Specialists shall be provided with a minimum of 14 hours of training to introduce, educate and support classroom teachers in the ML Specialist role.

- A. Training shall include 3.5 hours prior to the start of school or as early as feasible in the school year, and three half-day sessions throughout the school year, one in the fall, one in the winter, and one in the spring.
- B. This training will be reduced to two half-day sessions totaling 7 hours in subsequent years with the exception of newly hired ML Specialists. If the training is provided outside of the workday, ML Specialists shall be compensated at the curriculum rate of pay.
- C. This training is not inclusive of Beginning and End of Year Review meetings nor the WIDA preparation training already planned and provided by the District.

8. Communication

Categorical Programs in collaboration with ML Specialists and the ML TOSA, will communicate ML Specialist responsibilities to building administrators and classroom teachers at the beginning of the 23-24 school year, no later than October 15th.

9. End of Year Review

- A. Prior to October 15th of each school year, the Director of Categorical Programs in collaboration with the District ML TOSA and Building ML Specialists will meet to determine the following requirements for collecting district wide data:
 - I. Discuss what collections of data will be used.
 - II. The Program used to collect data sets.
 - III. Program goals for the school year.
- B. Prior to the end of each school year, the collected data will be analyzed and discussed with all ML Specialists, ML Newcomer Teachers, Director of Categorical Programs and the ML TOSA.

10. Stipend

While this agreement is in place, it replaces the ELL Workload Stipend found in Section 7 C of the current collective bargaining agreement meaning that the workload stipend will not be paid.

11. Modifications

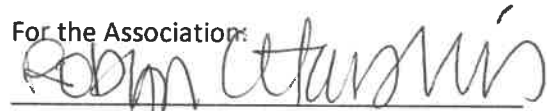
The parties agree to meet and discuss solutions if either party believes this agreement does not adequately meet the ML program's needs. Solutions may include, but are not limited to, negotiating additional supports for ML Specialists and ML Newcomer Teachers as well as adding additional ML FTE to a school. Prior to increasing or decreasing ML Specialist FTE the parties will meet to discuss the workload associated with student's needs with current ML Specialist FTE allocation.

For the District:



Date: 9/21/23

For the Association:



Date: 9-21-23