

PAT Counter to District Counter Proposals to Attract, Support, and Retain EoC
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1. Educators who volunteer and are approved to lead student affinity groups before school, during student-lunch times, or after school shall be provided a release period or compensated at their hourly rate. Educators shall be compensated for all hours worked spent planning for, facilitating, and supporting the affinity group after submitting a monthly time sheet documenting hours worked. The district shall dedicate funding for affinity groups in every building. The affinity groups will be determined by the student population within each school, and no affinity group shall be denied if students petition the building administration for the creation of the group. Whenever possible, affinity group providers should mirror the affinity population of students. Every high school and middle school shall have at least 4 compensated affinity group positions allocated and elementary schools shall have at least 2 positions allocated with funding dedicated for this express purpose. Affinity group leaders shall be volunteers and must be approved by building administration. Educators of color who are currently leading affinity groups shall have priority when determining paid affinity group leader positions.
2. Professional educators who teach in a DLI program or any professional educator who is regularly asked to use bilingualism in the performance of their regular job duties as an educator shall receive an annual stipend of \$3,000. Educators who are asked to perform additional duties to assist with building translation needs shall do so on a voluntary basis and be compensated at the educator's per-diem hourly rate. The Association and the District shall jointly review the current assessment of multilingual skills to ensure that it accurately assesses educator skills.
3. The District shall provide professional educators with student-facing materials in the language of instruction for all subjects educators are required to teach students. District generated family communication shall be provided in the target language. Whenever possible, the District shall provide teacher guides in the language of instruction. DLI educators shall be involved in the curriculum adoption process and approval of translated material.