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Human Resources
hr@seattleschools.org

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SECTION J: BILINGUAL-MULTILINGUAL EDUCATION

1. Bilingual Education English Learner programs shall have clearly defined goals, objectives, and measurable achievements for the level of instruction. These goals, objectives, and measurable achievements will be aligned to the CSIP and developed in collaboration, and reviewed at least quarterly, with the building principal of designee. Sixty (60) minutes per month from Early Release shall be dedicated on job alike days ("red") for ELL/ELD EL team collaboration time.

2. Bilingual EL teachers shall cooperatively plan and hold appropriate meetings with SPS administrators regarding their programs.

3. Elementary Bilingual self-contained (BOC) students shall be included in total enrollment count for each building in determining staffing for clerical and PCP based on a school’s enrollment.

4. The SPS will ensure that the SPS Bilingual EL staffing level, when compared to the statewide average Bilingual EL staffing level, will be no less than the relationship of the SPS regular program staffing level compared to the statewide average regular program staffing level. The current ELL staffing shall be maintained for the 2019-2020 school year.

2. By the start of the 2024-2025 school year, the baseline staffing average for all of each school will be based on the school’s equity tier and consist of:
   a. Tier 1 schools – 1.0 FTE ELL teacher and 1.0 FTE instructional assistant for fifty (50) EL students.
   b. Tier 2 schools – 1.0 FTE EL teacher and 1.0 FTE instructional assistant for sixty (60) EL students.
   c. Tier 3 and 4 schools – 1.0 FTE EL teacher and 1.0 FTE instructional assistant for seventy (70) EL students.
   d. Any reductions in FTE due to the revised ratios will be accomplished through natural attrition, retirement, or resignation. The ratios for 2024-2025 may be implemented early for those reasons.

5. The baseline staffing average for all level 1 and 2 performance management schools will consist of 1 ELL teacher for fifty (50) elementary students, 1 teacher for thirty-five (35) secondary students and 1 instructional assistant for thirty-five (35) students. The baseline staffing average for all performance management school’s levels 3, 4, and 5 will consist of 1 teacher for every 70 elementary students, 1 teacher for every forty-five (45) secondary students and 1 instructional assistant for every thirty-five (35) students. All schools who were level 1 or 2 in the previous year and moved up to levels 3, 4 or 5 will have an automatic waiver their first year of performance management increase and the option to submit a waiver to maintain the 1 to 50 and 1 to 35 ratio if they have an ELL population that consists of 25% or higher of level 1 students for their second year and beyond at level 3, 4 or 5. This additional year of support is to address the additional funding needed for a high needs ELL student population. The waiver process will be a year-to-year review based on enrollment projects provided during the budget arena process in February. Other schools with 25% or higher of level 1 or 2 students may request a waiver through the bilingual relief fund as outlined in number 8 below.

3. The ELL Department Chair/Team Leader at secondary schools will receive a stipend based on the number of employees adults (both-certificated and classified) working in the ELL-EL program at the school.
6.4. The Elementary English Learners Subject Matter Specialist will receive a stipend based on the total number of employees (classified and certificated) working in the ELL program at the school. Specialists are not eligible for multiple stipends. If a specialist works at multiple locations, they will receive the highest stipend they qualify for based on the number of staff working in the ELL program at one location, not the total number of staff the specialist works with across locations. The stipend will not be split among staff members.

7. In 2019-2020, an elementary contact stipend with assigned responsibilities will be developed through the Joint Work Group for designated schools based on the size of ELL student demographics and the racial equity analysis tool. See MOU, Appendix EE.

8. The Bilingual English Learner Program will operate according to two models. They use the Collaborative Teaching Model which supports specialized, differentiated, instruction to bilingual multilingual (who qualify for EL services) students with English-speaking peers that will be provided with the expertise of a bilingual/EL-endorsed teacher. Classrooms not participating in the Collaborative Teaching Model will implement the Aligned Sheltered Model of Instruction for Bilingual Service delivery.

The collaborative service model will be supported in those schools that have opted in.

To facilitate the implementation of the collaborative model, bilingual teachers and general education teachers who participate in the collaborative teaching model will be provided with at least one (1) hour of paid collaboration time per week to facilitate the implementation of the differentiated service model. This collaboration time will be directed by the Bilingual Program Department and will be used also to promote professional learning communities within the Bilingual Program.

5. Educators who earn the endorsement for English Language Learner during the duration of the contract will receive a one-time incentive. Current holders of an endorsement for English Language Learner will receive a one-time incentive.

9. Bilingual Relief Fund

Committee regarding Bilingual Staffing:

a. A Joint Committee shall be convened to review staff requests and make recommendations for expenditure of funds appropriated under Item d below.

b. The Committee shall be appointed by no later than October 1 of each year and shall be composed of three (3) representatives appointed by the SPS and three (3) representatives appointed by the SEA.

c. The Committee shall hold its first meeting by no later than October 15 of each year and shall continue to meet on a pre-arranged schedule agreeable to the Committee members. The Committee should make itself available to provide relief to impacted staff and students as soon as possible.

d. The SPS will provide a fund of $300,000 each year. The purpose of the fund is to alleviate problems beyond regular baseline staffing in the area of Bilingual self-contained classrooms and to provide assistance when related services personnel have excessive caseloads.
following procedures shall apply for the identification of problems and recommendation of proposed resolution.

1) Problems associated with employee workload, as identified by a certificated non-supervisory employee serving bilingual students, shall be first brought to the attention of the building principal/program manager.

2) If a solution is not achieved at the building level, the employee may, by no later than March 2 of each year, refer the problem(s) to the Joint Committee.

3) Recommendations of the Joint Committee shall be made to the appropriate line administrator, with the final decision to be made by the Superintendent.

e. All Joint Committee recommendations for additional staff must be received by the appropriate line administrator by March 16 of each year.

f. Costs associated with the final decision shall be made from the above-referenced fund.

10. SEA and SPS shall establish a joint work group in 2019-2020 to develop a shared vision, mission statement, and program design for language acquisition and supporting student needs. The work of the committee will begin the first week of October 2019. By the end of January 2020, the joint work group will offer its recommendations to SPS/SEA who will negotiate implementation of the recommendations. See MOU, Appendix EE.

SECTION R: DUAL LANGUAGE IMMERSION

1. A Dual Language Immersion Committee will be organized to meet quarterly to review and draft an end-of-the-year report detailing DLI progress and program recommendations for the Superintendent’s designee. The Committee will be composed of: (a) Educators and appropriate central office administration representing the three “DLI” pathways and partner languages, (b) Secondary and elementary educators will have representation on the committee; (c) the international education administrator will be on the committee, (d) ELL educators will also be represented on the committee, and (e) when appropriate, representatives from ethnic studies and DREA will be represented on the committee. See Memorandum of Understanding for details, Appendix CC.

2. In 2021-2022, Human Resources and Curriculum, Assessment and Instruction professional development funds of $15,000 is set aside to support DLI needs in the highest need schools using the racial equity analysis tool.

3. Up to two A-stipends per school will be established for DLI educators to translate instructional materials for SPS adopted curriculum. Classified staff are eligible for extra time up to the amount of the stipend, and support for each of the three south end DLI schools.

4. In order to support our highest needs students and heritage speaking sites with multilingual learners speaking the target languages, SPS and SEA agree to a reopener in spring, 2021, to examine staffing through a racial equity analysis in support of our most vulnerable learners at attendance area dual language schools or heritage speaking sites. When SPS and SEA reopen on...
ELL staffing, DLI will be included in this bargaining work group and bargain in conjunction with ELL staffing program supports.