

## Bargaining Update 2021



### Team Thanks Adriana Rodriguez

#### for Bargaining Expertise & Welcomes Jennifer Gonzalez

Adriana Rodriguez (MPE HS) has retired from the Bargaining Team. She will continue as an adviser on Head Start and Early Childhood issues. Jennifer Gonzalez (CDS) joins team. Her expertise includes Independent Study, Special Education, and Community Day School.

Additional members include Chairperson Paul Chavez (SHS), Gabriela Orozco-Gonzalez (MGE), Myra Pasquier (SUI), and Lisa Quemada (MHS).

### No Form to Fill Out, No Receipts to Attach this Year Instructional Supply Stipend Paid to All

Bargaining Unit members will receive a \$350 Instructional Supply Stipend no later than 120 days after the first day of school (by the end of January for those who began work August 11, 2021). You will not complete any forms nor attach any receipts. Your professional judgement will guide your spending.



### Council Passes Community Schools Resolution President David Navar Calls for Educational Justice

Last year, President Doug Patzkowski applied for and was granted a community schools grant from the NEA. Continuing the work, our Executive Committee has adopted goals this year that align within the Community Schools paradigm. Elizabeth Kocharian (BGH), our community schools facilitator has put together a cohort of members who are participating in a series of trainings put on by the Strategic Campaign Institute on internal organizing. These members are building their capacity and preparing themselves and our union for the struggle ahead.

The Resolution is a necessary first step in our efforts to capitalize on the strength of our union to ensure our goal of achieving educational justice for our students. Our community deserves HVAC that cools on hot days, heats on cold days, a roof that keep us dry on rainy days. Our community deserves class sizes that empower our members to do their job well. And our members deserve timely payment for all the work they take on.

# *MTA Resolution for Educational Justice*

Adopted by MTA Representative Council September 21, 2021

**Whereas**, the students of Montebello Unified School District deserve a public school system that delivers on the promise of educational justice, so that every student has the opportunity to succeed academically and in life, to achieve their dreams and contribute to the well-being of their community and our society.

Whereas, According to recent data, eighty-four percent of Montebello Unified students are considered “economically disadvantaged”. As a result, some students may face more challenges than others in succeeding in school and in life and need additional support.

**Whereas**, Community schools provide comprehensive programs and services that are carefully selected to meet the unique needs of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can reach their full potential.

Whereas, Community Schools are a proven effective model that have been shown to contribute significantly to higher graduation rates and to closing the racial and economic achievement gaps;

Whereas, the California state government has committed to a \$3 billion investment in grants to school districts to expand the Community School model, indicating strong support for Community Schools as a model to transform educational outcomes;

**Whereas**, According to a report from the Learning Policy Institute, the four key pillars of an evidence-based community schools approach—integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices—promote conditions and practices found in high-quality schools, as well as address out-of-school barriers to learning.

**Whereas**, The Montebello Teachers Association defines a community school as a school that includes each of the following: Integrated student supports, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers, coordinated by a Community School Director, which may include but are not limited to: medical, dental, vision care and mental health services, or counselors to assist with housing, transportation, nutrition, immigration, or criminal justice issues;

Expanded and enriched learning time and opportunities, including before-school, afterschool, weekend and summer programs, which provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities that emphasize real-world learning and community problem-solving and which may include, but are not limited to: art, music, drama, creative writing, applied learning experience with engineering or science, tutoring and homework help, and recreational programs that enhance and are consistent with the school’s curriculum;

Active family and community engagement, which brings students’ families and the community into the school as partners in a student’s education and makes the school a neighborhood hub providing adults with educational opportunities they want, including but not limited to: English as a Second Language classes, assistance with immigration issues, computer skills, adult literacy, art, or other programs that bring community members into the building for meetings or events; and

Collaborative leadership and practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies which shall, at a minimum, include a school-based leadership team, a Community School Director, and a communitywide leadership team and may include, but are not limited to: other leadership/governance teams, teacher learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.

**Now, therefore be it Resolved**, the Montebello Teachers Association supports the successful implementation of effective community schools as an evidence-based strategy to provide all students with equitable access to a high-quality education and improve student outcomes;

**Resolved further**, Montebello Teachers Association seeks to formalize any partnerships necessary to successfully implement the Community Schools initiative with the Montebello Unified School District Board of Education.