

*The following proposals made by the Minneapolis Federation of Teachers, based on input from educators, parents, students and community members, are subject to modifications and additions throughout the bargaining process. It is mutually understood that all dates will be updated in the contract as part of any agreement.*

### **ARTICLE III. TEACHER RIGHTS AND RESPONSIBILITIES**

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**Section A. Right to Views:** Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any teacher or representative of a teacher to the expression or communication of a view, complaint or opinion on any matter so long as such action does not interfere with the performance of the duties of employment as prescribed in this Agreement or circumvent the rights of the exclusive representative.

**Section B. Right to Join:** Teachers shall have the right to form and join labor or employee organizations and shall have the right not to form and join such organizations.

**Section C. Right to Exclusive Representation:** Teachers in a unit designated by the Bureau of Mediation Services shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating the terms and conditions of employment and a grievance procedure for such teachers as provided in the Public Employment Labor Relations Act (PELRA) (MN Statute §179).

**Section D. Right to Request for Dues Check Off, Payroll Deductions:** Teachers shall have the right to request and be allowed dues check off for the Union as provided in the Public Employment Labor Relations Act.

The Board of Education agrees to deduct from teachers' paychecks and to forward to named financial funds or institutions those amounts duly authorized by teachers.

Payroll deductions are allowable and collectible based upon 20 pay periods either by school year or calendar year.

**Section E. Expectations for Attendance at Right to Attend Professional Meetings:** Licensed personnel are expected to participate in professional meetings as a means of keeping current with recent developments and to gain through association with others engaged in the same pursuit. At the community and state level, schools are closed for attendance at the Minnesota Educator Academy (MEA) Conference, usually held on the third Thursday and Friday of October.

There are special conventions, conferences and workshops which the superintendent may ask school personnel to attend with expenses paid. Also, principals, teachers or consultants may be excused without loss of pay to attend conventions where the results derived will contribute to the welfare of the schools.

#### **Section F. Right to Safe and Secure Environments:**

**The District has a primary responsibility to ensure the safety and security of staff in accordance with current district policy. The district's policies will be consistently implemented with special attention given to violent behavior – both physical and verbal - and possession of weapons within and on school grounds. The following measures shall be taken to ensure the safety and security of licensed staff, Educational Support Professionals and students.**

**1 To help ensure the safety and well-being of students and staff, and for teachers to be best prepared to effectively and successfully interact with students, teachers must be informed of their student's academic and behavioral histories. Within the bounds defined by data privacy laws, educators who will have direct interactions with or supervision of a student**

shall be informed of the behavioral history of the student if the behavioral history includes any violent or threatening behaviors toward self, other students or staff that have been frequent, intense and/or continuing over time or for which the student has received a consequence within the current or previous school year.

2. Middle and high school students who have been involved in frequent, intense and/or continuing violent assaultive behaviors as defined by state law or policy, against students or adults shall be considered for an alternative program appropriate to the student's behavioral needs and shall not be returned to the classroom where the violent assaultive behavior occurred.
3. Middle and high school students who have been involved in legally chargeable (according to state, county or city law) violent assaultive behavior, as defined by Minneapolis Public Schools policy or state law, against students or adults shall be considered for an alternative program appropriate to the student's behavioral needs and shall not be returned to the school site where the legally chargeable violent assaultive behavior occurred.
4. Applications for transfers to the Minneapolis Public Schools submitted by students who live in other school districts shall not be approved when such students have records of frequent, intense and/or continuing violent assaultive behavior, have been expelled from another district, and/or have a criminal record resulting from assault or other forms of violence.

#### Section G. Right to Cooperation and Respect:

Understanding that teachers have a professional and ethical responsibility to be cooperative and respectful toward students in the educational process, it is reasonable to expect that students shall also have a responsibility to treat their teachers, as well as other school staff, with cooperation and respect. Students subject to discipline for defiance, disrespect and or verbal abuse of staff with frequency, duration and or intensity shall upon a third offense participate in an intervention aimed at restoring and repairing the relationship and/or environment compromised. At this time, such interventions include, but are not limited to the following:

1. Behavior skills development fostering an internalization of the consequences of their choices and increasing the students' repertoire of behavior strategies to help make better choices for themselves in the future.
2. Alternatives to suspension interventions/programs.
3. Mediation or Restorative Justice programming.
4. Active social service or therapy referrals with after care follow-up.
5. Community service
6. Educational and Cultural Services Department assistance.

The district and the union will work collaboratively to identify internal and external resources and target these resources to effectively address the need to create cultures in each of its sites in which all members expect and demonstrate respect and nonviolent behavior in all aspects of their school life (See language regarding the District Engagement and Restorative Practices Labor Management Committee in Article VI.)

#### Section H. Assaults on Teachers (Also see Article X. Personal Injury/Property Benefits)

In the event a teacher is physically assaulted by a student, parent, or other individual while in the performance of their duties, the teacher should inform the supervisor as soon as possible and the following procedure shall occur:

1. The teacher and supervisor will fill out an Incident Report and a First Report of Injury immediately after the injury has occurred or when the supervisor has knowledge of the incident. The form should be sent to the district workers' compensation program administrator within twenty-four (24) hours.
2. If the injured teacher is unable to complete and sign either report form, the supervisor who has knowledge of the assault should, within twenty-four (24) hours of the injury or notice of injury submit the required forms.
3. The teacher will share reports with the principal or supervisor and union steward as soon as possible or within twenty-four (24) hours. In discussing the report with the principal or supervisor, the teacher may have a union representative present. If requested, the union will inform the teacher of her/his rights under the law in connection with assaults and assist the teacher by acting in an advisory capacity.
4. If permitted under state law, the teacher may (optionally) file a police report and request a copy of it.
5. The teacher and the union steward will be informed by the principal or supervisor of the specific actions taken to resolve the concern as soon as possible or within twenty-four (24) hours.
6. The principal or supervisor shall obtain statements in a timely fashion from any employees or others who observed the incident.
7. The Division of Human Resources will assist the teacher in determining eligibility for benefits and reimbursement.

In the event a teacher receives a verbal, written, physical, or terrorist threat, the teacher will:

1. Report the incident to her/his principal or supervisor and union steward as soon as possible or within twenty-four (24) hours.
2. Receive a report from the principal or supervisor of the specific actions taken in response to the report as soon as possible or within twenty-four (24) hours. The union steward will receive a copy with the report.

Upon receipt of a written report from a teacher, the principal or supervisor shall report to her/his District supervisor and to the District Operational and Security Services Department Director each case of assault suffered by the teacher in connection with her/his employment in which personal injury or property damage occurs. In addition, the supervisor will inform the teacher of who has been contacted, what forms may be needed, and/or who is to be contacted if further information needs to be provided by the teacher.

As set forth in Article X, Personal Injury/Property Benefits, a reasonable loss of time resulting from an assault on a teacher by a student, parent, or other individual that occurs while the teacher is engaged in the performance of her/his duties shall not be deducted from her/his unused sick leave, provided the teacher has informed their supervisor/principal of the incident so that the District's Incident Report form can be completed.

These are the required forms that must be completed at the site:

- : Incident Report
- : Workers' compensation First Report of Injury

A copy of the Incident Report shall be given by the teacher to the Minneapolis Federation of Teachers.

**Section E.I. Standards Of Professional Ethics:** Professional responsibility and conduct for teachers in the Minneapolis Public Schools are defined by the Teacher Job Description, MN. Standards of Effective Practice for Teachers (8710.2000), the Standards Of Effective Instruction, the Code of Ethics for Minnesota teachers (8700.7500), and the following Code of Ethics for Minneapolis teachers. Teachers are obligated to adhere to these standards.

Teachers have ethical responsibilities to students, families and communities and colleagues and the profession. The Standards of Ethical Responsibilities guide teachers in positive ways to conduct themselves professionally. It is our professional responsibility to seek the most ethical course of action when consulting with all relevant parties.

**Standards of Ethical Responsibilities to Students:**

- The teacher will strive to educate all students to high standards of achievement.
- The teacher is knowledgeable of and delivers standards-based curriculum through the use of research-based professional practices and materials.
- The teacher shall develop skill sets, engage in practices and select resources/materials that create a positive, inclusive, and productive learning environment for all students with attention paid to the diverse range of students currently in their classroom and school.
- The teacher shall involve all of those with relevant knowledge and/or interest(s) (including staff and parents/families) in decisions concerning a student.
- The teacher shall be familiar with the evidence and/or symptoms of student neglect or abuse, including physical, sexual, verbal, and/or emotional. We shall know and follow state laws and community procedures that protect students against abuse and neglect.
- The teacher shall engage in practices and select materials that include all students, celebrates diversity and never excludes them from opportunities on the basis of their race, gender, sexual orientation, ethnicity, religion, national origin, language, ability, or the economic status, or beliefs of their parents/families.
- The teacher shall seek appropriate assistance and expertise when issues arise that affect student safety and health including, but not limited to; chemical abuse, mental health issues, bullying, and violence.
- The teacher is committed to developing the students' skill sets needed to best accelerate their learning.
- The teacher is committed to developing their instructional skill sets needed to best accelerate the learning of all the students currently in their classrooms.
- The teacher creates a classroom environment that is respectful, emotionally secure, and physically safe for all students.
- The teacher adheres to the requirements of Minnesota Data Practices Act.

**Standards of Ethical Responsibilities to Families and Community:**

- The teacher shall welcome family members to their student's classroom or program setting.
- The teacher shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do, which should be in accordance with our ethical responsibilities to students (see Ethical Responsibilities to Students above).
- The teacher shall be objective and accurate in reporting the knowledge upon which we base our programs, assessments and professional practices.
- The teacher shall cooperate and team with other professionals who work with students and families.

- The teacher shall involve families in significant decisions affecting their student, and shall regularly communicate student progress with families.
- The teacher shall inform the family of accidents involving their student, of risks such as exposures to contagious disease that may result in infection, and of occurrences that might result in emotional stress.
- The teacher shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life, except when a student's welfare is at risk.
- The teacher shall exercise care in expressing views regarding students. Statements shall be respectful and based on firsthand knowledge.

**Standards of Ethical Responsibilities to Colleagues and to the Profession:**

- The teacher shall show respect for personal dignity and for the diversity among staff members, and shall resolve matters collegially.
- The teacher shall not engage in any practices that discriminate against colleagues based on race, gender, sexual orientation, ethnicity, religion, national origin, language, ability, economic status, or beliefs.
- The teacher shall exercise care in expressing views regarding the professional behavior or conduct of co-workers and/or students. Statements should be respectful, based on firsthand knowledge and relevant to the interests of students and programs.
- The teacher agrees to carry out the program at the assigned site. When teachers do not agree with program policies, they shall attempt to effect change through constructive action within the organization.
- The teacher has an ethical responsibility to report serious concerns regarding the conduct of colleagues and/or administrators.
- The teacher has a responsibility to inform colleagues of professional practice concerns and to support them as needed.
- The teacher shall make judgments based on fact, relevant to the interests of students and programs when making assessments and recommendations.

**Standards of Professional Qualifications:**

- a valid Minnesota teaching license, certificate, or other legal credentials required for level of assignment.
- prior successful experience in urban, multicultural education desirable.
- demonstrates continued professional development through course work, research, peer collaboration, and/or job-embedded staff development.
- working knowledge of the subject matter, classroom management techniques, current researched best practices and strategies, including diverse learning styles and needs, both academic and affective.
- credentials meet the requirements under "Elementary Secondary Act" (ESEA) and the reauthorized *Individuals with Disabilities Education Improvement Act (IDEA)*. Teachers of core academic subjects must hold a bachelor's degree, be licensed by the state, and demonstrate subject matter competence.

**Standards of Professional Responsibilities:**

- adheres to the Minneapolis Public Schools Standards of Professional Ethics responsibilities to students, families and communities, colleagues, and to the profession.
- acquires knowledge of the goals of the Minneapolis Public School Strategic Plan and site/school goals. Works to support and achieve those goals.

- establishes developmentally appropriate instructional and behavioral expectations for students and for himself/herself and communicates those to students and their families.
- creates lessons and learning environments that are safe, respectful, and interesting as well as multicultural/gender and ability fair/developmentally appropriate. Selects, adapts and individualizes materials appropriate for diverse student populations and skills.
- participates in professional development opportunities to further their ability to positively engage the diverse range of students in their classroom/school.
- commits to and uses instructional and restorative justice strategies to close the achievement opportunities gap among and between students.
- integrates the use of technology into instructional strategies in order to enhance student learning.
- commits to using technology to foster strong communication within the district, with students, and with parents.
- demonstrates consistently a responsibility for ensuring that all students achieve at a high academic level.
- teaches students the required curricula using strategies that foster thinking, reasoning, and problem solving.
- collaborates and communicates regularly with families in making educational decisions and uses family and community resources to support learning.
- assesses students' developmental, cognitive, and social emotional needs and provides appropriate instruction to meet those needs.
- regularly assesses student learning by using multiple forms of assessment.
- facilitates positive interactions between students and teacher, student and peers, and student and other adults.
- contributes to a positive professional work environment (see Article XII, Working Conditions).
- models learning and behavior consistent with the expectations for students.
- collaborates with peers to develop, plan, and implement best practices based on the needs/abilities of the students and assesses instructional effectiveness through the Professional Development Process (PDP).
- participates in continuous staff, team, and individual professional development.
- participates in site-based management and shared decision-making.
- always keeps the students' needs and rights first and foremost in any educational decision-making.
- demonstrates competence in the Minneapolis Standards of Effective Instruction.
- has a working knowledge of and implements the Minnesota State Standards and the Graduation Rule.

**Standards of Professional Expectations:**

- all teachers of the District are expected to be punctual and regular in attendance.
- if any employee is unable to report to duty because of illness or otherwise, immediate notice will be given to the school or worksite office and the reserve system.
- all teachers will maintain a professional appearance, general decorum, and behavior that conform to their professional status in the community.

- teachers are mandatory reporters of suspected child abuse and neglect (MN Statute §626.556, Reporting of maltreatment of minors).
- teachers shall adhere to Minnesota Data Practices Act regarding student information.
- teachers are appropriate and professional in the use of technology, and follow District Standards of Technology use.
- teachers will adhere to the District and State testing protocol guidelines.

### **Section FJ. Teacher Licensure, Relicensure**

**Licensure:** All teachers are required to hold an active teaching license in the State of Minnesota pursuant to MN Statute §122A.18. Only teachers with valid Minnesota licenses can teach, transfer, or teach summer school. All teachers are required to furnish valid Minnesota licenses in all field(s) for which they are employed.

Persons hired without a valid Minnesota teaching license for positions for which a valid Minnesota teaching license is required shall be placed at step one (1) on the standard salary schedule lane appropriate to their educational credentials until an appropriate, valid Minnesota teaching license is placed on file with the District. In order to progress on the standard salary schedule, such persons shall provide evidence of reasonable progress toward an appropriate, valid Minnesota teaching license. Upon filing an appropriate, valid Minnesota teaching license, the teacher shall be placed on the step and lane appropriate to teaching experience in the District and applicable prior experience.

Tenured teachers whose license has expired will be placed on unpaid leave for up to one (1) year until a valid license is in effect. The Division of Human Resources must have a copy of the required license on file, or must see the application posted on the State website indicating license renewal application has been submitted.

**Relicensure:** Renewal of an expiring teaching license is the responsibility of each professional. The relicensure process is described in the handbook titled "The Continuing Education Committee for Relicensure" available on the District web site ([www.mpls.k12.mn.us](http://www.mpls.k12.mn.us)) or at the Union web site (see [www.mft59.org](http://www.mft59.org)).

The steps to relicensure include:

- Over a five year period, collect 125 clock hours
- Obtain the relicensure book at [humanresources.mpls.k12.mn.us/Licensure.html](http://humanresources.mpls.k12.mn.us/Licensure.html)
- Attach a MPS Relicensure Application Cover Page along with documentation for each

Only teachers with valid licenses can teach, participate in the transfer process, **OR** be hired for summer school. The Division of Human Resources must have a copy of the required license on file, OR, see that the application has been posted on the State web site indicating license renewal application has been submitted.

### **PDP Relicensure Credit Hours:**

Teachers may use the existing clock hour process that now includes hours for the Professional Development Process (PDP) for Relicensure when it is permitted under MN Rule 8710.7200. Validation will be described and monitored by the District in accordance with state requirements. The district PDP Coordinator will issue to the Site PDP Coordinators forms, instructions, and guidelines for hours per year for the Professional Development Process.

The following guidelines describe the process for PDP relicensure credit/clock hours.

Teachers may earn up to ten (10) credit/clock hours per year toward relicensure for PDP work.

Six (6) credit/clock hours may be earned by doing the PDP implementation as outlined in this contract. Documentation for this includes: PDP Plan, Winter and Spring progress reports, and evidence of team meetings.

An additional four (4) credits/clock hours may be earned for exemplary PDP work. Exemplary is defined as efforts above and beyond the standard PD Process. Documentation must be provided to Site PDP Coordinator and Site Staff Development Chair for approval in order to receive these additional four (4) credit hours. That documentation includes artifacts beyond the PDP plans and Progress Reports that show evidence of the exemplary work.

The Site PDP Coordinator will provide the guidelines and paperwork necessary to apply for the relicensure credits. A certificate of Continuing Education Units will be given to those who earn it.

All work for PDP credit must be related to the PDP Plan and be shared with the PDP Team. Each individual (even if working on a team project) must fill out a PDP Professional Credits Application and keep her/his own log/portfolio.

**The process for earning PDP Relicensure Credit Hours is: (See Article III V for guidelines)**

- Teacher will preview with their PDP teams the work to be done to earn credits.
- Work for credit must align with the PDP goals and strategies.
- Teachers will keep an individual log or portfolio that maintains records of hours spent on the work, as well as, any certificates received from workshops.
- Teachers will fill out the PDP Professional Credits Application (available from Site PDP Coordinators or the District PDP Facilitator. Once the work has been completed and reviewed by the PDP team, the PDP team signs the application.
- The signed application is submitted as a part of the relicensure application to the District Relicensure Committee.

**Guide for how to count hours for PDP work:**

Appropriate hours include time spent:

- Developing tools/resources specifically for a PDP project
- Actively engaged in peer coaching
- Observing other colleagues
- Being a demonstration teacher
- Working on action research projects
- Assessing a videotaped lesson with colleagues
- Journaling
- Networking with colleagues
- Creating/using a professional portfolio
- Reading educational books/articles aligned to PDP
- Participating in a study group
- Participating in PDP team meetings outside the school day



All work for PDP credit must be related to the PDP Plan and be shared with the PDP Team. Each individual (even if working on a team project) must fill out a PDP Professional Credits Application and keep her/his own log/portfolio.

**National Board Certification and Relicensure:** The Continuing Education Committee for Relicensure will accept verification that a teacher is actively engaged in and making progress toward National Board for Professional Standards Certification or other approved national professional teaching certification approved by the Board of Teaching at the time of renewal as equivalent to fulfilling all clock hour requirements for continuing license renewal.

The Continuing Education Committee for Relicensure will accept verification that a teacher has earned National Board for Professional Standards Certification or other national certification approved as equivalent to all clock hour requirements during the life of the certificate. If the certificate expires during the five-year renewal period, the Continuing Education Committee for Relicensure will prorate hours completed and require completion of a prorated number of clock hours for the years the certificate is not in effect. (MN Rule 8710.7200, Subd. 5). These applicants shall be exempt from parts MN Statute §122A.18.

**Section GK. Notice of Separation:** Teachers resigning from service in the Minneapolis Public Schools must complete the approved separation form stating the date of separation and the reason for terminating services at least thirty (30) duty days prior to the effective date of the resignation or until a qualified replacement can be hired, whichever occurs first. The form should be signed by the principal of the building and forwarded to the Division of Human Resources. Exceptions will be made for just cause or by mutual consent.

**Section HL. School Placement Preference for Children of MPS Teachers:** Teachers receive preference when requesting school placement for their child. Teachers who live in Minneapolis receive a higher placement priority than those who do not. Teachers may request any school in the District. Teachers will also receive preference for the school at which the teacher works.

Transportation is the teacher's responsibility if the requested school is not in their resident or childcare transportation zone. It is the teacher's responsibility to contact the Student Placement Center. Request cards must meet the general deadline for Minneapolis families. The guidelines presented in the table below apply.

**Section IM. Request for Dues Check Off, Payroll Deductions:** Teachers shall have the right to request and be allowed dues check off for the Union as provided in the Public Employment Labor Relations Act.

The Board of Education agrees to deduct from teachers' paychecks and to forward to named financial funds or institutions those amounts duly authorized by teachers.

Payroll deductions are allowable and collectible based upon 20 pay periods either by school year or calendar year.

**Section JN. Open Personnel Files:** Teachers shall have the right to examine their personnel files subject to the following conditions:

- a. Teachers, upon written request (as outlined in the procedure established for this purpose) to the Division of Human Resources, may examine the contents of their personnel file.
- b. A member of the professional staff of the Division of Human Resources will share with the teacher in a personal conference or by sending a file via email directly to the teacher of all material in the teacher's personnel file.
- c. Materials to be placed in a teacher's personnel file that may be disciplinary in nature will be held by the originator for ten (10) days. A teacher may request a conference with the writer within this time period. Teachers shall have the right to submit a response to any report or evaluation; such a response will be attached to and become a part of their personnel file.
- d. Teachers may be permitted to reproduce at their expense any contents of their personnel file.
- e. The school district may destroy such files as provided by law.

- f. Official grievances filed by any teacher under the grievance procedure shall not be placed in the personnel file of the teacher. Such a grievance shall not be utilized in personnel assignment, unless the assignment is the resolution of the grievance.
- g. All of the above conditions, rights and privileges shall apply to any and all files that may be generated and maintained on an individual teacher by any administrative or supervisory person.
- h. Any person who examines a teacher's personnel file shall be recorded as having examined said file, which record shall become a permanent part of a teacher's personnel file, unless the teacher chooses to have such record expunged. Members of the Division of Human Resources shall be exempt from this provision.

**Section HQ. School Placement Preference for Children of MPS Teachers:** Teachers receive preference when requesting school placement for their child. Teachers who live in Minneapolis receive a higher placement priority than those who do not. Teachers may request any school in the District. Teachers will also receive preference for the school at which the teacher works.

Transportation is the teacher's responsibility if the requested school is not in their resident or childcare transportation zone. It is the teacher's responsibility to contact the Student Placement Center. Request cards must meet the general deadline for Minneapolis families. The guidelines presented in the table below apply.

**Section KP. Parking:** Parking fees shall be waived. At locations with controlled access to parking, teachers may be required to pay a refundable access card deposit.

At all other regular work sites where teachers must pay for parking during the regular duty day, the District shall reimburse teachers for fees that they have paid. The reimbursement shall be on a monthly basis upon submission of receipts. All hourly-rate employees and reserve teachers shall also be covered by the reimbursement for parking fees or waiver thereof. The District shall retain the right to provide or assign parking spaces.