

MFT Filename: MOA - Community Partnership Schools 2017-19

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.

**MOA - Community Partnership Schools-Grandfather Clause**

**WHEREAS**, Minneapolis Public Schools (District) and the Minneapolis Federation of Teachers, Local 59 (Union) authorized the creation of Community Partnership Schools (CPS) and

**WHEREAS**, as of August 2017, the following six schools have an active CPS agreement that has been adopted by the School Board:

1. Bancroft Elementary School
2. FAIR Downtown School
3. Folwell Performing Arts Magnet School
4. Justice Page Middle School
5. Nellie Stone Johnson Elementary School
6. Southwest High School

**WHEREAS**, schools that have effectively implemented CPS agreements with fidelity and success are offered this grandfather clause to continue to operate as a CPS school under the original agreements;

**NOW THEREFORE, BE IT RESOLVED** that the District and the Union enter into agreement to create a grandfather clause for existing CPS schools.

1. Schools with current CPS agreements will continue their CPS agreement given the following conditions:
  - Prior to Budget Tie-Out, each CPS school must conduct an annual, written, secret ballot wherein a threshold of 75% of Tier 3 and 4 licensed staff at the site vote to affirmatively continue the CPS agreement.
  - If fewer than 75% of Tier 3 and 4 licensed staff at a particular site do not vote to affirmatively continue the agreement, then the site's CPS agreement will expire at the end of the school year in which the vote fails.

**For the District:**

By: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

**For the Union:**

By: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

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## **MOA – COMMUNITY PARTNERSHIP SCHOOLS**

**WHEREAS**, Minneapolis Public Schools (District) and the Minneapolis Federation of Teachers, Local 59 (Union) share the belief that every student and every school can succeed with the right conditions for learning; and

**WHEREAS**, the District and the Union recognize the need to operate in a collaborative relationship with families and school community to provide the best opportunities for Community Partnership Schools to succeed to deliver the vision that all students graduate from the District college or career ready; and

**WHEREAS**, the creation and development of Community Partnership Schools is a strategy to ensure student success, and create a foundation of teaching and learning that strengthens the entire MPS system;

**NOW THEREFORE, BE IT RESOLVED** that the District and the Union enter into this Memorandum of Agreement (MOA) to establish the conditions for creating Community Partnership Schools.

### **1. Purpose:**

Community Partnership Schools will be established to meet the following purposes:

- a. Helping schools create clear understanding of expected results to meet the unique needs of their students and families.
- b. Developing a site-based educational model that includes academics, the arts, physical and emotional health, engagement of youth, critical family resources and support, health and social services, community development and leadership.
- c. Collaboratively develop a shared vision of positive academic results for every student.
- d. Engaging instructional programs organized around a challenging curriculum with high standards and expectations for students.
- e. Motivational learning opportunities that take place in both school and community settings.
- f. Creating conditions where mutual respect is demonstrated by local decision making, effective collaboration, shared trust and meaningful relationships.
- g. Recognizing and nurturing the basic emotional, physical, mental and intellectual needs of all students.
- h. Creating a safe, respectful and supportive school environment that promotes interactive student, family and community engagement.

### **2. Autonomy and Flexibility:**

- a. Both the District and the Union agree that flexibility and meeting unique site and program needs is a core component of Community Partnership Schools. Therefore the parties to this MOA support the creation of Community Partnership Schools within MPS to provide innovative and site-focused educational opportunities that improve student achievement and enhance the educational experience for all students in the school.
- b. MPS Community Partnership Schools will have opportunities to take advantage of flexibilities from the District policies and procedures or specific items within the teachers'

collective bargaining agreement to achieve results for their students. Community Partnership Schools do not need to pursue all the flexibilities outlined below, but rather should be looking for the top areas needed to meet unique site needs. Any flexibility outlined below will not become operational until the school's plan is reviewed and vetted by the Community Partnership Schools Advisory Committee (CPS Advisory Committee), recommended by the Superintendent, and approved by the Board of Education.

c. Community Partnership Schools will be able to hire, recruit and retain staff using year-round interview and select process and will have no forced placements unless by mutual agreement of the teacher and the site.

d. Flexibility Options on the part of the District and/or Union will include the following, within legal requirements and budget capacity:

- (i) Curriculum design, including Focused Instruction.
- (ii) Assessments of students to measure success.
- (iii) Instructional time.
- (iv) Academic interventions.
- (v) Design of academic plans.
- (vi) Design of school days, weeks and school years up to two hundred and eleven (211) duty days.
- (vii) Redesign of collaboration and preparation time.
- (viii) Budget flexibility to meet the unique needs of the site as developed in their plan.

e. If a new District initiative or program conflicts with a Community Partnership School's plan, that school shall notify the CPS Advisory Committee of such conflict. The Advisory Committee shall work with the site and District departments to maximize the school's opportunity to opt out of the new initiative in favor of pursuing the school's plan as approved by the CPS Advisory Committee and Board of Education.

### **3. CPS Advisory Committee:**

a. The parties will establish a Community Partnership School Advisory Committee (CPS Advisory Committee) to provide recommendations to the Superintendent and Board of Education. The CPS Advisory Committee will be comprised of equal representation from the District and the Minneapolis Federation of Teachers. The District and MFT will mutually appoint two (2) community members to the CPS Advisory Committee. If the District and MFT cannot agree on two (2) community members, each will appoint one (1) community member to the CPS Advisory Committee.

b. The CPS Advisory Committee will make recommendations related to the following:

- (i) Helping to develop a clearly defined needs assessment process that involves self-assessment by the site to capture the voice of all affected stakeholders.
- (ii) Reviewing proposals for schools to participate in the needs assessment and eventually launching the schools.

(iii) Providing feedback on plans for newly created schools that include any of the flexibilities outlined above.

(iv) Reviewing regular reports from Associate Superintendents on quality of implementation and design of school plans.

(v) Actively participating in a process for school families and community to have a voice in the development of Community Partnership Schools.

(vi) Ensuring Community Partnership School plans are developed by the site through a collaborative process to establish buy-in and commitment to the model.

(vii) Developing systems to ensure the CPS Advisory Committee process is efficient and effective.

**4. Needs Assessment:**

- a. The District in collaboration with the MFT will develop a Needs Assessment to review the potential capacity of each school as to whether they can utilize any of the outlined flexibilities.
- b. The CPS Advisory Committee will ensure a clear process that includes buy-in from site staff and the school community. To measure staff buy-in, at least one indicator will be a vote of the licensed teaching staff of the site on the CPS plan. The results of the vote will be included in the report to the CPS Advisory Committee. The staff vote should reflect at least two-thirds (66.67%) buy-in from licensed staff. The CPS Advisory Committee will review the process and results. If the vote does not result in at least two-thirds buy-in, the CPS Advisory Committee will follow up with the site to explore where buy-in may be lacking, and develop strategies to ensure adequate levels of support from licensed staff.
- c. The results of the Needs Assessment will be submitted to the CPS Advisory Committee for their review and feedback.

**5. Process to Create Community Partnership Schools from Existing Schools:**

- a. A site seeking CPS status will develop a site plan, outlining which flexibilities outlined in paragraph 2(d) they request. The plan must explain in detail how these requested flexibilities will improve student achievement. The plan must also include detailed descriptions of the following:
  - (i) Parent and community involvement in developing the plan;
  - (ii) Staff involvement in developing the plan;
  - (iii) Collaboration to establish buy-in and commitment to the model; and
  - (iv) Any additional supports needed from the District and community to help carry out the plan's objectives.
- b. A site plan will be submitted to the CPS Advisory Committee. The CPS Advisory Committee will initiate the Needs Assessment. The completed Needs Assessment will be returned to the CPS Advisory Committee. The CPS Advisory Committee will then review the site plan and needs assessment report. The CPS Advisory Committee will have an opportunity to ask questions, seek clarification, and request additional information as needed to make an informed recommendation.
- c. The CPS Advisory Committee will make a recommendation on a site plan to the Superintendent, who will then determine whether to submit the plan to the Board of Education for final approval or return it to the CPS Advisory Committee for more information.
- d. The Board of Education will have final authority to approve a Community Partnership School plan.

**6. Process to Create Community Partnership Schools from New Schools:**

- a. The District will develop a site plan in collaboration with the MFT for a new school to be a Community Partner School, outlining those flexibilities outlined in paragraph 2(c) or (d) they deem necessary. The plan must explain in detail how these requested flexibilities will improve student achievement. The plan must also include detailed descriptions of the following:
  - (i) Parent and community involvement in developing the plan;
  - (ii) Collaboration to establish buy-in and commitment to the model; and

(iii) Any additional supports needed from the District and community to help carry out the plan's objectives.

b. A site plan will be submitted to the CPS Advisory Committee. The CPS Advisory Committee will initiate the Needs Assessment. The completed Needs Assessment will be returned to the CPS Advisory Committee. The CPS Advisory Committee will then review the site plan and needs assessment report. The CPS Advisory Committee will have an opportunity to ask questions, seek clarification, and request additional information as needed to make an informed recommendation.

c. The CPS Advisory Committee will make a recommendation on a site plan to the Superintendent, who will then determine whether to submit the plan to the Board of Education for final approval or return it to the CPS Advisory Committee for more information.

d. The Board of Education will have final authority to approve a Community Partnership School plan.

**7. Site Performance Agreement:**

a. After approval by the Board of Education, the District will create a site performance agreement based on the site plan detailing the expectations for success, and the specific flexibilities and components of the Community Partnership School Plan.

b. The CPS Advisory Committee will regularly review results relating to the site performance agreement, and make recommendations to modify the site agreement and or components of the site plan as needed to adjust to the needs of each individual school.

**8. All Other Terms and Conditions:**

All other terms and conditions of employment, including but not limited to compensation relating to additional time or work days, will be governed by the collective bargaining agreement between the District and the Union, unless a Community Partnership Schools plan includes some alternate form of compensation related to any extra duties or time related to the plan. In such cases, the District and Union will negotiate such alternate compensation.

**9. Duration:**

The MOA shall be in effect through June 30, 2018.

**BE IT FURTHER RESOLVED,** that to the extent this MOA is a deviation from the terms of the collective bargaining agreement between the District and the Union, it will not form the basis for any precedent for any grievance concerning any alleged violation of the contract.