

## **Negotiations Proposals**

### **Proposal 1**

**What it is:** Allows the district to modify the number of teacher instructional days between its current number (176) and the state minimum (165).

**Why it is important:** It is in the best interest of MPS schools and students to provide the district with flexibility around the number of teacher duty days. The current number of instructional days is not clearly associated with improved student academic outcomes and is eleven days over the state mandate. There are many factors that could impact the way the district wants to structure the timing and number of instructional days in a given year, and this flexibility provides the district to assess the calendar each year and make informed and strategic decisions about the appropriate number of instructional days.

### **Proposal 2**

**What it is:**

1. Mandates that teacher contract negotiations begin in January of the year that the new contract will take effect. This would take effect in January 2019.
2. Step/lane increases will not be granted automatically if a new contract is not in place by July 1st, 2019, and will be determined by the terms of the terms of the finalized contract.

**Why it is important:** It is in the best interest of teachers, students, and the district to ensure that a new contract is in place by the start of the contract term. The absence of a clear deadline for the start of a new contract creates uncertainty around resource allocation and other negotiated contractual obligations.

Similarly, it is important from the perspective of fiscal responsibility and transparency that step and lane increases be contingent on the terms of the new contract, rather than being granted automatically in the absence of one. This allows the district and union the flexibility to continue collaborative negotiation around the terms of step and lane increases until a new agreement is reached.

### **Proposal 3**

**What it is:** Graduates of our MPS teacher residency programs may be exempt from seniority-based layoffs.

**Why it is important:** The MPS elementary and special education residency programs exist to ensure that we are preparing our talented school-based staff to become teachers in MPS, and they represent a significant investment of time and financial resources in our current staff. To reinforce this commitment to preparing and hiring a high-quality and diverse teaching staff, it is critical that new teachers from these programs are protected from seniority-based layoff rules that may otherwise force them to leave MPS classrooms.

