



MPS Equity Proposals
Contract Negotiations with MFT 2022

Mar 16, 2022

8:30 p.m.

Tonight, MPS provided the MFT Teachers with a comprehensive equity proposal grounded in the equity priorities of the Board and the unions' stated top priorities. This is an overview of those proposals.

Liveable Income

For the 2021-2022 school year, MPS offered a 2% base cost-of-living adjustment with higher adjustments (between 5% and 12.5%) for teachers in their first six years of teaching. As a result, MPS teacher starting salary will be over \$50,000 annually – above the starting salary in St. Paul. This will provide a competitive salary for new teachers and will support MPS in recruiting teachers of color. This adjustment is in addition to salary increases resulting from steps and/or lane changes. Each teacher would also receive a one-time \$2,000 cash bonus.

For the second year of the contract, the 2022-2023 school year, MPS offered a 2% cost-of-living adjustment in addition to salary increases resulting from step increases and/or lane changes.

Equitable Caseload Recommendations for Targeted Social Workers, Special Education Teachers and Licensed School Nurses

MPS shares the MFT's commitment to mental health support for our students, especially students living in poverty. To date MPS has invested more than \$2 million dollars in mental health support to build student social skills, provide therapeutic interventions and support student emotional wellness.

Additionally, MPS proposed the following *contract language* to support our students:

- **A full-time school social worker in every school**, all day, every day with a commitment to a 1:600 staff-to-student ratio at each school, and a 1:250 staff-to-student ratio in 10% of our PreK-5/PreK-8 schools with the highest number of low-income students.
- **Manage caseloads for special education teachers**, following *Board Policy 5701* and Minnesota State Administrative Rules.
- **Staffing for Licensed School Nurses** will follow the Health Services Nurse Acuity Model developed collaboratively with the Health Services Leadership Team. This model provides staffing to each school based on student health needs, enrollment and other factors.

Equitable Class Size Proposal

Recognizing MPS's limited resources, the district has for the first time proposed including *in contract language* class size caps in schools with the highest needs students.

- Class sizes focused on schools who have over 70% of their student population living in poverty
- Class sizes at the middle and high school focused on core subjects
- Proposed School and Central Office collaborative problem-solving process when class sizes are exceeded

Educators of Color Memorandum of Agreement (MOA)

MPS shares MFT's commitment to ensuring that our students have educators who reflect our students' diversity. Many of MPS' current educators of color are more likely to be impacted in budget reductions due to lack of seniority. This proposed Memorandum of Agreement (MOA) will allow excessing, laying off, and recalling educators based on qualifications in addition to seniority. This will make it possible for qualified teachers of color to keep their current positions at their school and in the District even when positions are eliminated due to declining student enrollment.

Black Men Teach Memorandum of Agreement (MOA)

This MOA proposes identifying two partnership elementary schools where vacancies will be held for fellows from Black Men Teach, a community partner organization that recruits, prepares, places, and retains Black male educators in elementary schools. The memorandum will also allow MPS to excess teachers based on qualifications in addition to seniority in order to help Fellows keep their positions and MPS to increase and maintain qualified staff of color.

Anti-Bias Anti-Racist (ABAR) Staff Development and Advisory Council Memorandum of Agreement (MOA)

MPS proposes creating a collaborative advisory council between MPS staff, teachers and ESPs to implement equity training for all teachers and ESPs. Council also reviews best practices in closing opportunity gaps for Minneapolis students and makes recommendations for providing a more supportive professional environment for non-tenured teachers and ESPs of color. Proposal provides MPS mentors for teachers and ESPs to help them navigate organizational challenges.

Bilingual/Multilingual Recruitment Incentive

MPS values our students' linguistic diversity and works to recruit teachers with a bilingual/multilingual skill set. MPS proposes new *contract language* allowing the district to better recruit multilingual teachers through a recruitment incentive at schools with dual language or heritage language and cultural programming.

Equitable Teacher Placement

MPS proposed new *contract language* around teacher placement at schools with high concentrations of poverty. This new language will promote mutual consent hiring by limiting involuntary teacher placements as a result of the budget process. This proposal is designed to ensure that teachers who work at our highest-needs sites truly want to teach there.

Interview and Select Accelerated to Increase Options for Hiring Teachers of Color

MPS proposes reducing the Interview & Select (I&S) from two rounds to one. The current MFT contract requires MPS to conduct two rounds of I&S, which allows current MPS teachers to apply for open teaching positions before external applicants are permitted to apply. Because of the significant amount of time I&S takes to complete, MPS is unable to hire external candidates until the end of June. This presents a critical lost opportunity to attract and hire diverse, high-quality external candidates.

This proposed change to the I&S process would shorten hiring timelines and significantly increase MPS' ability to recruit, attract, and hire diverse and high-quality teachers.