



Board Meeting Date: November 4th, 2024

Title: READ Act Professional Development/Training Memorandum of Understanding (MOU)

Type: Action

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; and Sonya Sailer, Executive Director of Human Resources

Background: The Minnesota Reading to Ensure Academic Development (READ) Act was passed by the Minnesota Legislature and signed into law in May of 2023. The Act focused on literacy professional development/training, curriculum, staffing, reporting, and screening in alignment with the Science of Reading. Three READ Act professional development options were designated by the state, with districts given the discretion to select from those options. One of those options was LETRS, which was implemented in our school district as a part of the 2021 Edina Early Learning-12 Comprehensive Literacy Plan. Edina Public Schools had begun this critical professional development well before the 2023 READ Act legislation and was already using an approved program and seeing successful outcomes for staff and students. Working closely with our teacher leadership, our district's implementation of this Science of Reading professional development was intentionally created using each phase of implementation science. Compensation, choice, and time for Edina teachers participating in the Science of Reading professional development are three key commitments that define our systems of support.

In 2024 updates to the READ Act were passed. These updates included a statutory requirement to negotiate compensation for teachers participating in READ Act professional development/training and capture that agreement in a Memorandum of Understanding (MOU). As our district was already in full implementation of LETRS by this time, the attached MOU simply continues the program we started in 2021. The compensation program provided by our district recognizes the significance of this work, time commitments for completion, and demonstrates the value of our teacher's contributions.

Recommendation: This report is recommending an approval of the proposed Edina READ Act Professional Development/Training MOU.

Desired Outcomes from the Board: Approve the proposed Edina READ Act Professional Development/Training MOU.



**Memorandum of Understanding
Between Education Minnesota/Edina (Union) and Edina Public Schools (District)
Read Act: Read Act Implementation Plan**

WHEREAS the District and Union are parties to a collective bargaining agreement (CBA) for the period from July 1, 2023, through June 30, 2025; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training;

WHEREAS the District and Union have agreed that teachers will participate in the Science of Reading Professional Development through LETRS, or OL&LA (CORE), training;

WHEREAS the total anticipated number of hours of training required for LETRS training is 136 hours;

WHEREAS the total anticipated number of hours of training required for OL&LA (CORE) training is 50 hours;

NOW THEREFORE, be it resolved that the parties agree to the following:

1. Affected Staff for Phase 1. This Memorandum of Understanding is applicable to the following Edina Public Schools staff:
 - a. PreK through Grade 12 reading intervention teachers;
 - b. PreK through Grade 3 classroom teachers;
 - c. Special Education teachers in Grades PreK-12;
 - d. Certified staff who select literacy materials for the school district; and
 - e. Certified EL teachers in Grades K-3.
2. Training Options and Accompanying Compensation. Staff identified to complete LETRS training will provide notice to the District of which option they choose to complete this coursework.

- a. Training Option A (Cohort Volume 1&2A):
 - i. Sixty-Four (64) hours of asynchronous training ,
 - ii. Thirty-Six (36) hours of large group synchronous training, to be held on June 5, 2024, June 6, 2024, August 20, 2024, October 4, 2024, February 18, 2025, and April 23, 2025,
 - iii. Bridge to Practice,
 - iv. to be completed by July 1, 2025.
- b. Training Option B (Cohort Volume1 & 2B):
 - i. Sixty-Four (64) hours of asynchronous training ,
 - ii. Thirty-Six (36) hours of large group synchronous training, to be held on June 5, 2024, August 20, 2024, October 4, 2024, February 18, 2025, April 23, 2025, and May 9, 2025.
 - iii. Bridge to Practice,
 - iv. to be completed by July 1, 2025.
- c. Training Option C (Cohort Volume 2A):
 - i. Forty-Four (44) hours of asynchronous training ,
 - ii. Twenty-Four (24) hours of large group synchronous training, to be held on June 6, 2024, October 4, 2024, February 18, 2025, and April 23, 2025.
 - iii. Bridge to Practice,
 - iv. to be completed by July 1, 2025.
- d. Training Option D (Cohort Volume 2B):
 - i. Forty-Four (44) hours of asynchronous training ,
 - ii. Twenty-Four (24) hours of large group synchronous training, to be held on August 20, 2024, October 4, 2024, February 18, 2025, and April 23, 2025.
 - iii. Bridge to Practice,
 - iv. to be completed by July 1, 2025.
- e. Training Option E for Grade 6-12 Special Education Teachers.
 - i. Eighty-Eight (88) hours of asynchronous training,
 - ii. Forty-Eight (48) hours of large group synchronous training to fall on eight (8) duty days: April 19, 2024, October 4, 2024, February 18, 2025, April 23, 2025, May 9, 2025, September 22, 2025, February 17, 2026, and April 10, 2026.
 - iii. Bridge to Practice,
 - iv. to be completed by July 1, 2026.
- f. Training Option F for Pre-Kindergarten Educators responsible for early literacy/reading instruction and school readiness.
 - i. Twenty (20) hours of asynchronous training,

- ii. Twelve (12) hours of large group synchronous training to fall on three (3) duty days: February 18, 2025, April 23, 2025, and May 9, 2025.
 - iii. Bridge to Practice,
 - iv. to be completed by July 1, 2025.
- g. Compensation:
 - i. Participating staff will be compensated at the teacher's regular hourly rate of pay (pro rata) for all hours of asynchronous training. Teachers will not be required to submit timecards or LETRS certificates. Completion will be based on 80% mastery on Coursework and Bridge to Practice Submissions. Payment will be issued following achievement of mastery.
 - ii. In lieu of pro rata compensation, participating staff may choose three (3) Edina Board Credits per volume for the asynchronous training. Edina Board Credits may be used for salary schedule advancement.
 - iii. Participating staff will be compensated six (6) hours at the teacher's regular hourly rate of pay (pro rata) for each large group synchronous LETRS training if held outside of the contracted duty day or duty calendar. Successful completion will be based on attendance documentation from Lexia.
 - iv. Participating staff are expected to complete the Bridge to Practice component for each unit. Compensation for independent or large group components will not be dependent or held up due to delayed completion of Bridge to Practice components due to asynchronous or synchronous components completed during the summer.
 - v. Payout dates for 2024-26 school year will occur in accordance with the predetermined Teaching and Learning schedule communicated to staff prior to the start of the training. Payment will not be issues until Mastery is achieved.

3. Training Options and Accompanying Compensation. Staff identified to complete OL&LA (CORE) training will provide notice to the District of which option they choose to complete this coursework.

- a. Training Option A:
 - i. Forty-Seven (47) hours of asynchronous training ,
 - ii. Three (3) hours of large group synchronous training,
 - iii. to be completed by July 1, 2025.
- b. Compensation:
 - i. Participating staff will be compensated at the teacher's regular hourly rate of pay (pro rata) for all hours of asynchronous training. Teachers will need to submit a certificate for the completion of 50 hours of work. Completion

will be based on 80% mastery of coursework. Payment will be issued following achievement of mastery.

- ii. In lieu of pro rata compensation, participating staff may choose four (4) Edina Board Credits per volume for the asynchronous training. Edina Board Credits may be used for salary schedule advancement.
 - iii. Participating staff will be compensated three (3) hours at the teacher's regular hourly rate of pay (pro rata) for each large group synchronous OL&LA (CORE) training if held outside of the contracted duty day or duty calendar. Teachers will need to submit a certificate for the completion of 50 hours of work.
 - iv. Teachers will be paid in accordance with the predetermined Teaching and Learning schedule communicated to staff prior to the start of the training. Payment will not be issued until Mastery is achieved.
4. Training Options and Accompanying Compensation for Staff New or Returning to Edina Public Schools.
- a. Staff new or returning to Edina Public Schools will have a choice of training options that fit the timing of their employment, start date, and LETRS and OL&LA (CORE) training training already completed. The parties will work with individuals to determine the training options that best fit their schedule and needs.
 - b. Compensation:
 - i. New or returning staff will be compensated at the teacher's regular hourly rate for any asynchronous or synchronous work held outside of the duty day or duty calendar.
 - ii. In lieu of pro rata compensation, participating staff may choose a number of Edina Board Credits reflective of the science of reading training they complete that was previously offered to participating teachers.
 - iii. The District will explore the possibility of offering university credits for new or returning staff.
5. Optional Contingencies for completion of training:
- a. For teachers with unique circumstances, such as an approved extended leave, the District will work with the individual teacher on training options to be completed on or before June 30, 2026.
 - b. Teachers who miss a large group training session, will be required to attend a make-up session offered through the Minnesota Department of Education.
 - c. Upon approval from Building Administration, teachers may use regular scheduled PLC time for the completion of independent asynchronous work related to LETRS, OL& LA (CORE) training.

- d. In collaboration with the Building Administration, the Director of Teaching and Learning may approve requests for additional workload relief days for teachers engaged in LETRS or OL&LA (CORE) training.
 - e. For any asynchronous work completed during the duty day or calendar, those hours will be subtracted from the teacher's payout.
- 6. Continuing Education Credits. Teachers will be awarded automatic continuing education credits towards license renewal.
- 7. Failure to Comply with the READ Act. Compliance with the Minnesota READ Act (Minnesota Statute Section 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements may result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and could result in discipline pursuant to Article I, Section 1.08, Paragraph 1.08.3 of the CBA.
- 8. Duration and Enforceability. This Memorandum of Understanding expires on June 30, 2026, and it shall have no force or effect thereafter, unless agreed to in writing by EME and the District. This Memorandum of Understanding does not establish a past practice or precedent, nor shall it apply to the interpretation or application of language in the Association's Master Agreement.

EM/E and the District are in agreement with the above language as evidenced by their representatives' signatures below.

Representative for:

Education Minnesota/Edina

ISD 273, Edina Public Schools

President

Board Chair

Date

Date

