

**MEMORANDUM OF UNDERSTANDING
BETWEEN
Independent School District #0001 (hereinafter referred to as “District”)
AND
Aitkin Education Minnesota, Local #0001 (hereinafter referred to as “Union”)**

WHEREAS the District and Union are parties to a collective bargaining agreement (CBA) for the period from **July 1, 2024 through June 30, 2026**; 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; and,

WHEREAS the District and Union have agreed that teachers will participate in **LETRS or CAREIALl** ; and,

WHEREAS the total anticipated number of hours of training required for **LETRS - preschool is 40 hours, and K - 6 teachers 70 hours** for units 1-4, and for CAREIALl is 60 hours.

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

1. Eligibility

The Union and District will establish a list of eligible teachers, who must:

- a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
- b. Be employed by the District between **July 1, 2024 and June 30, 2026**; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.

2. Compensation earned for READ Act training

Teachers will earn compensation as follows:

LETRS training

Phase one teachers will take **LETRS** training during **4** professional development days scheduled throughout the 2024-2025 school year, which will encompass **24** hours of the live training (10/25/24 Unit 1, 1/3/25 Unit 2, 3/25/25 Unit 3, 6/3/25 Unit 4) and 50 hours to do Units 1-4 online, reading, and bridge to practice activities during the 2024-25 school year teachers' contracted day.

In 2025-26 phase one teachers will take **LETRS** training during **4** professional development days scheduled throughout the 2025-2026 school year, which will encompass **24** hours of the training (dates TBD) and 50 hours to do Units 5-8 online, reading, and bridge to practice activities during the 2025-26 school year teachers' contracted day.

These professional development days will be provided, as follows:

- **8** days will be scheduled as district wide professional development days for live trainings. The remainder of the **LETRS** training shall be compensated, as follows:

- Up to **12** of District-approved READ Act-related training hours for live trainings outside the contracted calendar shall be compensated at the professional development rate of pay as described in Article **[IX, Section 2 Subd. 5]** of the CBA.

OR

CAREIALl training

Phase one teachers will take **CAREIALl** training during **the teachers' contracted day** throughout the 2024-2025 school year, which will encompass up to 19 hours of PLC time/in-service time.

- Teachers will be released from instruction for **5** days on dates agreed upon by the parties; the cost of subs will be paid by the District: 9/18/24, 10/15/24, 11/6/24, 11/26/24, and 12/18/24 from 2-4 p.m.

The remainder of the **CAREIALl** training shall be compensated, as follows:

- Up to **32.5** of District-approved READ Act-related training hours worked outside the contracted duty day shall be compensated at the professional development rate of pay as described in Article **[IX, Section 2 Subd. 5]** of the CBA.

3. Credit Recognition

There will be no credit recognition due to the school paying for and providing time for the training.

4. Failure to comply with the READ Act

Compliance with the Minnesota READ Act (Minn. Stat. § 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 **[IV]** of the CBA.

8. Effective Date and Duration

This MOU shall continue in effect until **July 1, 2024 - June 30, 2026**

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

Impact on Precedent. Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOU or submit it in any proceeding or case as evidence of a precedent or practice.

Entire Agreement. This MOU constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOU. The terms of this MOU constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOU. No changes to this MOU will be

valid unless they are in writing and signed by both parties. A copy of this MOU will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOU on the dates shown by their signatures. This MOU will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

For the District:

Dated:

For the Union:

Dated:

Phase 1*: 2024-25 Professional Development Plan

	ACC teachers	Rippleside teachers	AHS SpEd teachers
program	LETRS for Early Childhood	LETRS	CAREIALL
staff	<p>Melissa vanPortfliet, Marie Waschek, Holli Orpin, Carrie Cain, Sarah Shereck</p> <p>Total: 5</p>	<p>Ostrowski, Emery, Weimer, Hanlon, Host, Stifter, Goudge, Williams, Lundgren, Smith, Sharkey, C. Samuelson, Courtemanche, McCoy, Fremling, Sue Bordwell, Julie Miller, Brita Williams, Jen McGuire, Chesna Siegford, Kelly Klein</p> <p>Total: 21</p>	<p>Walters, Meyer, Bestudio, Christy</p> <p>Total: 4</p>
hours	<p>Approx. 40 hours (12 hours live sessions; 28 hours coursework)</p> <p>Complete during 2024-25 school year.</p>	<p>Approx. 70 hours (24 hours live session; 46 hours coursework)</p> <p>Continue through 2025-26 school year.</p>	<p>Approx. 60 hours (17 hours live sessions; 43 hours coursework)</p> <p>Complete during 2024-25 school year.</p>

date/time	<p><u>Live sessions:</u> 8/26/24: Kick-off 11/8/24: Unit 1 & 2 1/20/25: Unit 3 & 4</p> <ul style="list-style-type: none"> Staff will report to school for live sessions. <p>Independent work on the Friday afternoons/in-service days listed below.</p>	<p><u>Live sessions:</u> 8/26/24: Kick-off 10/25/24: Unit 1 1/3/25: Unit 2 3/25/25: Unit 3 6/3/25: Unit 4 (staff development day)</p> <ul style="list-style-type: none"> Staff will report to school for live sessions. <p>Independent work during PLCs and in-service/conference days listed below.</p>	<p><u>Live sessions:</u> Kickoff: 6/18/24, 2-3 p.m. Module 1: 7/11/24, 2-4 p.m. Module 2: 8/6/24, 2-4 p.m. Module 3: 8/29/24, 2-4 p.m. Module 4: 9/18/24, 2-4 p.m. Module 5: 10/15/24, 2-4 p.m. Module 6: 11/6/24, 2-4 p.m. Module 7: 11/26/24, 2-4 p.m. Module 8: 12/18/24, 2-4 p.m.</p> <ul style="list-style-type: none"> Staff will report to school for live sessions. <p>Independent work during PLCs/in-service days listed below and subs for live sessions.</p> <p>30 hours to be done during summer 2024 with staff development funds.</p>
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Coursework hours allotted during contract time.

Week of	Early Childhood LETRS	LETRS	CAREIALl
August 26, 2024	3 (kickoff and 8/27)	4 (kickoff and 8/27)	4 (8/27)
September 2, 2024	10 (open time)	5 (PLC and open conference time)	.75 (PLC)
September 9, 2024	PLC time as needed.	1 (PLC)	.75 (PLC)
September 16, 2024		1 (PLC)	.75 (PLC)
September 23, 2024		1 (PLC)	.75 (PLC)
September 30, 2024		1 (PLC)	.75 (PLC)
October 7, 2024		1 (PLC)	.75 (PLC)
October 14, 2024		.5 (PLC)	.75 (PLC)
October 21, 2024	4 (inservice)	1.5 (PLC and inservice)	4.75 (PLC and inservice)
October 28, 2024	PLC time as needed.	1 (PLC)	.75 (PLC)
November 4, 2024		.5 (PLC)	.75 (PLC)
November 11, 2024		1 (PLC)	.75 (PLC)
November 18, 2024		1 (PLC)	.75 (PLC)
November 25, 2024		.5 (PLC)	.75 (PLC)
December 2, 2024		1 (PLC)	.75 (PLC)
December 9, 2024		1 (PLC)	.75 (PLC)
December 16, 2024		1 (PLC)	.75 (PLC)
December 30, 2024	7 (inservice)	1 (inservice)	
January 6, 2025	PLC time as needed.	1 (PLC)	
January 13, 2025		1 (PLC)	
January 20, 2025		4 (PLC/inservice time)	
January 27, 2025		1 (PLC)	

February 3, 2025		1 (PLC)	
February 10, 2025		1 (PLC)	
February 17, 2025		1 (PLC)	
February 24, 2025		1 (PLC)	
March 3, 2025		1 (PLC)	
March 10, 2025		1 (PLC)	
March 17, 2025		1 (PLC)	
March 24, 2025		3.5 (PLC/inservice/open conference slots)	
March 31, 2025		1 (PLC)	
April 7, 2025		1 (PLC)	
April 14, 2025		1 (PLC)	
April 21, 2025		1 (PLC)	
April 28, 2025		1 (PLC)	
May 5, 2025		1 (PLC)	
May 12, 2025		1 (PLC)	
May 19, 2025		1 (PLC)	
May 26, 2025		1 (PLC)	
hours offered	28 hours	50.5 hours	19 hours

Phase 1*: 2025-26 Professional Development Plan

	Ripple
program	LETRS

staff	Ostrowski, Emery, Weimer, Hanlon, Host, Stifter, Goudge, Williams, Lundgren, Smith, Sharkey, C. Samuelson, Courtemanche, McCoy, Fremling, Sue Bordwell, Julie Miller, Brita Williams, Jen McGuire, Chesna Siegford, Kelly Klein Total: 21
hours	Approx. 70 hours
dates/times	<ul style="list-style-type: none"> ● PLCs for independent work ● Some extra hours on conference/in-service days for independent work. ● 3 inservice days for live sessions and 1 day paid with staff development funds.

*Phase 1: Required staff to be completed by July 1, 2025 (LETRS participants have an extension). Districts and charters are required to provide access to professional development for Phase 1 educators by July 1, 2024, and can register for professional development February–October 2024.

- PreK Classroom Educators – *PreK educators include Voluntary Pre-Kindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness*
- K–3 Classroom Educator (including ESL instructors who are responsible for reading instruction)
- Grades K–12 Reading Intervention Educators
- Grades K–12 Special Education Educators responsible for reading instruction
- Grades PreK–5 Curriculum Directors
- Grades PreK–5 Instructional support staff who provide reading support.
(Additional guidance and information on training options will be available in Spring, 2024. Districts may choose to delay registration of Instructional Support Staff until more information is released.)
- Employees who select literacy instructional materials for grades PreK–5
- 4th and 5th grade (6th grade depending on the structure of your elementary school) classroom educators may be included in Phase 1, as literacy data indicates the need for foundational reading skill instruction in these grades.

Professional Development Phase 2: Required staff (all other educators responsible for reading instruction) to be completed by July 1, 2027

Registration for Phase 2 educators will occur February–October, 2025 and courses will be published in January 2025.

- Grades 4–12 Classroom Educators responsible for reading instruction
- Grades PreK–12 Educators who work with English learners
- Grades K– Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68
- Grades 6–12 Instructional support staff who provide reading support
- Grades 6–12 Curriculum Directors
- Employees who select literacy instructional materials for Grades 6–12