



**Memorandum of Agreement
between
The Minneapolis Federation of Educators, Local 59
and
Minneapolis Public Schools, Special School District
No. 1**



READ Act – Phase One and Two Teachers, SY 2026-27

WHEREAS, Minneapolis Public Schools, Special District No. 1 (“District”) and the Minneapolis Federation of Teachers, Local 59 (“Union”) have entered into a collective bargaining agreement that governs the terms and conditions of employment for licensed staff; and

WHEREAS, the Minnesota Reading to Ensure Academic Development (READ) Act was passed in May 2023 with the goal of ensuring that every Minnesota child reads at or above grade-level each year, beginning in kindergarten, and supporting multilingual learners and students receiving special education services in achieving their individualized reading goals; and

WHEREAS, to meet statutory requirements, districts must provide initial Minnesota Department of Education (MDE)-approved Science of Reading training to teachers in the following classifications no later than July 1, 2026:

- Reading intervention teachers working with students in kindergarten through grade 12;
- All classroom teachers of students in kindergarten through grade three and children in prekindergarten programs;
- Kindergarten through grade 12, special education teachers responsible for foundational reading instruction;
- Pre-K through grade 5 teachers who select literacy instructional materials for a district; and
- Teachers holding English as a second language teaching licenses.

WHEREAS, districts must additionally provide initial MDE-approved Science of Reading training to teachers in the following classifications no later than July 1, 2027:

- Teachers providing foundational reading instruction to students in grades 4–12;
- Teachers providing reading instruction to students in state-approved alternative programs;
- Teachers providing reading instruction to students in dual language immersion programs (with pre-K through grade 3 educators completing Phase 1 training and grades 4–12 educators completing Phase 2 training); and
- Teachers responsible for selecting literacy instructional materials for grades 6–12.

WHEREAS, the Parties recognize that the requirements established under the READ Act extend beyond initial implementation, and therefore seek to address obligations not covered under prior Memoranda of Agreement (MOA). In acknowledgment of this continuing responsibility, the Parties agree to establish a new MOA that extends READ Act training provisions to licensed staff in the aforementioned classifications who are hired on or after

August 31, 2025, or who have not previously completed an MDE-approved Science of Reading training through the District, another district, or an external provider.

THEREFORE, BE IT RESOLVED THAT the parties agree to this Memorandum of Agreement (MOA) jointly agree to the following:

Teachers Teaching at the PreK Level

1. All teachers who are working in Early Childhood and who have not already done so shall successfully complete Early Childhood LETRS by June 30, 2027.
2. The District shall provide a stipend of \$2,025 to teachers who are required to and who successfully fulfill the requirement.
 - a. Lump-sum payment of the stipend shall be disbursed to teachers on or before July 30, 2027. Payment is subject to requisite payroll deductions, in accordance with applicable state and federal laws.

Teachers Teaching at the Elementary Level

1. All teachers who teach at elementary schools (“teacher”) in the classifications listed in the WHEREAS section, regardless of teacher type, shall successfully complete CORE Learning’s Online Language and Literacy Academy (“CORE”) by the license expiration date during the 2026-27 school year, as determined by CORE and subsequently communicated by the District.
2. The District shall provide a stipend in the amount of \$2,250 to teachers who successfully complete CORE.
 - a. Lump-sum payment of the stipend shall be disbursed to teachers on or before July 30, 2027. Payment is subject to requisite payroll deductions, in accordance with applicable state and federal laws.

Teachers Teaching at the Secondary Level

1. All teachers who teach at secondary schools (“teacher”) in the classifications listed in the WHEREAS section, regardless of teacher type, shall successfully complete Neuhaus Structured Literacy Models by June 30, 2027, subject to the terms as outlined below.
2. The district shall designate three and one-half (3.5) professional development days during the 2026-2027 school year for designated secondary teachers to complete the Neuhaus Structured Literacy Models training.
 - a. This time shall be treated as compensatory time and teachers shall not be required to report to the building or perform other duties, except under extenuating circumstances requiring a separate agreement (e.g., an earlier inclement weather day requiring makeup to meet state instructional minutes).
3. All six (6) live online sessions shall be offered on both the August 31 and November 3 professional development dates. Teachers may complete all sessions on a single date

or divide them between the two (e.g., three on August 31 and three on November 3). Teachers absent on August 31 are expected to attend all six (6) sessions on November 3.

4. The District shall offer one (1) spring make-up session for the six (6) live sessions, held on a to-be-determined student contact day, for teachers who were hired after the designated professional development dates or who were absent and recorded time off on November 3 due to illness.
5. If a teacher, hired on or before August 26, 2026, is absent but has an excused absence on one of the three and one-half (3.5) designated professional development days, the District shall provide up to one (1) reserve teacher day during the school year for the teacher to make up the missed professional development time.
 - a. If the absence caused a teacher to miss any portion of the required live online sessions, the teacher shall utilize their reserve teacher day on the District-designated spring make-up session day and complete all remaining required sessions on that day (see Section 4 above). Upon completion of the required live coursework, the remainder of the day shall be considered compensatory time, and the teacher shall not be required to report to the building or perform additional duties.
 - b. If a teacher completes all required live online sessions on August 31 and/or November 3 but is otherwise absent and in a paid status for a designated professional development day, the teacher may use up to one (1) reserve teacher day during the school year to make up the missed professional development time.
6. If a teacher is hired after August 26, 2026, or is on an approved leave of absence (i.e., a leave requiring approval by the Total Compensation Department as it exceeds ten (10) duty days), and as a result misses one or more of the designated professional development days, the teacher shall be granted reserve teacher time during the school year to make up the missed professional development requirements. Such reserve teacher time shall be prorated based on the number of designated professional development days missed, up to a maximum of three and one-half (3.5) days.
 - a. If the teacher missed any required live online sessions, one (1) of the reserve teacher days shall be used on the District-designated spring make-up session day to complete the missed live coursework.
7. Use of the reserve teacher day(s) referenced in Sections 5 and 6 above shall be subject to the following criteria:
 - a. Use of a reserve day requires pre-approval from the teacher's administrator and must be submitted at least three (3) duty days in advance, unless an alternative timeline is mutually agreed upon.
 - b. Mondays and Fridays may not be used as reserve days unless approved in writing by mutual agreement.
 - c. Administrators shall make reasonable efforts to accommodate a teacher's requested date. Approval may be limited if a high number of personal days have already been requested or if multiple teachers under this agreement at the same site request the same date.

- d. If a teacher splits their FTE across multiple sites, the reserve day shall be taken at the site where their FTE is highest. If FTE is equal across sites, the site will be mutually agreed upon by the teacher and administrator.
- e. Teachers using a reserve day must ensure that lesson plans or substitute materials are in place according to site expectations.
- f. If agreement on a reserve day cannot be reached at the site level, the Union and Human Resources shall meet to resolve the matter.
- g. Any reserve day not used by June 14, 2027, shall be forfeited.

BE IT FURTHER RESOLVED, to the extent that this Memorandum of Agreement may be construed as a deviation from the terms of the 2025-27 collective bargaining agreement between the District and the Union, it shall not set precedent nor form the basis of any grievance that may be filed concerning any alleged violation of the contract.

This Memorandum of Agreement shall expire on June 30, 2027.

FOR THE DISTRICT:


Alicia Miller (Jul 24, 2026 16:17:42 CDT)
Alicia Miller
Senior Human Resources Officer

Jul 24, 2026

Date

FOR THE UNION:



Marcia Howard, President
Minneapolis Association of Educators

Jul 24, 2026

Date

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Final Audit Report

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