MFT Proposal for Article 3

Anti-Bias Anti-Racist Staff Development and Support Council

Submitted via email on December 9, 2021, Revised December 10, 2021

Proposed on Dec 9, 2021

MFT Proposal: Article 3 Teacher Rights and Responsibilities

The following proposal was made by the Minneapolis Federation of Teachers, based on input from educators, parents, students, and community members, and is subject to modifications and additions throughout the bargaining and/or mediation process.

3.5.7 Anti-Bias Anti-Racist Staff Development and Support Council

3.5.7.1 Focus on Developing and Supporting MPS educators: The Anti-Bias Anti Racist Educator Development and Support Council is a district-wide collaborative effort of the Minneapolis Federation of Teachers and Education Support Professionals, Local 59 and the Minneapolis Public Schools. The focus of the council is professional development and educator support for future and current educational staff, with a committed focus on reducing white supremacist practices and behaviors in our learning places and spaces as well as supporting educators, specifically educators of color, in navigating and disrupting our district as a predominantly white institution.

3.5.7.2 Purposes:

a. Provide culturally responsive support for BIPOC educators to increase retention and success
b. Provide professional development and support to effectively disrupt and dismantle racist and oppressive policies, practices, and interpersonal behaviors
c. Address trends or patterns that may be observable through the data collected through the exit interviews.

3.5.7.3 Composition: The council shall include representatives from all facets of professional development district-wide. The following members represent established programs, committees or groups:

Minneapolis Federation of Teachers and Education Support Professionals, Local 59 (with representatives from both chapters)	Teacher Development and Licensure Programs

Teaching and Learning	Office of Civil Rights and Equity
Minneapolis Principals Forum	Leadership Development Programs
Professional Development Services/Advisory Committees	Special Education
Peer Assistance and Review	Title I
Multicultural/Multilingual Programs	Research, Evaluation, and Assessment

The council will elect co-chairs, one of whom must be a teacher. The co-chairs will convene and facilitate meetings to occur quarterly, with the Area Anti-Bias Anti-Racist Committees and other working groups meeting quarterly or more as needed.

3.5.7.4 **Area Anti-Bias Anti -Racist Committees:**

a. A core component of the Anti-Bias Anti-Racist Educator Development and Support Council is the Area Anti-Bias Anti-Racist committees specifically tasked with establishing initiatives for recruitment, retention, and development of educators of color. There will be ongoing efforts from these established bodies to instill a sense of permanency in anti-bias anti-racist initiatives and development. These AABAR committees will focus on many district initiatives to disrupt white supremacist policies and practices and retaining underrepresented staff, such as:

- Supporting leaders to solve problems with incorporating anti-bias anti-racist practices into the daily experiences for students, families, educators and community members;
- Collaborating with recruiters and managers to develop and implement effective strategies for hiring and retaining a diverse workforce;
- Sponsoring research to ensure that curricula and instructional practices are developed and implemented to support a diverse school community effectively;
- Developing and maintaining supportive anti-bias anti-racist teaching and learning environments
- Leading the educational campaign for zero-tolerance for harassment, discrimination, and exclusion.

b. Oppression disruption and radical support for educators of color: All non-tenured educators, educators of color, interested white educators will have access to wrap around support defined as follows:

- Navigational support with district services (Human Resources, Employee Relations, Teaching and Learning, Instructional Technology, Mentoring services, etc),

- Acclimation to building procedures, policies, and professional interactions and effective challenging of building procedures, policies, and professional interactions that are biased and/or oppressive in nature or effect..
- Comprehensive mentor support with several points of contact

c. To effectively provide this essential support, MPS commits to increasing the cadre of district and building mentors and these mentors will be at-large members of the Anti-Bias Anti-Racist Educator Development and Support Council. Further, to effectively support efforts of professional support and disruption of biased and racist procedures, policies, and professional interactions, aggressive recruitment of mentors who are educators of colors, such as that the composition of our mentor cadre is representative of the district student demographics.

d. Site and district mentor ratios shall be as follows:

i. Building mentors = 1 per 50 staff, unless the majority of the licensed educator staff at the site is within their first 5 years of teaching or within their first three years at that specific site.

ii. District mentors = 1 per 25 untenured licensed staff plus 1 per tenured licensed Staff