

MASTER
AGREEMENT

between

INDEPENDENT SCHOOL DISTRICT NO.
270

and the

HOPKINS EDUCATION ASSOCIATION

2025-2026

2026-2027

TABLE OF CONTENTS

Article		Page
I.	PREAMBLE-DEFINITIONS	2
II.	APPROPRIATE UNIT	3
III.	SCHOOL BOARD RIGHTS	3
IV.	ASSOCIATION'S RIGHTS	4
V.	COMPENSATION	6
VI.	DUTY HOURS	11
VII.	PAID ABSENCES	15
VIII.	UNPAID LEAVES	20
IX.	SABBATICAL LEAVE	24
X.	ADULT BASIC AND EARLY CHILDHOOD FAMILY EDUCATION	27
XI.	TITLE-ONE AND LEARNING-SUPPORT TEACHERS	32
XII.	PRESCHOOL TEACHERS	35
XIII.	INSURANCE	37
XIV.	GRIEVANCE PROCEDURE	40
XV.	SEVERANCE PAY AND RESIGNATION	45
XVI.	MISCELLANEOUS	49
XVII.	NONDISCRIMINATION	50
XVIII.	UNREQUESTED LEAVE OF ABSENCE	50
XIX.	PROGRESSIVE DISCIPLINE	54
XX.	DURATION AND RENEGOTIATION OF CONTRACT	55
	HEA & ISD 270 SIGNATURES	57
	APPENDIX A: SALARY SCHEDULE	58
	APPENDIX B: EXTRA DUTY SCHEDULES	60

MEMORANDA OF UNDERSTANDING:

1.	Initiatives	66
2.	TOSA and Leadership positions: Rotation	67
3.	Title-One and Learning Support Teachers: Performance Bonus	68
4.	Mentorship Program	69
5.	Overages	71
6.	Expanded Severance Program	71
7.	ABE/ECFE Expanded Severance Program	74
8.	Special Education	76
9.	Micro-credentials	86
10.	Safety	88
11.	Hopkins Compensation Model (HCM)	89
12.	HCM Regulations	90
13.	HCM Bonus: Site's Goal (Failure)	96
14.	Teacher's Development and Evaluation (TDE)	96
15.	TDE Regulations	98
16.	TDE: Process for Appeal	100
17.	Amendments to Disaster Leave	102
18.	Emergency Substitute Teaching	103
19.	Class Size	104
20.	Lane Review for Related Services Professionals	106
21.	Read Act	107
22.	Journey Teacher	111
23.	Recertification Committee	113
24.	E-Learning Days	115
25.	In-Building Substitute Teacher	116
26.	Hard-to-Fill Instructional Areas	118
27.	Leadership Duties Compensation Committee	121
28.	Insurance Eligibility Study Committee	122
29.	Special Education Workload Study Committee	122

This **AGREEMENT**, entered into on the 2nd day of December, 2025, between Independent School District No. 270, hereinafter called the Employer, and the Hopkins Education Association, hereinafter called the Association (HEA), has, as its basic objective, the provision of a quality education to the students of Independent School District No. 270.

ARTICLE I. PREAMBLE: DEFINITIONS

- A. The Association and the Employer agree that the purpose for entering into this Agreement is to establish the foundation for a harmonious and effective relationship; provide for a means to resolve disputes concerning the application or interpretation of this Agreement; specify the full and complete understanding of the parties; and place in written form the agreed-upon terms and conditions of employment for the duration of this Agreement.
- B. The Association and the Employer concur that, because of the professional nature of teaching duties, Teachers accept the responsibility for outside preparation, study, and research to enable the teacher to meet the standards of the teaching profession.
- C. Definitions
 - 1. "Employer" shall mean the School Board of Independent School District No. 270 or its designee.
 - 2. "School Board" shall mean the School Board of Independent School District No. 270 or its designee.
 - 3. "Association" shall mean the Hopkins Education Association (HEA).
 - 4. "Superintendent" shall mean the Superintendent of Schools or designee.
 - 5. "Teacher" shall mean all personnel contracted to positions included within the appropriate unit as specified in Article II(B). The word, "Teacher" shall mean all persons employed by the School District in a position for which the person must be licensed or certified by the PELSB, in a position providing instruction to children in a prekindergarten or early learning program pursuant to MN Statutes 179A.03, or are otherwise defined as teachers in MN Statutes 179A.03.
 - 6. "Principal" shall mean the building's Principal or the Teacher's designated supervisor or designee.
 - 7. "Director" shall mean the Director of Special Services; Director of Innovation, Design, and Learning; Assistant Superintendent; or their respective, administrative designees.
 - 8. "Education Minnesota" shall mean the parent organization of the Hopkins Education Association.
 - 9. "Daily pay" (also daily compensation, per diem, daily rate) shall mean the portion of the total compensation as it relates to the number of contracted days. If overage is granted, then the overage is included in daily pay. It

does not include extra-duty pay or other stipends. This amount includes micro-credentials.

10. PELSB: Public Employees' Licensing and Standards' Board

ARTICLE II. APPROPRIATE UNIT

- A. The Employer recognizes the Association as the exclusive representative for the purpose of meeting and negotiating the terms and conditions of employment for all Teachers required to be licensed by the Licensing and Standards' Board (PELSB) and employed in the positions enumerated in Article II(B) excluding:
- Supervisory personnel as defined by Minn. Stat. Section 179A.03, subd.17;
 - Administrative personnel defined as those employees who perform duties of an administrative, managerial, or office nature, and shall not include those positions set forth in Article II(B);
 - Confidential personnel as defined by Minn. Stat. Section 179A.03, subd.4;
 - Principals and assistant Principals as defined by Minn. Stat. Section 179A.03, subd. 12;
- B. Positions included within the Teachers' appropriate unit are all licensed Teachers as defined in statute except those hired and employed as administrators.

"Teacher" shall include those substitute teachers hired to replace an absent Teacher, provided said absent Teacher, at the time of absence, is a public employee, and provided further, the substitute teacher is employed for more than thirty (30) working days as a replacement for the absent Teacher.

- C. In the event there is a dispute as to whether a particular teaching position is to be included or excluded from the Teachers' appropriate unit, either party to this Agreement may institute proceedings before the Bureau of Mediation Services pursuant to the provisions of Minn. Stat. Chapter 179A.

ARTICLE III. SCHOOL BOARD'S RIGHTS

- A. Except as limited by a provision of this Agreement, the Employer shall have the right to take any action it deems appropriate in the management of the school and the direction of the work force. The Employer reserves the right to do the following: reprimand or otherwise discipline Teachers; hire, promote, transfer, and assign Teachers to work; maintain the efficiency of employees; close down school buildings or any part thereof; expand, reduce, alter, combine, transfer, assign or cease any job, department, operation, or service; control and regulate the use of equipment and other property of the Employer; determine the number, location, and operation of schools, divisions, and departments thereof; determine the assignment of work and the size and composition of the work force; make or change rules, policies, or practices not in conflict with the provisions of this Agreement; introduce new or improved research, development, maintenance,

service methods, or materials and otherwise generally manage the School District and direct the Teachers, except as the same may be modified or restricted by provisions of this Agreement.

B. The Association recognizes that all Teachers covered by this Agreement shall perform lawful services prescribed by the Employer and shall be governed by the laws of the State of Minnesota and by the School Board's rules, regulations, directives, and orders issued by properly designated officials of the School Board; and the Association also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time, as deemed necessary by the School Board, insofar as such rules, regulations, directives, and orders do not conflict with the terms of the Agreement.

C. Reservation of Management Rights

The enumeration of the rights and duties of the Employer in this Agreement shall not be deemed to exclude other statutory and inherent management rights and management functions. All management rights and management functions not delegated in this Agreement are reserved to the Employer. The Employer's non exercise of any function hereby reserved to it, or its exercising any function in a particular way shall not be deemed a waiver of its right to exercise such function or preclude the Employer from exercising the same in some other way not in conflict with the provisions of this Agreement.

ARTICLE IV. ASSOCIATION'S RIGHTS

A. The Employer shall not interfere with the rights of Teachers to join or participate in the Association. The Association shall not interfere with the right of Teachers to refrain from joining or participating in the Association.

B. The Employer shall deduct from wages the yearly dues or other special deductions of the National Education Association (NEA), Education Minnesota (EM), the American Federation of Teachers (AFT), and the Hopkins Education Association (HEA). The deduction of such dues and the proceeds thereof shall be waived in the event the Association loses the right to dues deduction pursuant to the Public Labor Relations Act of 1971, as amended (PELRA).

1. Deductions shall be made by payroll deduction from October 30 through May 30.

2. The total amount of yearly dues, other special deductions, and the amount to be deducted shall be specified by the Teacher serving as the membership chair for the HEA.

- C. Association's dues and other special deductions, deducted in accordance with Article IV (B), shall be remitted by the Employer to the Association each pay period a deduction is taken.
- D. The Association shall indemnify and hold the Employer harmless against any and all claims, judgments, or orders issued against the Employer, members of PELSB, or agents of the Employer arising from the administration of Sections (B) and (C) of this Article.
- E. The Association shall have the right to appoint buildings' representatives at buildings where Teachers, covered by this Agreement, are assigned. The Association shall notify the Assistant Superintendent, in writing, of the names of the buildings' representatives and of successors, when so appointed.
- F. Education Minnesota's field representative for the Association shall have the right to enter the facilities of the Employer at reasonable times to administer this Agreement, provided, however, that the activities of Education Minnesota's field representative shall not interfere with or interrupt the duties or responsibilities of the Employer or the Teachers. Upon entering the facilities, Education Minnesota's field representative shall notify the Principal of the representative's presence.
- G. The Association shall have the right to request the use of the facilities and equipment of the Employer at reasonable times when such facilities and equipment are not in use. The Employer shall establish a list of charges for the cost of using the equipment or facilities where such use results in an additional cost to the Employer.
- H. The Employer shall allow the Association reasonable use of the Employer's mail service, including electronic mail, and the Teachers' mailboxes for communication with its members.
- I. The Employer agrees to deduct, from Teachers' salaries, payments to the West Metro Schools Credit Union pursuant to the Teacher's written authorization for such deductions.
- J. Association's Business
 - 1. The Association may use up to a maximum of thirty-five (35) duty days per year to conduct business necessary to the Association. Days may be taken upon two (2) calendar-day notification to the Superintendent, provided that the absence from duty will not interrupt the educational program, and provided that no more than six (6) Teachers per building shall be absent on any one (1) duty day. Said notice to the Superintendent shall be issued by the Association's president. Teachers conducting approved, Association's business shall receive their daily rate for the duty days of absence. The Association shall reimburse the Employer the daily

cost of a substitute Teacher for each duty day used for Association's business.

2. A maximum of four (4) Teachers may be absent from duty to attend meetings scheduled by the Bureau of Mediation Services. Such absences shall not be deducted from the Association's duty days established by Subsection K (1) of this Article. The Association shall reimburse the Employer the daily cost of a substitute Teacher for each duty day of absence.

K. Personnel Files

A Teacher's personnel file shall be available to the Teacher for review upon request to the Assistant Superintendent or designee. Upon receipt of such a request, the Assistant Superintendent or designee shall schedule an appointment at a mutually convenient time. A representative of the Association may, at the Teacher's request, accompany the Teacher or Teachers to the appointment. No material, which is detrimental to the Teacher, may remain in the Teacher's personnel file unless the Teacher received notice that the material was placed therein. The Teacher shall have the right to file a written reply to such material. The provisions of this section shall not be considered to restrict a Teacher's rights as established by Minn. Stat. 122A.40, subd. 19.

L. Notification

1. The Employer shall send written notification to the Association of any contracted Teacher(s) hired during the year.
 - a. Upon request, the Employer shall provide an updated list as described in M.1.
2. The employer shall provide assignment status forms for any newly hired Teachers and Teachers leaving for or returning from leaves of absence and recognizes the need for timely notification.

ARTICLE V. COMPENSATION

A. Salary, Extra-Duty Pay

1. The yearly Salary for full-time Teachers shall be established by Appendix A, attached hereto, and incorporated herein. Micro-credentials shall be established by the Memorandum of Understanding incorporated herein. Together, these two amounts are referred to as "Salary."
2. Any Teacher granted an extended-assignment contract shall be compensated as follows:

Additional days added to an assignment shall be paid at the per diem rate.

Additional courses that are assigned shall be treated as overages and will be determined by the Salary as per the FTE assigned to the course.

3. Extra-duty salaries shall be established by Appendix B, attached hereto and incorporated herein.

B. Less-Than-Full-Time Duty Day or Duty Year

Teachers employed for less than a full-time duty day shall be compensated at a prorated salary and shall earn prorated benefits as set forth in Articles VII, VIII, XV and XVII. Teachers employed for less than a full-time duty year shall be compensated at a prorated salary.

C. Teacher's Placement

A Teacher's status (education and experience) as of the beginning of the duty year shall determine the Teacher's placement on the Appendix A: Salary Schedule.

D. Educational Increments

(For 2025-2027), this section is replaced by the Micro-credentials MOU)

~~Teachers shall advance on the Base Compensation Chart based on the satisfactory completion of credits earned after the completion of the Bachelor's Degree and licensure by PELSB, provided that said credits have been approved in advance of commencement of such course work. *(live link here)*~~

Note: All references in this section are to quarter credits. Unless otherwise stated on the college transcript, semester credits will be converted to 1.5 quarter credits for the District's purposes.

- ~~1. From BA through MA, a minimum of 6 college credits will be required for any educational increment. A maximum of 12 undergraduate credits may be used when moving from the B.A. through the B.A.+ 60 lanes.~~
- ~~2. From M.A. through M.A. + 60, any number of undergraduate credits may be used. A minimum of 6 college credits will be required for any educational increment.~~
- ~~3. Institutes, fellowships, internships, externships, and foreign study programs, approved by the Superintendent, shall be accepted for incremental credit, provided that said approval is obtained prior to the commencement of the program of study.~~

4. ~~A Teacher having earned an M.A. plus sixty (60) additional credits must file a copy of the Teacher's specialist or doctorate program with the Superintendent for approval. No further educational increments will be given a Teacher failing to file such programs.~~
5. ~~Teachers on the Base Compensation Chart position of B.A. +60, M.A. +60, Specialist, and Doctorate shall be compensated for the actual cost, up to 600 dollars per semester credit, for all approved credits earned. Credits compensated under this provision shall not be used to qualify for incremental advancement (M.A., Specialist, or Doctorate lanes) as provided by the Base Compensation Chart.~~
6. ~~A Teacher on the B.A. +60 position of the Base Compensation Chart shall be ineligible for further incremental advancement until such time as the Teacher earns a master's degree. In addition, no educational increment will be granted for individuals moving from the B.A. + 60 to an M.A.~~
7. ~~All graduate courses, undergraduate courses, in-service training, or educational programs, for which increment credit is being given, shall, in all cases, be subject to the approval of the Superintendent as provided in Article V (H).~~
8. ~~Incremental advancement on the Base Compensation Chart will be credited as soon as practicable after proper notification, to be effective the pay period following such notification.~~
9. ~~A Teacher desiring to receive educational increment advancement shall file, in advance of course work, the appropriate approval form, receive approval of the request, and successfully complete all course work. Graduate course work for salary credit must be in an area that is or will be used by the Teacher in instruction or in an area that meets the present or future needs of the Employer as determined by the Superintendent in his or her sole discretion. It is the Teacher's responsibility to file an application with the Assistant Superintendent or designee for any change in salary status.~~
10. ~~Teachers qualifying for incremental advancement shall have the responsibility to provide evidence to the Assistant Superintendent of the satisfactory completion of approved educational credits. Satisfactory completion shall mean receipt of a grade of A, B, C, or pass. Evidence of satisfactory completion shall mean a letter from the instructor or a transcript. No increased compensation based on incremental advancement shall be effective until the Teacher provides evidence that the approved, educational credits have been satisfactorily completed.~~

E. Step Advancement

Teachers shall be advanced one (1) step on Appendix A: Salary Schedule at the beginning of each normal duty year and subject to the following provisions:

1. The Employer shall have the right to withhold step advancement for cause.
2. In the event the Employer withholds a step advancement, and the cause is corrected, the Teacher will become eligible for the following year's step advancement.
3. For purposes of qualification for step advancement on Appendix A: Salary, a full duty year shall be defined as ninety-two (92) duty days or one full semester during a duty year.

F. Previous Experience

At the discretion of the Superintendent, and with the approval of the School Board, Teachers with valid, professional experience may be given step placement to a maximum of the Teacher's experience. Teachers having previous teaching experience with the Employer shall be credited with the amount of unused sick leave the Teacher had at the time of separation from the previous employment.

G. Paydays

1. Payment Options

A Teacher's annual salary shall be paid in either (a) twenty (20) equal, bimonthly payments or in (b) twenty (20) payments, the first nineteen (19) representing one twenty-fourth (1/24th) of the annual salary, and the final, twentieth (20th) payment, representing the balance of the annual salary. The final payment shall be made on or near the June 15th or June 30th payroll, whichever date immediately follows the end of the duty year under either option. Teachers may elect either option at the time of signing the initial contract. Should an individual not make a selection at the time of hire, the default will be to option (b) twenty (20) payments. Any subsequent change in option shall not be effective unless initiated by the Teacher on or before July 1st of each duty year. Payment shall be made on the fifteenth (15th) and thirtieth (30th) day of the month. The first pay date of each duty year shall be the thirtieth of August, unless the Teacher's first duty day is after August 30th, in which event the first pay date shall be the first duty day. Teachers assigned to a 12-month contract will be paid in 24 equal payments.

2. Extra-Duty-Assignment Payments

Extra-duty assignments shall be paid in accordance with Appendix B.

H. In-Service Training

It is agreed between the HEA and the School District that there is a mutual interest of the parties to continue to develop recommendations of structures and strategies that keep the Teachers' pull-outs to a minimum during the instructional day and have the classroom Teacher present as much as is feasibly possible.

The in-service program shall consist of higher education or Board-sponsored courses recommended by the Superintendent. All in-service programs shall be organized under the auspices of the Board and offered outside of the regular duty day. In-service programs will be offered either as required programs or as optional, enrichment programs.

1. Teachers enrolling in in-service programs defined in Article V shall assume the cost of tuition, fees, and necessary supplies, except as may be applied for and approved for funding by staff-development committees.
2. Fees or tuition costs for district-sponsored, in-service programs may be shared between sites' and District's staff-development funds, when so announced and approved at the site level.
3. Optional, In-Service Programs

The district will offer either credit and/or hourly compensation for optional, in-service programs.

- a. Hourly compensation shall be \$20.00 per hour of attendance.
 - b. Teachers offered credit may use up to a maximum of ten (10) in-service credits in each educational lane.
 - c. Under no circumstances will optional, in-service credits, for which hourly compensation was received, be considered for educational-increment advancement.
 - d. Educational-increment advancement for approved, in-service programs shall be implemented as provided by Article V.
 - e. Teachers enrolling in optional, in-service programs shall be required to attend all in-service classes unless excused by the instructor. Credit or compensation will not be given if attendance, for whatever reason, is below eighty (80) percent.
4. Required, In-Service Programs

Employer-required, in-service programs shall be recommended and administered by the Superintendent and approved by the School Board.

Teachers shall be required to attend in-service programs designed to meet a need of the District unless excused by the Director of Innovation, Design, and Learning or designee. For required, in-service programs scheduled outside the regular duty day, Teachers shall be paid \$40.00 per hour of attendance or receive educational-increment credit as provided by Article V. Prior to scheduling in-service training outside of the normal duty day, the Employer will first notify the Association and give the Association the opportunity to bargain concerning such schedule.

5. The District shall maintain permanent records for Teachers participating in in-service programs. The records shall contain the courses completed by a Teacher, the title of the course, the Teacher's attendance, the record of credits, and the compensation.

ARTICLE VI. DUTY HOURS

A. Normal Duty Day

The normal duty day shall be eight (8) consecutive hours, including a 30-minute, duty-free lunch period, which will include suitable passing time on both ends.

1. The scheduled duty day for Teachers shall be established and posted at each building or duty area by the Principal or the Director and shall be given to the president of HEA.
2. During the normal duty day, a Teacher may be assigned to classroom or out-of-classroom responsibilities by the Principal or the Director.

B. Additional Classroom Instructional Assignments

1. Full-time Teachers assigned for classroom instruction in excess of an average of twenty-five (25) hours per week in a middle or senior high school and twenty-seven and one-half (27 1/2) hours per week in an elementary school, calculated over the duty year, shall be paid for such assignment in accordance with Appendix B (B)(1)(c).
2. Part-time Teachers, who are assigned for classroom instruction in excess of the contracted duty day shall be paid for such assignment in accordance with Appendix B (B)(1)(c).
3. For the purpose of Article VI (B) (1) and (2), classroom instruction shall not include teachers' preparation periods, conference time, resource-center time, team-teacher meetings, and like assignments.

C. Additional Responsibilities

Teachers may be assigned responsibilities during a preparation period and/or outside of the duty day up to a maximum of sixteen (**16**) hours per duty year (or a pro-rata portion if employed part time) by the Principal, the Director, or the Superintendent for activities such as the following:

1. evening activities, such as P.T.O., open house, or orientation meetings.
2. Teachers' meetings scheduled by the administration.
3. curriculum, staff planning, and committee meetings.
*(No more than 8 hours of time may be required from this section out of the 16 total hours)
4. IEP meetings.

Teachers assigned responsibilities over sixteen (16) hours per duty year, pursuant to the provisions of this paragraph, shall be paid \$40.00 per hour.

D. Evening Responsibilities

The HEA and District agree that no new evening activities will be **required** for staff to attend at buildings, unless the activity replaces an existing evening activity. Evening responsibilities include the following:

- (1) Open house
- (2) Curriculum evenings, including kindergarten round-ups
- (3) Conferences
- (4) Family nights

Buildings may use up to 6 evenings out for required, all-building activities.

E. School Closing

1. In the event the Superintendent closes District's schools for (1) duty day during a duty year, the Employer shall not deduct daily pay when the schools are officially closed. In the event of such a closing, Teachers shall report to their duty areas at such time as the emergency condition permits.
2. In the event that the schools are officially closed by the Superintendent for more than one (1) duty day during a duty year, the Employer shall meet and confer with the Association concerning the rescheduling of the duty days lost due to the closing.

F. Normal Duty Year

The HEA and District recognize that there are three main objectives pertaining to the development of the school-year's calendar. The first one is to meet State's Statutes. The second is to provide healthy breaks for staff and students (two weeks at winter break and one week at spring break). The third is the School Board would like the school year end reasonably early in June (i.e. families can participate in summer programs). To allow flexibility to accomplish these three goals, the normal duty year shall be 185 duty days for teachers, except for new teachers as defined in the Memorandum of Understanding (MOU) for the mentorship program. The maximum number of student-instructional days shall be 176. The decision of the number of days shall be left to the School Board. The remaining days shall be preparation, workshops, or conferences. It is also recognized that half-day, early-release, conference days are to be counted as student-contact days. The calendar committee will create calendars in a two-year cycle during non-contract-negotiation years.

G. Calendar

The HEA and the District agree that it will be the primary responsibility of the Assistant Superintendent and HEA's President or designee to create calendar recommendations for consideration by HEA's leadership and the School Board. The recommendations will be brought to larger committees for further review. The committees will serve as representative groups of individuals who are familiar with the scheduling, contractual, and educational obligations that drive the calendar's possibilities. The membership of the committees will be determined by the Assistant Superintendent and the President of the Hopkins Education Association.

H. Workshop Week

Each workshop week will consist of a minimum of five (5) working days, three (3) of which will be devoted solely to teachers working independently in their rooms, and the remainder of which may be devoted to District's and sites' work.

The preferred arrangement for the days would be that the first two days of the workshop week consist of the District's and sites' work. It is recognized, however, that individual sites might wish to make arrangements that still preserve the amount of daily time but arrange that time in a different manner.

When the District desires to schedule a day other than the first or second day, the Administration will meet with HEA's President to discuss the need for such a change and seek mutual approval of the change to the workshop week.

When a site wishes to arrange the time in a different manner, the site must first demonstrate that a majority of HEA's members support the change. Such support shall be demonstrated in a site's vote that requires a majority of those voting to approve the schedule change. This vote and the proposed change will be brought forth to the Assistant Superintendent and HEA's President for final consideration,

prior to making the change. The deadline for submission for any changes will be May 15th, unless extenuating circumstances necessitate special consideration. Approval for the change rests with the Assistant Superintendent and HEA's President.

Any change to the workshop week schedule should ideally be communicated prior to the end of the present school year.

I. Preparation Time

Annually, each site will schedule the daily teaching and duty time of all Teachers in such a manner as to do the following:

1. ensure an equitable distribution of working loads and preparation time
2. provide each 1.0 FTE Elementary Teacher with a minimum of three hundred (300) minutes of preparation time per week during the students' day, with preference being given to creating one (1), sixty (60) minute block or two (2), thirty (30) minute blocks each day. The parties agree that while this is a desired schedule, it is not always possible to create. Thus, flexibility will be given to the thirty (30) minute blocks, and a minimum of twenty (20) minutes will be established for a block of time, should thirty (30) minutes not be attainable. Further, the parties agree that the preparation time includes taking students to and from locations, should that be necessary for supervision. If an Elementary Teacher has multiple blocks for preparation time, the travel time to and from will not be counted as preparation time.
3. provide each Secondary Teacher with an amount of uninterrupted preparation time that is equivalent to, at a minimum, of three hundred (300) minutes in a full week. This shall not be less than sixty (60) minutes each day for a full-time Teacher.

Schedules shall be communicated, in writing, to the Superintendent and HEA's President. In the event a site is unable to reach agreement, the site may request assistance in problem solving or submit the issue to a committee of six (6) members who shall convene on a needs' basis to formulate recommendations. The committee shall be comprised of three (3) representatives of the HEA and three (3) representatives of the Employer, one (1) of whom will be the Superintendent of Schools, or designee, who will function as committee's chairperson.

J. Conference Time Outside Duty Day

Conference time scheduled outside of the duty day will match the amount of compensatory time provided. Compensatory time is defined as time away from any expectation of on-duty activities.

K. Meeting Time:

Elementary:

The number of required before or after school meetings will not exceed five (5), forty-five (45)-minute staff/committee meetings in a one (1)-month period of time. Exceptions include emergency circumstances, student-parent meetings with the Teacher, IEP conferences, or meetings similar in nature. A required meeting will be a meeting that is designed to disseminate, review, or seek information that is related to District's or site's strategic or equity initiatives.

Secondary:

The number of required before or after school meetings held within the 8-hour published duty day (including at least 10 minutes of unassigned time after the end of the scheduled student dismissal time) will not exceed six (6) meetings in a one (1)-month period of time, and the total amount of required before or after school meeting time in a month will not exceed 225 minutes. Exceptions include emergency circumstances, student-parent meetings with the Teacher, IEP conferences, collaboration time built into the student day, or meetings similar in nature. A required meeting will be a meeting that is designed to disseminate, review, or seek information that is related to the District's or site's strategic or equity initiatives.

ARTICLE VII. PAID ABSENCES

A. Absences from Duty

1. A Teacher not reporting for an assigned duty day shall notify the building's Principal or designated representative. Such notice shall be given prior to the start of the duty day and shall include the reason(s) for the absence.
2. A Teacher failing to notify the building's Principal or other designated representative of a duty-day absence may have his/her compensation reduced by one (1) day's pay.

B. Sick Leave

An annual sick-leave allowance of twelve (12) days (or thirteen (13) days if teaching extended-year (HAP) summer school) shall be granted at the start of each duty year to all Teachers. Said sick leave may be used immediately at the start of each duty year. Teachers on leave of absence shall not be granted sick leave unless otherwise specified. Teachers employed for less than a normal duty year shall be granted ten (10) days.

1. Accumulation

Unused sick leave shall accumulate to an unlimited amount.

2. Request Procedure

Teachers requesting sick leave shall use the District's substitute system to (a) notify their Principal a reasonable time prior to the absence, (b) give a reason for the requested leave, and (c) indicate their deduct option. Teachers failing to give such notice shall be subject to a full salary deduction. Teachers who are granted sick leave shall be paid their daily compensation for each day of sick leave. Teachers who have exhausted accumulated sick leave shall not receive their daily compensation, except as provided in Disaster Leave, Article VII (B) (4). After four (4) consecutive days, the Employer may require a Teacher to furnish a medical certificate from a qualified physician evidencing illness and indicating such absence was due to illness in order to qualify for sick-leave pay. However, after ten (10) days of sick leave use during the school year, the final determination as to a Teacher's eligibility for sick leave is reserved to the Employer.

3. Use of Sick & Safe Leave

Minnesota Sick & Safe leave provides ten (10) days of employee leave and is made available as a protection against the loss of income due to personal illness, disability, or the discharge of family responsibilities. Credited sick & safe leave may be used for the following reasons:

a. • The employee's mental or physical illness, treatment or preventive care; • A family member's mental or physical illness, treatment or preventive care; • Absence due to domestic abuse, sexual assault or stalking of the employee or a family member; • Closure of the teacher's workplace due to weather or public emergency or closure of a family member's school or care facility due to weather or public emergency; and • When determined by a health authority or health care professional that the employee or a family member is at risk of infecting others with a communicable disease. Sick and safe leave may be used for the care and support of a teacher's: 1. Child, including foster child, adult child, legal ward, child for whom the employee is legal guardian or child to whom the employee stands or stood in loco parentis (in place of a parent); 2. Spouse or registered domestic partner; 3. Sibling, stepsibling or foster sibling; 4. Biological, adoptive or foster parent, stepparent or a person who stood in loco parentis (in place of a parent) when the employee was a minor child; 5. Grandchild, foster grandchild or step-grandchild; 6. Grandparent or step-grandparent; 7. Sibling's child; 8. Parent's sibling; 9. Child-in-law or sibling-in-law; 10. Any of the family members listed in 1 through 9 above of a teacher's spouse or registered domestic partner; 11. Any other individual related by blood or whose close association with the teacher is the equivalent of a family relationship; and 12. Up to one individual

annually designated by the employee. This list is pursuant to MN statute 181.940 et. seq.

b. Personal Disability

Sick leave may be used for personal illness, accident, or medical disability.

c. Family Illness or Death

1) Teachers may use accumulated sick leave to provide care for dependent children as per State's Statute or federal law.

2) Teachers may use the statutory minimum hours to provide necessary care due to serious illness or injury to a member of the Teacher's immediate family, as defined by [State's Statute](#). The parties recognize that special relationships may exist in blended families or other such relationships. In such situations, Teachers should request special consideration for a leave and specify the special circumstances to be considered for approval by the Principal and the Assistant Superintendent.

3) Teachers may be absent from duty to attend local funerals when such absence is approved by the Principal, provided that proper arrangements and preparations can be made to replace the absent Teacher without the necessity of hiring a substitute.

4) Teachers may be absent from duty up to five (5) days when necessary to attend the funeral of a relative or friend.

d. Workers' Compensation Supplement

Teachers who are eligible for workers' compensation benefits shall have the right to use accumulated sick leave in an amount necessary to equal the Teacher's daily compensation.

4. Disaster

Additional, sick-leave benefits shall be granted to any Teacher who has exhausted accumulated, sick-leave benefits if such Teacher has been continuously disabled and unable to teach for a period of twenty-five (25) or more consecutive duty days, as certified by a physician. Additional, sick-leave benefits shall also be granted for a subsequent absence during the same duty year if such absence is due to the same medical condition. Such additional, sick-leave benefits shall commence upon completion of the twenty-five (25) duty-day waiting period. Additional, sick-leave benefits shall continue only for the period during which the Teacher remains

continuously disabled and unable to teach. Benefits shall cease on the sixty-first (61st) duty day of disability or at the time of qualification for LTD, whichever happens first.

C. Assault-Battery Leave

A Teacher rendered unable to perform teaching duties and responsibilities, either physically or emotionally, because of an injury, which occurs during the duty day as a result of work-related, assault-battery action shall be entitled to the Teacher's per-diem income without sick-leave deduction to a maximum of thirty (30) duty days.

D. Personal Leave

Each year, Teachers will be granted two (2) personal-leave days. Personal days are provided for use to manage religious holidays or other personal business that cannot be otherwise managed outside the duty days. Unused personal-leave days may carry over into the following year to a maximum accumulation of five (5) for any given year. Personal leave may be used at any time during the year. Personal leave may not be used for work for another employer. Teachers are encouraged to contact their supervisor and/or the Assistant Superintendent in the event of unusual situations.

Additional personal leave may be granted at the discretion of the Assistant Superintendent.

Requests for personal leave must be submitted to the Supervisor at least three (3) duty days in advance of the commencement of the requested leave, except in cases of extreme emergency and must be approved by the Assistant Superintendent or designee. No more than ten percent (10%) of the Teachers in any one building will be granted personal leave for the same day. The ten-percent (10%) limitation shall not restrict such personal-leave allowance to fewer than three (3) Teachers in any single building. On days immediately preceding or following scheduled breaks (MEA, Thanksgiving, winter break, spring break, Memorial Day), a maximum of 5% of the FTEs in any building/site may be absent on personal leave, and no Teacher may schedule the same time away from work in consecutive years.

E. Professional Leave

1. Professional Visitation

Teachers may, upon application and subject to the approval of the Principal, be granted one (1) day of leave per duty year without loss of daily compensation for the purpose of professional visitation. A written report of the professional visitation shall be given to the Teacher's Principal, if requested.

2. Professional Conferences

- a. Teachers assigned by the Employer to attend professional conferences shall suffer no loss of the daily compensation for the duty days of absence and shall be reimbursed for necessary expenses.
- b. Teachers may request to be absent from their teaching duties and responsibilities to attend professional conferences. Such conferences must be of a professional nature. Requests to attend such conferences must be made, in writing, by the Teacher and approved by the appropriate Principal or Director. Compensation for the duty days of absence and expenses arising from attendance at such conferences may be approved by the Principal or Director as follows:
 - 1) The Teacher shall suffer no loss in his/her daily compensation for the duty days of absence, and the Teacher shall be reimbursed for expenses in accordance with Board's policy;
 - or
 - 2) The Teacher shall suffer no loss in his/her daily compensation for the duty days of absence, and the Teacher shall pay all expenses.
- c. Teachers attending professional conferences, as established by Article VII (E) (1) and (2), shall submit a written report of the conference to the appropriate Principal or Director, if requested.

F. Jury Duty—Witness's Compensation

1. Teachers required to serve on jury duty shall be considered to be on jury duty for the period of time service is required of such jury and shall suffer no loss in pay.
2. Upon completion of jury duty, a Teacher shall present evidence of associated payment. The payment for service on a duty day, excluding travel and reasonable meal expense, shall be remitted to the Employer by personal check.
3. If the Employer subpoenas a Teacher to be a witness for the Employer in an administrative or judicial proceeding, the Teacher will suffer no loss in pay.

G. Religious-Observance Leave

Up to three (3) days of leave may be granted to a Teacher for religious observance. Such days must be recognized religious holidays and shall not be granted where personal options exist that would eliminate the need for the Teacher to be absent from duty. A Teacher who has been granted religious-observance leave shall do one of the following: (1) make up the time of the leave of absence by arranging such make-up time with the Principal/Supervisor, or (2) use personal leave in accordance with Article VII (D). A religious-observance-leave request must be submitted to the appropriate Principal/Supervisor for approval at least five (5) days prior to such requested absence.

H. Internship

The School District may grant an internship leave of absence. Salary and benefits for such leaves shall be agreed upon by the Hopkins School District and the district of internship. The combination of salary and fringe benefits shall not exceed the amount the Teacher otherwise would receive as a full-time Teacher in the Hopkins School District.

ARTICLE VIII. UNPAID LEAVES

A. Child-Care Leave

Note: A leave for childbirth is not contained in the Agreement either under paid or unpaid leaves. Such absence is covered by the "Family Medical Leave Act" (FMLA). The period the birth mother must be absent from duty is considered the period of "disability" for the mother. During that time of disability, the birth mother may use accumulated sick days. For further details please refer to FMLA, a copy of which can be found on the [ISD270 website](#).

1. A child-care leave may be granted by the Employer subject to the provisions of this section. Child-care leave may be granted because of the need to prepare for and provide parental care for a child or children of the Teacher for an extended period of time.
2. Application for child-care leave shall be submitted, in writing, to the Assistant Superintendent at least four (4) calendar months before commencement of the intended leave. The parties recognize that adoption and catastrophic illness of a child may, on occasion, preclude four (4) months' notice. In such an event, the parties shall act reasonably.
3. The Employer may adjust the proposed beginning date of a child-care leave so that the date of the leave coincides with some natural break in the school year, such as winter vacation, spring vacation, semester break, quarter break, end of a grading period, or end of the school year. The beginning date of a child-care leave may also be a date mutually agreed

upon by the Teacher and the Employer. The ending date of a child-care leave shall coincide with the first duty day of the school year, the first duty day following winter vacation, the beginning of the second semester, or any other time mutually agreeable to the Teacher and the Employer.

4. In making a determination concerning the commencement and duration of a child-care leave, the Employer shall not, in any event, be required to do any of the following:
 - a. grant any leave more than fifteen (15) months in duration.
 - b. accept the Teacher's return to employment prior to the date designated in the request for child-care leave, unless the Teacher and the Employer mutually agree to a return date.
5. A Teacher returning from child-care leave shall be reemployed in the position which the Teacher held prior to taking the leave or to a position for which the Teacher is licensed, unless said Teacher had been previously discharged or placed on unrequested leave.
6. A Teacher on child-care leave, desiring to return to employment within the fifteen-month limit, shall provide the Employer with notice of the Teacher's intent, in writing. Failure to provide such notice or failure to return on the date determined, pursuant to this section, shall constitute a waiver and forfeiture of any right to return to employment, unless the parties mutually agree, in writing, to extend the leave.
7. The parties agree that the applicable periods of probation for Teachers, as set forth in Minnesota's Statutes, are intended to be periods of actual service enabling the Employer to have opportunity to evaluate a Teacher's performance. The parties agree, therefore, that periods of time, for which the Teacher is on child-care leave, shall not be counted in determining the completion of the probationary period.
8. A Teacher who returns from child-care leave, pursuant to this section, shall retain all previous experience credit for pay purposes and shall retain unused leave time, accumulated pursuant to the provisions of this Agreement, as of the commencement of the leave. The Teacher shall not accrue additional experience credit for pay purposes or leave time during the period of absence for child-care leave.
9. A Teacher on child-care leave is eligible to participate in group-insurance programs, if permitted under the insurance policy's provisions, but shall pay the entire, applicable premium for the period of the child-care leave. The Employer shall provide a statement of cost due for all insurance benefits. The right to continue participation in such group-insurance

programs, however, will terminate if the Teacher does not return to employment, pursuant to this section.

10. Leave under this section shall be without pay or fringe benefits.

B. Association Leave

Upon request, the Employer shall grant an unpaid leave of absence for the purpose of service in a full-time position with the Hopkins Education Association, Education Minnesota, the National Education Association, or the American Federation of Teachers.

Part-time, Association leave may be granted for Association's work. Details of such leave shall be worked out on an individual basis.

C. Injury and Emergency Leave

Except for affliction with serious incapacity as described in Minn. Stat. Section 122A.40, subd.12, a leave of absence without pay may be granted, upon written request, in cases of injury, illness, or emergency, for a period of up to twenty-four (24) months. If a Teacher fails to return to employment after the completion of the leave, granted pursuant to this section, the Employer may place the Teacher on an inactive leave status for a period not to exceed three (3) years. During the period of such inactive leave, a Teacher will have the right to return to a vacancy for which the Teacher is qualified, provided the Teacher notifies the Employer of the Teacher's request for reinstatement and has the ability to perform such duties as certified by the Teacher's physician. This right of reinstatement shall not supersede the rights of a Teacher on unrequested leave of absence. A Teacher's seniority and reinstatement rights shall terminate after five (5) years of leave, granted pursuant to this section.

D. Leaves of Absence Without Pay

Upon the recommendation of the Assistant Superintendent and the approval of the School Board, a leave of absence without pay may be granted to Teachers. A Teacher must request such leave in writing. A Teacher shall not be entitled to compensation or benefits established by this Agreement during the period of the Teacher's leave of absence, nor will the Teacher be credited with teaching experience for the purpose of advancement. Teachers on unpaid leave of absence are subject to the provisions established by Article VIII, E (Return to Employment).

E. Return to Employment

1. A Teacher returning from an unpaid leave of absence shall be reemployed in the position which the Teacher held prior to taking the leave or to a

position for which the Teacher is licensed, unless said Teacher had been previously discharged or placed on unrequested leave.

2. Teachers shall notify the Assistant Superintendent of their intention to return to employment prior to the expiration of a leave of absence. Such notice shall be given, in writing, on or before February 1st of the school year in which the leave expires. The Teacher, having given notice, shall thereafter be notified, in writing, of any position comparable to the one the Teacher had prior to taking the leave of absence, when such a position is available. Failure of the Teacher to notify of the intent to return shall be deemed a resignation.
3. Upon receipt of a notice of an available position provided pursuant to VIII (E)(2), the Teacher shall accept such offer in writing within fourteen (14) calendar days after the offer is made. Failure to accept the offer within fourteen (14) calendar days shall constitute a waiver and forfeiture of any right to reemployment.
4. Failure to return to duty at the expiration of any leave of absence established by this Article shall constitute a waiver and forfeiture of any right to reemployment.

F. Insurance Participation

Teachers on an approved leave of absence, established by Article VIII, may elect to continue to participate in the hospital/medical and dental insurance programs. A Teacher electing to so participate shall pay the full, monthly-premium cost for which the Teacher is eligible and enrolled.

G. Seniority

Teachers on an approved leave of absence, established by Article VIII, shall maintain seniority rights from their original employment dates.

H. Appendix A: Salary Schedule Placement

A Teacher returning to work from an approved leave of absence, established by Article VIII, shall receive the same Salary as the Teacher held at the time the leave commenced and shall thereafter advance on the Salary Schedule.

I. Military Leave

1. Teachers drafted or enlisting for military service shall be granted a leave of absence as established by the provisions of Minnesota and federal laws.
2. Teachers serving in a military-reserve program shall be permitted to be absent from duty as provided by state and federal laws.

ARTICLE IX. SABBATICAL LEAVE

- A. At its sole discretion, the Board may grant a sabbatical leave of absence for the purposes of any of the following:
1. encouraging Teachers to improve themselves through programs of advanced study and research;
 2. enhancing curricular and instructional quality;
 3. developing a pool of leadership talent against potential position vacancies;
or
 4. advancing the achievement of District's goals.
- B. The duration of a sabbatical leave of absence may be from one (1) week to one (1), full duty year.
- C. A request for a sabbatical leave to be used for the purpose of engaging wholly or partially in a gainful occupation will not normally receive favorable consideration. In the unusual circumstance where partial employment may be directly related to the applicant's educational program, or where an applicant is able to demonstrate a need to supplement unusual costs of living growing out of his or her program of study or research, exceptions may be recommended by the Assistant Superintendent.
- D. A request for a sabbatical leave for the purpose of preparing for an alternate trade, occupation, or profession will not receive favorable consideration.
- E. A request for leave to be used for programs of study or research outside of the applicant's area of assignment will be considered only under the following conditions:
1. The District considers a change in assignment to be possible and desirable;
 2. The District desires to develop one or more new licensures in the area of the application; or
 3. The District desires to develop a pool of new licensures for future vacancies.
- F. Guidelines for Eligibility
1. In order to be eligible for a sabbatical leave, an applicant must do the following:
 - a. have completed six (6) full, continuous years of service with the District;

- b. agree, in writing, to complete at least two (2), full and continuous years of teaching duties with the District after any sabbatical leave lasting one (1), full school year. A Teacher, whose service is discontinued for any reason other than the incapacity to teach or being placed on unrequested leave before the expiration of the two (2)-year obligation, shall pay back, to the District, a fractional amount of his/her salary equal to the unresolved portion of the two (2)-year obligation; and

- c. agree, in writing, to complete teaching duties with the district for periods of time, as indicated below, after any sabbatical leave of less than one (1) year. A Teacher, whose service is discontinued for any reason other than the incapacity to teach or being placed on unrequested leave before the expiration of the obligation for a sabbatical leave of less than a full year, shall pay back to the District a fractional amount of his/her salary equal to the unresolved portion of an obligation as follows:
 - 1) completion of one (1), full duty year of service to be performed in the school year immediately following the year in which leave of one (1) semester or less is taken. This will be prorated if the sabbatical is less than one (1) semester.

 - 2) completion of two (2), full duty years of service to be performed in the two (2) school years immediately following the year in which leave of more than one (1) semester is taken.

G. Guidelines for Developing Sabbatical Leave Requests

- 1. The requests shall be developed jointly by the Teacher, immediate supervisor, and appropriate Director.

- 2. The request shall contain a detailed description of the planned program of study or research and a statement as to how and why such program will benefit the District. The description must identify pertinent details of the program of study or research, including, but not limited to, the institution or location where program will be pursued, courses and/or credits to be carried, dates of study, degrees or certificates to be earned, etc.

- 3. A request for sabbatical leave of one (1), full duty year shall be submitted to the Assistant Superintendent by February 1st of the school year immediately preceding the year in which the requested leave will be taken.

- 4. A request for a leave of less than one (1), full duty year should be

submitted to the Assistant Superintendent no less than ninety (90) days prior to the proposed commencement date of the requested leave. The District reserves the right to consider individual requests that may not meet the 90-day time period on a case-by-case basis.

5. A request shall bear the written endorsement of the applicant's immediate supervisor, Director, and the Assistant Superintendent.

H. Guidelines for Determining Sabbatical Salaries and Benefits

1. During the term of an approved, full-year sabbatical leave, the Teacher shall receive one-half (1/2) of the salary for the Teacher's position, as set forth in the Teacher's individual contract.
 - a. A Teacher may elect to receive three-quarters (3/4) of his/her salary during the year of leave and three-quarters (3/4) of his/her salary during the first year of return to duty with the Employer.
 - b. Compensation shall be paid to Teachers on sabbatical leave as provided by Article V.
 - c. Teachers on sabbatical leave shall continue to be covered by the provisions of Article V(I) Article VII(A), Article XV, Article XVII, and Article XVIII of this Agreement.
2. During the term of a sabbatical leave of less than a full year, the Teacher shall receive one-half (1/2) of the salary for the Teacher's position as set forth according to Article V.
 - a. Salary shall be paid Teachers on sabbatical leave as provided by Article V.
 - b. Teachers on sabbatical leave shall continue to be covered by the provisions of Article V, Article VII(A), Article XV, Article XVII and Article XVIII of this Agreement.

I. Guidelines For Determining Position Assignments Upon Return From Sabbatical

1. Upon return from sabbatical leave, a Teacher shall be reemployed in a position for which the Teacher is licensed, unless the Teacher has been previously discharged or placed on un-requested leave.
2. The Employer may, but is not obligated to, place Teachers, who use sabbatical leave to develop new competencies and/or areas of licensure, in commensurate assignments.

ARTICLE X. ADULT BASIC AND EARLY CHILDHOOD FAMILY EDUCATION

A. Provisions of the Master Agreement

1. The following provisions of the Master Agreement **shall apply** to ABE and ECFE Teachers:

<i>19-21</i>	<i>Exclusions</i>	
Article I	C. 9. & 10.	Preamble - Definitions
Article II		Appropriate Unit
Article III		School Board's Rights
Article IV		Association's Rights
Article VII		Paid Absences
Article VIII		Unpaid Leaves
Article X		Adult-Basic and Early-Childhood Family Education
Article XIII		Insurance
Article XIV		Grievance Procedure
Article XVI		Miscellaneous
Article XVII		Nondiscrimination
Article XIX		Progressive Discipline
Article XX		Duration and Renegotiations of Contract

2. The following provisions of the Master Agreement do **not** apply to ABE and ECFE Teachers:

Article V	Compensation
Article VI	Duty Hours
Article IX	Sabbatical Leave
Article XI	Title 1 and LST
Article XV	Severance Pay and Resignation
Article XVIII	Unrequested Leave of Absence

B. Contracted Year

The parties agree that the limitations of the contract in terms of duty days, hours, normal school calendar, etc., do not apply to either the ABE or ECFE Teachers hired under these programs. The parties also acknowledge that the ABE and ECFE programs will be conducted over the period of a fiscal year on a calendar different from that of the normal teaching staff.

The parties also agree that the continuing contracts for ABE Teachers who have July assignments will be the K-12 calendar year. Continuing contracts for ABE Teachers who do not have July assignments will be from August (Workshop Week) through the K-12 calendar year.

C. Workshop Week

1. ABE Teachers:
Each workshop week will consist of a minimum of three (3) working days: two (2) will be devoted solely to teachers working on site, and the third may be devoted to the District's and/or consortium's work. On-site working day for an ABE Teacher will be 6 hours. There will be 6 hours of consortium's or District's workshops.
2. ECFE Teachers:
ECFE Teachers will be scheduled for the same number of weekly, contracted hours for set-up.

D. Duty Day

1. Assigned Time

Full-time ABE or ECFE Teachers who are assigned to classroom instructional duties, shall not be assigned to more than twenty-seven-and-one-half (27.5) hours per week of actual on-duty, assigned time.
2. Preparation Time / Instructional-Support Time
 - a. ABE
Thirty (30) paid minutes for every hour of on-duty, in-person or instructional time. HyFlex classes receive fifteen (15) minutes additional paid prep. time per session of instruction. One (1) hour of additional prep. time per testing session.
 - b. ECFE
1-hour class has 30 minutes of prep and 10 minutes for cleaning/disinfecting toys
1.25-hour class has 45 minutes of prep and 15 minutes for cleaning/disinfecting toys
1.5-hour class has 45 minutes of prep and 15 minutes for cleaning/disinfecting toys
1.75-hour class has 45 minutes of prep and 15 minutes for cleaning/disinfecting toys
2-hour class has 60 minutes prep and 20 minutes for cleaning/disinfecting toys
2.5-hour class has 60 minutes prep and 30 minutes for cleaning/disinfecting toys

E. Seniority

Seniority shall be defined according to the date on which a Teacher is hired as a regularly contracted (scheduled) Adult Basic Education or Early Childhood Family Education Teacher. The parties to this Agreement agree that Teachers hired in either of these programs shall accumulate no seniority on the regular Teachers' seniority list (the ABE and ECFE Teachers' seniority lists are separate from the K-12 Teachers' seniority list, and Teachers accrue seniority on these lists by teaching in the respective programs), and that accrual of seniority within the ABE or ECFE programs shall follow normal seniority provisions.

A Teacher to be placed on un-requested leave of absence will have the right to displace (bump) a Teacher lower on the seniority list who is employed in a position for which both are qualified as defined in this Article. The School District will make staff assignments on the basis of an individual's bumping rights unless the Teacher who is eligible to bump notifies the Human Resources Administrator, in writing and within ten (10) days of receipt of notice of assignment, that the Teacher does not intend to exercise this right.

Displacement will be accessible to an ECFE Teacher when a Teacher would experience a greater than 10% reduction in hours for the upcoming school year.

Displacement will be accessible to an ABE Teacher when a Teacher would experience the loss of assigned class or classes in the present school year. Specialty classes such as those for which certification or training is necessary may not be part of the consideration of this, due to the specialized training required of those classes.

F. Staff Reductions: Reduce/Recall/Release

In the event the Employer deems it necessary to eliminate a class or classes, reduction of hours shall be in seniority order. The District, however, may reduce/release/recall a regularly contracted (scheduled) ABE or ECFE Teacher out of seniority order for the purpose of protecting the integrity of the program.

G. Additional Hours

In the event the Employer determines that additional hours are available, the administration shall determine which Teacher(s) is/are qualified for the position(s). Said determination shall be at the administration's sole discretion and shall not be subject to arbitration. In the event two or more Teachers are qualified for the position, the assignment shall be offered in order of seniority for any or all of the additional hours; provided, however, that no Teacher shall be assigned more than forty hours per week.

H. Inclement Weather

Since neither the ABE or ECFE programs necessarily follow the traditional school day or school calendar, the ABE and ECFE programs shall follow the inclement weather policy of the Community Education Department.

ECFE may elect to hold classes on-line when in person classes are cancelled due to inclement weather. To the extent that conditions permit, ABE will hold online synchronous classes when District buildings are closed due to inclement weather.

I. Salary Schedule

ABE

ABE 2025-2026				ABE 2026-2027			
	BA	BA30	MA		BA	BA30	MA
1	\$34.44	\$36.11	\$37.16	1	\$34.95	\$36.98	\$37.76
2	\$35.17	\$36.84	\$37.89	2	\$35.84	\$37.87	\$38.65
3	\$35.92	\$37.60	\$38.64	3	\$36.72	\$38.75	\$39.53
4	\$36.67	\$38.34	\$39.38	4	\$37.61	\$39.64	\$40.42
5	\$37.42	\$39.09	\$40.14	5	\$38.49	\$40.52	\$41.30
6	\$39.50	\$40.85	\$41.90	6	\$40.00	\$41.41	\$42.19
7	\$40.20	\$41.62	\$42.67	7	\$40.78	\$42.29	\$43.07
8	\$40.92	\$42.39	\$43.46	8	\$41.56	\$43.18	\$43.96
9	\$41.31	\$42.84	\$43.90	9	\$42.35	\$44.06	\$44.84
10	\$41.70	\$43.28	\$44.34	10	\$43.13	\$44.95	\$45.73
11	\$42.09	\$43.72	\$44.79	11	\$43.91	\$45.83	\$46.61
12	\$42.49	\$44.34	\$45.53	12	\$44.69	\$47.06	\$48.09
13	\$42.71	\$44.57	\$45.77	13	\$45.14	\$47.53	\$48.57
14	\$42.93	\$44.81	\$46.01	14	\$45.59	\$48.01	\$49.06

ECFE

ECFE 2025-2026				ECFE 2026-2027			
	BA	BA30	MA		BA	BA30	MA
1	\$38.00	\$39.90	\$41.17	1	\$38.57	\$41.11	\$42.41
2	\$38.60	\$40.55	\$41.99	2	\$39.20	\$41.86	\$43.49
3	\$39.20	\$41.22	\$42.82	3	\$39.83	\$42.61	\$44.57
4	\$39.81	\$41.88	\$43.65	4	\$40.46	\$43.36	\$45.65
5	\$40.42	\$42.55	\$44.49	5	\$41.09	\$44.11	\$46.73
6	\$41.04	\$43.23	\$45.33	6	\$41.72	\$44.86	\$47.81
7	\$42.16	\$44.41	\$47.17	7	\$42.35	\$45.61	\$48.89
8	\$42.78	\$45.11	\$48.05	8	\$42.98	\$46.36	\$49.97
9	\$43.10	\$45.48	\$48.59	9	\$43.61	\$47.11	\$51.05
10	\$43.41	\$45.86	\$49.13	10	\$44.24	\$47.86	\$52.13
11	\$43.73	\$46.23	\$49.67	11	\$44.87	\$48.61	\$53.21
12	\$44.19	\$46.86	\$50.77	12	\$45.80	\$49.86	\$55.40

13	\$44.42	\$47.11	\$51.04	13	\$46.26	\$50.36	\$55.95
14	\$44.65	\$47.36	\$51.32	14	\$46.72	\$50.86	\$56.51

A minimum of 300 hours per year will be required to advance a step on the salary schedule. Those hours are cumulative from year to year. Advancement will occur at the commencement of a new teaching year.

After twelve (12) years of credited experience*, ECFE and ABE Teachers shall be eligible for an annual career stipend of \$1,250.00.

*For purposes of this item, credited years of experience are only given for years, in which 300 or more hours of ABE/ECFE teaching service were performed.

**Micro-credentials: ABE and ECFE Teachers are eligible to receive a micro-credential for the 2026-2027 school year that would provide, upon successful completion, the \$150.00 in addition to the total compensation earned for the school year. A total of one (1) micro-credential may be earned each school year.*

J. Severance for ABE/ECFE**

1. An ABE/ECFE teacher who meets the threshold qualifications, outlined in Article XV (B) (1), will be eligible for the following benefit:

\$10,000 into a 403(b) account
\$5,000 into a VEBA account

The payment schedule will follow the schedule as outlined in Article XV (A) (4, 5.) Each of these amounts will be prorated as per FTE.

*** For the duration of this contract, an expanded-severance MOU is in place.*

K. Severance Transition

1. The Employer and Association agree that individuals who were hired during the 2026-2027 school year or after the 2026-2027 school year will have access to a 403(b) matching contribution in lieu of the previous severance offered to those individuals who began as a Teacher prior to the 2026-2027 school year. Teachers who choose to access the 403(b)-severance match will be subject to the following conditions:
 - a. Teachers wishing to access matching contributions will be eligible to receive the matching contribution amounts outlined in **Schedule D** of this Agreement.
2. The Employer and Association agree that during the first year of this two-year agreement, that an option will be extended to those Teachers who have 10 years or less of teaching service with Hopkins Public Schools. Those

individuals will be given the opportunity to make an irrevocable selection regarding their participation in the employee match portion outlined in Schedule D or to remain in the existing severance option outlined in Article X (J)(1).

Teachers with 10 years or less of teaching service with Hopkins Public Schools will be able to select participation in the 403(b) match at the financial level to which their years of service in Hopkins correspond, should they choose to accept the 403(b) plan in lieu of the previous severance terms. The decision must be made by June 30, 2026, and, once made, it will be irrevocable.

Should the Teachers eligible for this match not respond to the 403(b) option, the default will be that they remain in the present severance plan that is outlined in Article X (J)(1), and they will not be eligible for the 403(b)-matching plan.

L. Determination of Benefits:

For the determination of full-time equivalency, the above amounts are based on 1240 hours, annually, for those programs, in which the Teachers served.

ARTICLE XI. TITLE-ONE AND LEARNING-SUPPORT TEACHERS

A. Provisions of the Master Agreement

The following provision of the Master Agreement **shall apply** to Title-One Teachers and Learning-Support Teachers.

	<i>Exclusions</i>	
Article I	C 9 & 10;	Preamble - Definitions
Article II		Appropriate Unit
Article III		School Board's Rights
Article IV		Association's Rights
Article VIII	F; H;	Unpaid Leaves
Article XI		Title 1 and Learning-Support Teachers
Article XIV		Grievance Procedure
Article XVI		Miscellaneous
Article XVII		Nondiscrimination
Article XVIII		Unrequested Leave of Absence
Article XIX		Progressive Discipline
Article XX		Durations and Renegotiation of Contract

The following provisions of the Master Agreement **do not apply** to Title-One Teachers and Learning-Support Teachers.

Article V	Compensation
Article VI	Duty Hours
Article VII*	Paid Absences
Article IX	Sabbatical Leave
Article X	ABE & ECFE
Article XIII	Insurance
Article XV	Severance Pay and Resignation

B. Contracted Year

The parties agree that the limitations of the contract in terms of duty day, hours, normal school calendar, etc., do not apply to Title-One Teachers or Learning-Support Teachers. The parties also acknowledge that the program will be conducted, as per the hours assigned, by the program's supervisor.

C. Duty Day

The parties agree that Title-one and learning-support assignments are generated as hourly assignments. The hours per day and number of days of service will be generated by the program's supervisor and assigned to Title-One and Learning-Support Teachers at the beginning of each school year.

1. Title-One and Learning-Support Teachers will receive one-half (1/2) hour paid, duty-free lunch if they are contracted for five (5) hours or more per day.
2. Title-One and Learning-Support Teachers will receive preparatory time at the rate of five (5) minutes per one-half (1/2) hour of student-contact time.

D. Seniority

Seniority shall be defined according to the date on which a Teacher is hired as a Title-One or Learning-Support Teacher. The parties to this Agreement agree that Title-One and Learning-Support Teachers shall accumulate no seniority on the regular, Teachers' seniority list (the Title-One and Learning-Support Teachers' seniority list is separate from the regular, Teachers' seniority list, and Teachers accrue seniority on these lists by teaching in the respective programs).

E. Reductions of Staff: Reduce/Recall/Release

In the event the Employer deems it necessary to eliminate hours, first priority for the reduction of hours shall be in seniority order. The District may, however, reduce/release/recall a Title-One or Learning-Support Teacher out of seniority order for the purpose of protecting the integrity of the program.

F. Sick and Personal Leave:

Ten (10) days of sick leave will be granted for every Title-One and Learning-Support Teacher.

Title-One and Learning-Support Teachers will be able to carry over a maximum total of ten (10) sick days from one year to the next, which means a possible maximum total of usable sick leave in a year with a carry-over would be 20 days each year.

One (1) day of personal leave will be granted for every Title-One and Learning-Support Teacher. Personal leave cannot be carried over from one year to the next.

All conditions and use restrictions for sick leave and personal leave contained in this Agreement apply to the sick and personal leave granted in this Article.

G. Salary Schedule

Step	2025-2026	2026-2027
1	\$39.34	\$40.13
2	\$41.44	\$42.27
3	\$43.52	\$44.39
4	\$45.59	\$46.50
5	\$47.63	\$48.58

A minimum of 300 hours per year will be required to advance a step on the salary schedule. Those hours are cumulative from year to year. Advancement will occur at the commencement of a new teaching year.

**Micro-credentials: Title-One and Learning Support Teachers are eligible to receive a micro-credential for the 2026-2027 school year that would provide, upon successful completion, the \$150.00 in addition to the total compensation earned for the school year. A total of one (1) micro-credential may be earned each school year.*

H. Severance

1. The Employer and Association agree that individuals who were hired before the 2026-2027 school year or after the 2026-2027 school year will have access to a 403(b)-matching contribution. Teachers participating in the 403(b) match will be placed at the financial level to which their years of service in Hopkins correspond. Teachers who choose to access the 403(b)-severance match will be subject to the following conditions:

- a. Teachers wishing to access matching contributions will be eligible to receive the matching contribution amounts outlined in **Schedule D** of this Agreement.

ARTICLE XII. PRESCHOOL TEACHERS

A. Provisions of the Master Agreement

- 1. The following provisions of the Master Agreement do **not** apply to Preschool Teachers:

Article X	ABE/ECFE
Article XI	Title 1 and LST
Article XVIII	Unrequested Leave of Absence

B. Non-Licensed Preschool Teachers

Preschool Teachers without a license shall hold their positions for a maximum of five (5) years beginning in the 2022-2023 school year.

C. Tuition Reimbursement

Preschool Teachers who are actively employed as of the effective date of this MASTER AGREEMENT who enroll in an Early Childhood licensure program will be reimbursed for up to \$600 per semester credit for applicable coursework. Employees newly hired after the effective date of this MASTER AGREEMENT will be required to be licensed in Early Childhood and will therefore not have access to the tuition reimbursements specified above.

D. Preparation Time

Each Preschool teacher, referred to in this section as “Teacher,” shall be provided with a minimum of three hundred (300) minutes of preparation time per week during the students' day for each full-time Teacher, with preference being given to creating one sixty (60) minute block or two (2), thirty (30) minute blocks each day. The parties agree that while this is the desired schedule, it is not always possible to create. Thus, flexibility will be given to the thirty (30) minute blocks, and a minimum of twenty (20) minutes will be established for a block of time, should thirty (30) minutes not be attainable. Further, the parties agree that the preparation time includes taking students to and from locations, should that be necessary for supervision. If a Teacher has multiple blocks for preparation time, the travel time to and from will not be counted as preparation time.

E. Seniority

Seniority shall be defined as the date on which a Teacher was hired into a Hopkins Public Schools' Early Childhood program (not including ECFE and ECSE and Kids/Company). The parties to this Agreement agree that Teachers hired into the Preschool programs shall accumulate no seniority on the regular Teachers' seniority list (the Preschool Program seniority list is separate from the regular Teachers' seniority list, and Teachers accrue seniority on these lists by teaching in the preschool program), and that accrual of seniority within the Preschool program shall follow normal seniority provisions.

F. Staff Reductions: Reduce/Recall/Release

In the event the Employer deems it necessary to eliminate a class or classes, reduction of hours shall be in seniority order. The District, however, may reduce/release/recall a regularly contracted (scheduled) Preschool Teacher out of seniority order for the purpose of protecting the integrity of the program.

G. Additional Hours

In the event the Employer determines that additional hours are available, the administration shall determine which Teacher(s) is/are qualified for the position(s). Said determination shall be at the administration's sole discretion and shall not be subject to arbitration.

H. Severance Transition

1. The Employer and Association agree that individuals who were hired during the 2026-2027 school year or after the 2026-2027 school year will have access to a 403(b) matching contribution in lieu of the previous severance offered to those individuals who began as a Teacher prior to the 2026-2027 school year. Teachers who choose to access the 403(b)-severance match will be subject to the following conditions:
 - a. Teachers wishing to access matching contributions will be eligible to receive the matching contribution amounts outlined in **Schedule D** of this Agreement.
2. The Employer and Association agree that during the first year of this two-year agreement, that an option will be extended to those Teachers who have 10 years or less of teaching service with Hopkins Public Schools. Those individuals will be given the opportunity to make an irrevocable selection regarding their participation in the employee match portion outlined in Schedule D or to remain in the existing severance option outlined in Article XV.

Teachers with 10 years or less of teaching service with Hopkins Public Schools will be able to select participation in the 403(b) match at the financial level to which their years of service in Hopkins correspond, should

they choose to accept the 403(b) plan in lieu of the previous severance terms. The decision must be made by June 30, 2026, and, once made, it will be irrevocable.

Should the Teachers eligible for this match not respond to the 403(b) option, the default will be that they remain in the present severance plan that is outlined in Article XV and they will not be eligible for the 403(b) matching plan.

- I. Health Insurance – health insurance qualifications determined at the start of the 2025-2026 are maintained for the 2025-2026 year.

ARTICLE XIII. INSURANCE

A. Hospital/Medical/Dental Insurance

The Employer shall provide Teachers a hospital/medical insurance plan and a dental-insurance plan.

- 1. Effective July 1, 2025, and through June 30, 2027, the District will contribute an amount equal to the cost of the monthly, single premium for employees electing either the HOOP or low-deductible single plans. Teachers electing HOOP family coverage will receive a monthly contribution equal to 65% of the HOOP family-premium cost and Teachers electing low-deductible, family coverage will receive a monthly contribution equal to 55% of the low-deductible, family-premium cost.
- 2. Eligible, part-time Teachers will receive benefits based on the following tiers:
 - a. .5 FTE - .625 FTE = benefits at 62.5 %
 - b. .626 FTE - .749 FTE = benefits at 75%
 - c. .75 FTE – 1.0 FTE = benefits at 100%
- 3. Teachers, who elect to enroll in a District’s medical plan, shall receive an annual contribution to a District-established Voluntary Employees’ Beneficiary Association (VEBA) account as follows:

VEBA CONTRIBUTIONS	Low-Deductible	HOOP
2025-2026	\$600	\$1,800
2026-2027	\$600	\$1,800

The contributions to the VEBA account shall be available for the payment of medical expenses.

4. All eligible and enrolled Teachers must participate in the dental-insurance plan with the rate for composite.
5. Any premium cost in excess of the Employer's contribution established by Article XV (A) (1 and 5) shall be paid by the individual Teacher through payroll deduction.
6. For insurance-calculation purposes, ABE and ECFE Teachers will receive full-time benefits based on 1240 total annual hours.

B. Voluntary Employees' Beneficiary Association Account

1. The School District and the HEA have established Voluntary Employee Beneficiary Association (VEBA), as authorized under Section 501(c) (9) of the Internal Revenue Code, to provide health and welfare benefits to eligible Teachers.
2. Teachers, who choose a high-deductible, health-insurance plan, shall also receive a contribution to a Voluntary Employees' Beneficiary Association (VEBA) account. The VEBA account shall be established by the Employer in the name of the Teacher, and the funds, when contributed by the Employer, shall be available for the payment of the Teacher's medical expenses.

C. Long-term Disability Insurance

1. Teachers contracted for twenty (20) hours per week or more shall be eligible for long-term disability insurance. The Employer shall contribute one-hundred (100) percent of the premium cost of the long-term disability insurance plan as provided by the contract between the carrier and the Employer.
2. The plan shall provide an income benefit equal to sixty-six-and-two-thirds ($66\frac{2}{3}$) percent of the salary, not to exceed \$60,000 per year. Benefits under this plan shall commence after a waiting period of sixty (60) days as defined in the insurance documents.
3. Teachers with sick-leave accumulation in excess of sixty (60) days may, at the Teacher's option, be paid thirty-three-and-one-third ($33\frac{1}{3}$) percent of the Teacher's annual salary by the Employer until sick leave is exhausted. The Teacher will be paid at the rate of one-third ($\frac{1}{3}$) day per duty day of absence.

D. Term Life Insurance

1. Teachers contracted for twenty (20) hours per week or more shall be eligible for term-life insurance. The Employer shall contribute one hundred (100) percent of the premium cost of the term-life plan, as provided by the contract between the carrier and the Employer, equal to two (2) times the annual salary per Teacher.
2. The Employer shall provide each Teacher with insurance which doubles the benefits established by Article XV (D) (1) when death is the result of an accident.
 - a. Insurance coverage over \$50,000 is required to be taxed (IRS). If a Teacher would wish to avoid the additional tax and hold the insurance benefit to \$50,000, the Teacher needs to submit that request, in writing, to the benefits' office.

E. Insurance Coverage

1. Teachers completing a full duty year shall be covered through the month of August by the insurance programs as established by Article XV (A), (B), (C), and (D).
2. A Teacher separating from employment during a duty year shall be covered by the insurance program through the last day of the month in which the Teacher worked his/her last duty day. The Teacher may then elect to remain on the Employer's plan under COBRA.
3. Insurance coverage for a new Teacher shall commence on the first day of the month following the Teacher's first day of actual work.

F. Continuation of Insurance Contributions

1. In the event of a Teacher's death, the Employer shall continue monthly, premium contributions toward a dependent health-care plan, as established by Article XV(A) (1), for a period of six (6) consecutive months from the date of death.
2. In the event of a Teacher's total disability, the Employer shall continue monthly, premium contributions, as established by Article VI(A) (1), for a period of six (6) consecutive months from the date of total disability. The date of total disability shall mean the date the Teacher qualifies for long-term disability insurance benefits, as established by Article XV(C).
3. A Teacher placed on un-requested leave of absence may, at the Teacher's option, continue to participate in the hospital/medical-insurance program, established by Article XV(A). A Teacher electing to so participate shall pay, in advance each month, the entire monthly premium for the coverage, single or family, for which the Teacher is enrolled and eligible.

ARTICLE XIV. GRIEVANCE PROCEDURE

A. Definitions:

1. "Grievance" means a claim or complaint by a Teacher, Teachers, or the Association involving the interpretation or application of the terms of this Agreement.
2. "grievant" means the person or persons making the claim or the Association.
3. "days" means Teacher duty days. During the summer, "days" shall mean all weekdays except legal holidays.
4. "Superintendent" means the superintendent of schools or a designee.
5. "Principal" means the principal of the building, either elementary or secondary, a program's supervisor or administrative agent, or a designee.
6. "Association" shall mean the Hopkins Education Association.
7. "Teacher" means any person covered by this Agreement.
8. "Director" means the Assistant Superintendent.

B. Purpose

1. The purpose of these procedures is to secure, at the first administrative level, equitable solutions to problems, which may arise from time to time through the administration of this Agreement.
2. Nothing in these procedures shall limit the right of any Teacher having a problem to discuss the matter informally with any appropriate member of the administration.
3. All Teachers, through the Association, or the Association shall have the right to present any Grievance through the channels designated for that purpose.
4. It is recognized by the parties that it is in the best interests of the parties to begin the processing of a Grievance at the lowest appropriate level.

C. Association Responsibilities

It is recognized and accepted by the Employer and the Association that the processing of Grievances, as hereinafter provided, is limited by the Teacher's

educational duties and responsibilities and shall, therefore, be accomplished during duty hours only when consistent with such educational duties and responsibilities. The Association's representative(s) involved and the aggrieved Teacher shall suffer no loss of salary when a Grievance is processed during duty hours, provided the Association's representative(s) and the aggrieved Teacher have notified the Principal or designee and received approval for the absence from duty. The foregoing provision applies to processing a Grievance through the Superintendent's level of the grievance procedure.

D. Informal Level

1. If a Grievant feels a claim or complaint exists concerning the application or interpretation of the Agreement, the Grievant shall first discuss the matter with the individual or group responsible for the Grievance in an effort to resolve the problem informally. If desired by the Grievant, a building's representative or a designee of the Association may accompany the Grievant to the meeting.
2. A Grievant must have processed a Grievance through informal procedures of Article XVI (D) before bringing a formal Grievance.
3. An informal resolution of a Grievance shall not become a practice unless and until formally stated by the Superintendent and approved by the School Board. No informal resolution of a Grievance shall be in violation of the terms of this Agreement.

E. Processing a Grievance

1. Principal's Level

a. Filing of Grievance

In the event a Grievance is not resolved at the informal level, or if no decision has been rendered within ten (10) days after the informal-level disposition of the Grievance, the Association may file the written Grievance with the Principal.

b. Meeting with Principal

Within ten (10) days after receipt of the written Grievance by the Principal, the Principal shall meet with the Association in an effort to resolve the Grievance.

c. Decision of the Principal

Within ten (10) days after the meeting with the Association, the Principal shall make a decision and communicate the same, in writing, to the Association.

2. Director's Level

a. Filing of Grievance

If the Association is not satisfied with the disposition of the Grievance rendered pursuant to Article XVI (E) (1) or if no decision has been rendered within ten (10) days after meeting with the Principal, the Association may appeal the Grievance to the Director within ten (10) days after the decision.

b. Decision of the Director

Within ten (10) days after meeting with the Association, the Director shall make a decision and communicate the same, in writing, to the Association.

3. Superintendent's Level

a. Filing of Grievance

If the Association is not satisfied with the disposition of the Grievance rendered pursuant to Article XVI (E) (2), or if no decision has been rendered within ten (10) days after written presentation of the Grievance, the Association may appeal the Grievance to the Superintendent within ten (10) days after the decision.

b. Decision of the Superintendent

Within ten (10) days after meeting with the Association, the Superintendent shall make a decision and communicate the same, in writing, to the Association.

F. Filing of Grievance with the Provision for the Arbitration Panel

1. If the Association is not satisfied with the disposition of the Grievance rendered pursuant to Article XVI (E) (3), or if no decision has been rendered within ten (10) days after written presentation of the Grievance, the Association may institute Arbitration proceedings, within twenty (20) days, according to the following conditions and regulations.
2. The Grievance shall be submitted to Arbitration before an Arbitrator. In the event the Employer and the Association cannot agree upon the

selection of the arbitrator within five (5) days of an appeal, as provided by Article XVI (F) (1), either party may request that the Director of the Bureau of Mediation Services submit a list of five (5) persons from which the arbitrator shall be selected. The parties shall alternately strike one (1) name from the list of five (5) names. The last remaining name shall serve as the arbitrator.

3. No decision shall be made by the arbitrator without the participation of the representative of both the Association and the Employer unless, in the judgment of the arbitrator, either the Employer or the Grievant is unnecessarily delaying arbitration proceedings (and after due notice of such judgment by the arbitrator to both parties hereto), in which case the arbitrator may render a decision without the participation of the party causing the delay.
4. The arbitrator shall be empowered, except as the arbitrator's powers are limited below, to make a final and binding decision in cases of alleged violation of rights expressly accorded by this Agreement. The power of the arbitrator shall be limited as follows:
 - a. The arbitrator shall have no power to add to, subtract from, or modify any of the terms of this Agreement.
 - b. The arbitrator shall have no power to establish or change salary schedules or change or establish any fringe benefits or supplementary compensation.
 - c. The arbitrator shall have no power to decide any question, which, under this Agreement, is within the right of management to decide, which shall include, but is not limited to, such areas of discretion or policy as the functions and programs of the Employer, its overall budget, utilization of technology, the organizational structure, and the selection and direction and number of personnel, except as these rights may be especially conditioned by this Agreement.
5. All fees and expenses of the arbitrator shall be shared equally by the Employer and the Association. Each party to the arbitration procedure shall be responsible for compensating its own representatives and spokesperson and for all expenses incurred in preparing and presenting its arbitration case.

In the event of a cancellation, the party responsible for the cancellation shall pay the arbitrator's fee in full.

6. The arbitrator shall have no power to require the Employer, the Association, or any employee to perform any act contrary to law or contrary to the provisions of this Agreement.
7. No reprisal of any kind shall be taken by either party or by any member of the administration against any Grievant or Association's representative for any participation in the Grievance procedure.
8. If an aggrieved Teacher does not file a Grievance in writing within thirty (30) days after the aggrieved Teacher knew or should have known of the act or condition upon which the Grievance is based, then the Grievance shall be deemed to have been waived, and the aggrieved Teacher shall lose recourse to this Grievance procedure. Additional time may be granted by mutual agreement.
9. The number of days for action provided at each Grievance level constitutes the maximum number of days, and the parties agree to make every effort to expedite the process. The time limits specified may be extended only by mutual agreement in writing.
10. All decisions rendered shall set forth the reason for the decision, be in writing, dated, and shall be transmitted promptly to the Association and to the Employer.
 - a. All Grievances shall be presented, in writing, and shall contain the following elements:
 - 1) name of the Grievant;
 - 2) specific reference to the terms of the Agreement at issue in the Grievance;
 - 3) the nature of the Grievance, the time and date of the events giving rise to the Grievance, and the informal actions taken in an attempt to resolve the Grievance; and
 - 4) action requested of the Employer to resolve the Grievance;
 - b. Any Grievance arising from a decision or interpretation of the provisions of this Agreement rendered at a given level cannot be grieved at a lower level.
 - c. Nothing herein shall deprive the Employer or any Teacher of any legal rights.
 - d. Teachers may be absent from duty to participate in an arbitration hearing as a Grievant or witness. Teachers absent from duty to participate in an arbitration hearing shall receive their daily pay.

The Association shall reimburse the Employer the daily cost of substitute Teachers, if any, for each duty day of absence. Such absences shall not be deducted from Association’s days as established by Article IV(K) (1).

ARTICLE XV. SEVERANCE PAY AND RESIGNATION

A. Severance Transition

1. The Employer and Association agree that individuals who were hired during the 2021-2022 school year or after the 2021-2022 school year will have access to a 403(b) matching contribution in lieu of the previous severance offered to those individuals who began as a Teacher prior to the 2021-2022 school year. Teachers who choose to access the 403(b) severance match will be subject to the following conditions:
 - a. Teachers wishing to access matching contributions will be eligible to receive the matching contribution amounts outlined in **Schedule D** of this Agreement.

Schedule D: TSA Match Schedule

Years with Hopkins	2025-2026	2026-2027	Years with Hopkins	2025-2026	2026-1027
1	\$ -	\$ -	16	\$2,350.00	\$2,467.50
2	\$ 250.00	\$ 262.50	17	\$2,350.00	\$2,467.50
3	\$ 250.00	\$ 262.50	18	\$2,350.00	\$2,467.50
4	\$ 800.00	\$ 840.00	19	\$2,350.00	\$2,467.50
5	\$ 800.00	\$ 840.00	20	\$2,350.00	\$2,467.50
6	\$1,180.00	\$1,239.00	21	\$2,750.00	\$2,887.50
7	\$1,180.00	\$1,239.00	22	\$2,750.00	\$2,887.50
8	\$1,180.00	\$1,239.00	23	\$2,750.00	\$2,887.50
9	\$1,180.00	\$1,239.00	24	\$2,750.00	\$2,887.50
10	\$1,180.00	\$1,239.00	25	\$2,750.00	\$2,887.50
11	\$1,550.00	\$1,627.50	26	\$3,150.00	\$3,307.50
12	\$1,550.00	\$1,627.50	27	\$3,150.00	\$3,307.50
13	\$1,550.00	\$1,627.50	28	\$3,150.00	\$3,307.50
14	\$1,550.00	\$1,627.50	29	\$3,150.00	\$3,307.50
15	\$1,550.00	\$1,627.50	30	\$3,150.00	\$3,307.50

- b. Teachers will receive matching contributions on a per paycheck basis, prorated throughout the available pay periods.

- c. Teachers will become vested upon earning 5 years of Hopkins Service Credit (Service Credit is earned at the end of the completed service year). If a teacher either resigns or is no longer employed by the Hopkins School District, prior to being vested, then all employer contributions will be forfeited back to the employer.

B. Non 403(b) Match Severance Terms (For those individuals not covered under or not electing a 403(b) match

1. Threshold Qualifications

A retiring Teacher shall be eligible for a severance benefit, provided that the Teacher has accumulated sufficient sick leave under the Benefit Formula of Article XV (A) (3) and

- a. has reached the age of fifty-five (55) during the year (July 1 - June 30) after the completion of which the Teacher is eligible for severance, and
- b. has twenty (20) or more years of full-time credited teaching service with Hopkins, or
- c. has twenty (20) or more years of less-than-full-time credited teaching service with Hopkins, in which case, the Teacher shall receive a prorated, part-time, yearly severance incentive based on the mean of the top twenty (20) years of contracted service multiplied by Step 15 in the Educational Lane (Appendix A) of the Teacher's last year of teaching. *(Note: Unpaid leaves of absence will not be credited towards meeting the twenty (20)-year, teaching-experience requirement.)*

2. Eligibility

The severance benefit shall be provided only to Teachers who qualify, based on the provisions of Article XV(A) (1). Letters of resignation to qualify for severance benefits must be submitted on or before February 1st of the duty year, at the end of which the Teacher wishes to resign.

3. Formula for Benefits

A qualifying and eligible Teacher, under the provisions of Article XV(A) (1) and (A) (2) above, electing resignation at the completion of the duty year (July 1 - June 30), shall receive a severance benefit in accordance with the following schedule:

- a. A Teacher who has a minimum of sixty (60) days of accumulated sick leave at the time of severance will receive one year's Step 15 in the Educational Lane (Appendix A) placement in the Teacher's last year of teaching.
(Note: Unpaid leaves of absence will not be credited towards meeting the twenty (20)-year, teaching-experience requirement.)
- b. A Teacher, who has between thirty (30) and fifty-nine (59) days of accumulated sick leave at the time of severance, will receive seventy-five (75 %) of one year's Step 15 in the Educational Lane (Appendix A) placement in the Teacher's last year of teaching.
(Note: Unpaid leaves of absence will not be credited towards meeting the twenty (20) -year, teaching-experience requirement.)

4. Payment

- a. The severance benefit of a qualified and eligible Teacher shall be paid in accordance with Article XV (A) (5).
- b. The School District and the HEA have established a Voluntary Employee Beneficiary Association (VEBA), as authorized under Section 501(c)(9) of the Internal Revenue Code, to provide health and welfare benefits to eligible HEA members.
- c. The School District and the HEA have established a procedure, under which severance money can be contributed to a 403(b) account established by the Teacher for the purpose of receiving severance money (the "Severance 403(b)").
- d. Teachers, who resign, must have their severance deposited into the VEBA and a 403(b) account.
- e. Under the terms of this Master Agreement, eligible Teachers have earned a severance benefit (the "Benefit"). The District shall fulfill the Benefit obligation to the Teacher by making payments as follows:

contribution to a 403(b) account in an amount equal to fifty percent (50%) of the benefit and a contribution into a VEBA account of an amount equal to fifty percent (50%) of the benefit.

5. Method of Payment

- a. Severance payments shall be comprised of three (3) equal payments, with the first (1st) payment due on January 15th of the year following retirement. The second (2nd) payment shall be paid one year after the first (1st), on January 15th. The third (3rd) and

final payment shall be paid eight (8) months after the second (2nd), on September 15th.

- b. When the School District determines that a mid-year retirement would be in the best interest of the program, qualified Teachers will be paid 3 (three) equal payments, with the first (1st) payment due on September 15th of the school year following retirement. The second (2nd) payment shall be paid January 15th during the same school year as the first (1st) payment. The third (3rd) and final payment shall be paid eight months (8) after the second (2nd), on September 15th.
- c. In the event of the death of a Teacher prior to the full payment of the severance benefit, the remaining benefit shall be deposited into the Teacher's established 403b account.

6. Health/Medical Insurance

Teachers eligible for the severance benefit, as established by Article XV (A) (2), may elect to continue to participate in the hospital/medical-insurance program and the dental insurance program, as established by Article XV. Participation in the referenced insurance programs may continue indefinitely pursuant to Minn. Stat 471.61. The Employer shall pay up to \$320 of the monthly premium cost of the single, hospital/medical insurance available to a Teacher under this Master Agreement for which the Teacher is eligible and enrolled. The Employer's contribution will continue until the participant becomes eligible for Medicare or another insurance program. A Teacher electing to participate shall pay the balance of the full, monthly premium for hospital/medical insurance and the full, monthly premium (single and family) for the dental-insurance program for which the Teacher is eligible and enrolled.

B. Assisted-Incentive Retirement

The School District reserves the right, at its sole discretion, to offer an incentive, not to exceed one (1) year's Step 15 in the Educational Lane (Appendix A) amount to those Teachers whose retirement will meet the educational needs of the School District.

C. Rehired, Retired Teachers

1. Compensation, Insurance, and Other Benefits

A retired Teacher, who is hired by the School District, shall be eligible to receive salary, insurance, and other benefits as mutually agreed upon by the retired Teacher and the School District.

2. Resignation and Severance Benefits.

Retired Hopkins's Teachers, who are hired by the School District, shall not be eligible to receive any of the resignation or severance benefits provided under the Master Agreement.

3. Seniority

A retired Teacher shall be considered a new Teacher for purposes of seniority and shall have no bumping rights.

ARTICLE XVI. MISCELLANEOUS

A. Licensure

Each Teacher must submit, to the Human Resources' Office, a valid "Minnesota Teacher's License" and a transcript of all college credits. This material shall be kept on file in the Human Resources' Office during the period the Teacher is employed by the Employer. Teachers are obligated to retain licensure in their areas of current assignment.

B. 403(b) Vendors

The employer shall provide employees with the ability to contribute employee-earned funds into a 403(b) account, up to the maximum allowed per IRS regulations. The 403(b) vendors that shall be authorized to receive employees' contributions are MetLife and Fidelity.

C. Transfer

The Employer reserves the right to establish policies for transfers of Teachers. Disputes over the interpretation or application of these policies shall be subject to final and binding arbitration as established by this Agreement.

D. Flexible-Benefit Plan

The parties agree that the Employer will offer a flexible-benefit plan to Teachers pursuant to the provisions of Section 125 of the Internal Revenue Code. This plan will provide a system whereby Teachers may elect to allocate funds from their salary to be used for medical, vision, dental, and child-care expenses.

E. Extra-Curricular Assignments

1. Assignments

Extra-curricular assignments shall be made in accordance with District's policy.

2. Salary Schedules

See APPENDIX B as amended.

ARTICLE XVII. NONDISCRIMINATION

- A. The provisions of this Agreement shall be applied to all Teachers equally without favor for or against any Teacher because of race, color, creed, religion, national origin, ethnicity, culture, sex, disability, age, marital status, sexual orientation, gender identity/expression, or status with regard to public assistance, or because of membership or non-membership in the Association.
- B. The Association and the Teachers covered by this Agreement shall conduct their professional duties and responsibilities in a nondiscriminatory manner as it affects students, other employees of the Employer, and the general public.

ARTICLE XVIII. UNREQUESTED LEAVE OF ABSENCE

Both parties acknowledge that they are governed by applicable Minnesota Statutes regarding unrequested leaves of absence, except as modified by the provisions of this Article.

A. Definitions

For the purpose of this Article, the terms defined shall have the meaning respectively ascribed to them.

"Teacher" shall be defined pursuant to the provisions of Minn. Stat. Section 122A.40.

"Qualified" shall mean a Teacher who is licensed in the subject-matter category.

"Subject Matter" shall mean areas in which a Teacher holds a license issued by the PELSB.

B. Establishing the Seniority List

Seniority will be determined based on each Teacher's continuous, uninterrupted employment with the School District. This includes employment as a probationary Teacher, long-term substitute, temporary Teacher, tenured Teacher, or administrator. Teachers or administrators on a leave of absence (i.e., sabbatical, military, illness, personal, non-sabbatical, unrequested, etc.) will retain seniority during the leave of absence. Seniority will continue to accrue during such leave of absence.

Seniority begins to accrue on the date the School Board approves the Teacher's contract. Notwithstanding the foregoing, for Teachers beginning employment with the School District on letters of agreement, the date of typing of the letter of agreement will be the date seniority begins to accrue.

Part-time Teachers will accrue seniority in the same fashion as such is accrued by full-time teachers.

Years of seniority will not be fractionally assigned. Full seniority will be gained by both full and part-time Teachers.

Seniority will be established by subject-matter categories. No distinction will be made between major and minor areas of licensure. Seniority will be gained in all subject matter categories.

C. Tie Breaking

In the event the contracts of two (2) or more persons within a subject matter category were approved by the School Board on the same date, seniority will be determined in the following manner:

1. The earliest date of typing of the letter of agreement or contract will be declared the most senior. If ties remain,
2. the lower, license's file-folder number will be declared the most senior.

D. Posting of the Seniority List

On or about January 15th of each year, or as soon thereafter as practical, the School District shall publish a seniority list and post the list online for at least twenty (20) calendar days.

E. Challenges to the Seniority List

Any Teacher who disagrees with the information published in the seniority list shall have twenty (20) calendar days from the date of posting to supply a written challenge to the Assistant Superintendent. The reasons for making the challenge must be stated, in writing, and signed by the person making the challenge.

F. Adoption of the Seniority List

Within ten (10) calendar days, the School District shall evaluate any and all written challenges regarding the order of seniority contained in said list and may make appropriate changes. The actions of the School District will be grievable within the provisions of Article XVI. A final seniority list shall be adopted by the School Board on or about February 20th and shall be conclusively deemed to be

correct. A list reflecting any changes or updates will be posted following School Board adoption.

G. Additional Licensure

A new license will become effective upon its presentation to the Superintendent of Schools. Licenses presented on or before May 1st or the date of final School Board action eliminating positions, whichever is earlier, may be used to exercise bumping rights. Licenses presented after that date may be used for recall rights.

H. Surrendered Licensure

Any Teacher who has elected to allow a license to expire, in any area other than his/her current assignment, is obligated to report the same. The Teacher shall complete a "Notice of Surrendered Licensure," available from the Assistant Superintendent, and submit the form to the Human Resources' office no later than 4:30 p.m. on January 30th.

I. Application

The School Board may place on un-requested leave of absence, for a period not to exceed five (5) calendar years from the time such leave is commenced, without pay or fringe benefits, as many Teachers as the Board may deem necessary due to discontinuance of positions, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. Such leaves of absence shall be effective at the close of the school year or at such earlier time as mutually agreed between the Teacher and the School Board. Teachers to be placed on un-requested leave of absence shall be entitled to the notice and hearing rights specified in Minn. Stat. Section 122A.40.

Teachers who have acquired seniority as defined in this Article shall be placed on un-requested leave of absence in fields in which they are licensed and currently teaching in the inverse order of seniority in the subject matter categories covered by this Agreement. If the placement of any Teacher on un-requested leave of absence would result in a violation of the District's affirmative action plan, the District may retain the Teacher with less seniority and the next senior Teacher in the field shall be placed on un-requested leave of absence.

The District and the Hopkins Education Association agree that the School District has the right to add or subtract time beyond a full-time position (1.0 FTE) without invoking bumping rights or application of reduction-in-force procedures.

J. Bumping Rights

A Teacher to be placed on un-requested leave of absence will have the right to displace (bump) a Teacher lower on the seniority list who is employed in a position for which both are qualified as defined in this Article. The School

District will make staff assignments on the basis of an individual's bumping rights unless the Teacher who is eligible to bump notifies the Human Resources Administrator, in writing and within ten (10) days of receipt of notice of assignment, that the Teacher does not intend to exercise this right.

K. Realignment

The School District shall not be required to reassign or realign a senior Teacher to a different subject matter category to accommodate the seniority claims of a junior Teacher, nor shall the School District be required to assign a senior Teacher to a substantially different grade-level assignment to accommodate the seniority claims of a junior Teacher.

L. Status While on Leave

Any Teacher placed on un-requested leave of absence shall remain eligible for all hospital/medical and dental insurance plans subject to the approval of the insurance carrier but must pay the entire premium during the period of such leave. A Teacher shall retain his/her seniority date during the time spent on un-requested leave.

M. Reinstatement

Except as otherwise provided in this Article, no new Teacher shall be employed by the School District while an available and qualified Teacher is on un-requested leave of absence in the subject matter category in positions covered by the Agreement. Teachers placed on un-requested leave of absence shall be reinstated to available positions covered by this Agreement in the subject-matter categories, in which they are qualified, as such positions become vacant. The School District shall determine vacant positions. The order of reinstatement shall be in the inverse order in which Teachers were placed on un-requested leave of absence.

When placed on un-requested leave, a Teacher shall file, with the Assistant Superintendent, his/her phone number and the address to which any reinstatement or availability of position should be mailed. Notice of any applicable vacancies shall be sent to the senior, qualified Teacher by registered mail. The Teacher shall respond in writing to the notice within twenty (20) calendar days of the notice if the Teacher wishes to accept the position. Failure to accept the position, in writing, within twenty (20) calendar days shall constitute a waiver of any further rights to reinstatement. Failure of a notice to reach a Teacher on un-requested leave shall not be the responsibility of the District if the notice has been mailed as provided herein.

In the event a notice of reinstatement is given to any Teacher after August 15th of any school year, the Teacher shall have the right to defer, until the beginning of the next succeeding school year, the effective date of return to actual service. A Teacher electing to defer reinstatement will be granted a one (1)-year, personal

leave of absence. Teachers with current teaching assignments, who are on a partial, un-requested leave of absence, shall not be eligible to return to a vacancy occurring after September 1st, except by mutual agreement. In such a case the effective date of full reinstatement shall be deferred until the beginning of the succeeding school year. The Teachers will be granted a one (1)-year, partial leave of absence.

Any Teacher on un-requested leave of absence shall not lose recall rights by reason of refusal to accept a position, for which the Teacher is qualified and licensed, which has fewer hours per week than contracted for at the actual time of placement on un-requested leave of absence.

In the event a Teacher accepts a recall, but the effective date of return is deferred, the School District shall be free to fill the vacant position on a temporary basis from any source, without regard to Teachers remaining on un-requested leave of absence.

N. Termination of Rights

A Teacher's seniority rights, unrequested leave of absence, and reinstatement rights, if any, shall terminate upon the earliest of the following events:

1. resignation;
2. severance;
3. discharge or termination of contract;
4. failure to return at the expiration of a leave of absence;
5. failure to give written notification to the School District accepting reinstatement to a position, including, if applicable, notification of an election to defer the effective date of return to actual service within the time lines prescribed within this Article;
6. failure to file with the District, by April 1st of any school year, a written statement requesting reinstatement; or
7. the expiration of five (5) years from the effective date of placement on un-requested leave of absence without recall.

ARTICLE XIX. PROGRESSIVE DISCIPLINE*

The Association and the District have agreed to implement the tenets of progressive discipline* to ensure the highest quality of professionalism and instruction for our students. Teachers may be given an oral warning, a written warning, suspension with pay, suspension without pay, or may be terminated for good and sufficient reason. Suspension without pay shall take effect upon the Teacher's receipt of written notification from the Teacher's immediate supervisor and Assistant Superintendent. The written

notification will state the grounds for suspension and will notify the Teacher that he/she may make a written request, within five (5) calendar days after receipt of such notification, for a hearing before the Superintendent of Schools to review the suspension. In the event the Teacher does not request a hearing within the five (5)-calendar-day period, the Teacher shall be deemed to have acquiesced to the suspension. If the Teacher requests a hearing within the five (5)-calendar-day period, the hearing shall take place within ten (10) calendar days after receipt of the request. In the event the Superintendent reverses or reduces the suspension, the Teacher shall be compensated for any salary loss during the period of suspension not affirmed by the Superintendent. The Teacher shall be notified of the date, time, and place of the Superintendent's hearing and the Superintendent shall issue a decision within ten (10) calendar days after the conclusion of the hearing. The decision of the Superintendent shall be subject to Article XIV as provided in this Agreement. After the Superintendent's decision is rendered, the grievance procedure will commence at the arbitration level, provided written notification requesting arbitration is received by the Superintendent within five (5) calendar days after receipt of the Superintendent's decision.

**Progressive discipline is the imposition of the least-serious disciplinary or adverse action applicable to correct misconduct with penalties imposed at an escalating level of subsequent offenses.*

ARTICLE XX. DURATION AND RENEGOTIATION OF CONTRACT

A. Master Agreement

The employer shall make available to each Teacher access to a copy of the Master Agreement following ratification. This may be in electronic format.

B. Individual Contracts

All Teachers employed by the District in other than substitute capacity shall have a probationary, continuing, or temporary contract. ABE/ECFE Teachers shall be employed consistent with Minnesota's Statute.

C. Term of Contract

This Master Agreement shall become effective July 1, 2025, unless provided otherwise herein, and shall continue in full force and effect until and including June 30, 2027, and for biennial periods thereafter, except as modified or terminated in accordance with the provisions of this article.

D. Effect of Contract

Any and all prior agreements, resolutions, practices, policies, rules, and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Master Agreement, are hereby superseded.

E. Termination or Modification

Either party desiring to terminate or modify this Master Agreement must notify the other party in writing at least ninety (90) calendar days, but not more than one-hundred-and-eighty (180) calendar days, prior to June 30, 2027. Negotiations with respect to proposed modifications may commence at any time after notice of proposed modifications has been given.

F. Negotiations During Term

The parties mutually acknowledge that, during the negotiations which resulted in this Master Agreement, each had the opportunity to make requests and proposals regarding terms and conditions of employment for Teachers. All understandings and agreements arrived at by the parties are set forth in this Master Agreement. For the duration of this Master Agreement, the Employer and the Association each voluntarily and unqualifiedly waive the right to meet and negotiate regarding any and all terms and conditions of employment, whether or not specifically referred to or covered in this Master Agreement, even though such matters may not have been within the knowledge or contemplation of either or both of the parties at the time this Master Agreement was negotiated or executed; provided, however, that any provision of this Master Agreement may be amended in writing at any time by mutual consent of the parties.

G. Provision Contrary to Law

Any portion of this Master Agreement which violates any provision of the laws of Minnesota or of the United States, or any rules or regulations promulgated thereunder, either now or hereafter, shall be null and void and without force and effect. If Teachers' compensation or benefits are implicated by a ruling of the Internal Revenue Service, the parties shall meet to negotiate a solution. The provisions of this Master Agreement shall be severable, and if any provision hereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Master Agreement or the application of such provisions under other circumstances. The Employer and the Association shall meet to negotiate an amended clause to replace any invalid provision.

H. Full Agreement

The Employer and the Association agree that this Master Agreement contains all the terms and conditions of employment which have been arrived at and that the Employer shall not be obligated to provide or maintain any terms or conditions of employment not provided herein.

IN WITNESS WHEREOF, the parties have executed this Master Agreement as follows:

HOPKING EDUCATION ASSOCIATION

HOPKINS'S PUBLIC SCHOOLS 270

President HEA

Chairperson of the School Board

Negotiator

Superintendent

Negotiator

Director of Business Services

Negotiator

Assistant Superintendent

Negotiator

Dated this 2nd day of December, 2025.

APPENDIX A: SALARY SCHEDULE

Lane Advancement: Submissions during the year will be prorated based on the remaining number of days in the year. Advancement will be credited as soon as practicable after proper notification to be effective the pay period following such notification. Teachers who submit notification during the last pay period of the school year will receive the change as of the first pay period in the subsequent school year.

Year 1 - 2025-26												
	BA	BA10	BA20	BA30	BA40	MA	MA10	MA20	MA30	MA40	SPEC	PHD
0	48,039	48,039	49,085	50,489	51,873	52,223	54,880	56,635	57,975	60,192	61,961	64,157
1	49,682	49,682	50,931	52,512	54,152	54,541	57,198	58,952	60,292	62,510	64,278	66,474
2	51,325	51,325	52,778	54,536	56,432	56,858	59,515	61,270	62,610	64,827	66,596	68,792
3	52,968	52,968	54,625	56,560	58,711	59,176	61,833	63,587	64,927	67,145	68,913	71,109
4	54,611	54,611	56,472	58,584	60,990	61,493	64,150	65,905	67,245	69,462	71,231	73,427
5	56,253	56,253	58,319	60,608	63,270	63,811	66,468	68,222	69,562	71,780	73,548	75,744
6	57,896	57,896	60,165	62,632	65,549	66,128	68,785	70,540	71,880	74,097	75,866	78,062
7	59,539	59,539	62,012	64,656	67,829	68,446	71,103	72,857	74,197	76,415	78,183	80,379
8	61,182	61,182	63,859	66,680	70,108	70,763	73,420	75,175	76,515	78,732	80,501	82,697
9	62,825	62,825	65,706	68,704	72,387	73,081	75,738	77,492	78,832	81,050	82,818	85,014
10	64,468	64,468	67,553	70,728	74,667	75,398	78,055	79,810	81,150	83,367	85,136	87,332
11	66,111	66,111	69,399	72,752	76,946	77,716	80,373	82,127	83,467	85,685	87,453	89,649
12	67,753	67,753	71,246	74,776	79,226	80,033	82,690	84,445	85,785	88,002	89,771	91,967
13	68,250	69,396	72,000	76,200	81,505	82,351	85,008	86,762	88,102	90,320	92,088	94,284
14	69,400	71,039	73,500	78,827	83,785	84,669	87,322	89,089	90,416	92,632	94,396	96,609
15	71,547	73,370	77,000	81,000	86,495	89,201	92,112	94,136	95,721	98,194	100,216	102,686
16	73,124	77,320	81,356	85,381	90,445	93,270	96,180	98,204	99,789	102,263	104,284	106,754
17	73,674	77,870	81,906	85,931	90,995	93,836	96,747	98,771	100,356	102,829	104,851	107,321
18	74,224	78,420	82,456	86,481	91,545	94,403	97,313	99,337	100,922	103,396	105,417	107,887
19	74,774	78,970	83,006	87,031	92,095	94,969	97,880	99,904	101,489	103,962	105,984	108,454
20	75,874	80,070	84,106	88,131	93,195	96,102	99,013	101,037	102,622	105,095	107,117	109,587
21	76,424	80,620	84,656	88,681	95,527	96,669	99,579	101,603	103,188	105,662	107,683	110,153
22	76,974	81,170	85,206	89,231	96,094	97,235	100,146	102,170	103,755	106,228	108,250	110,720
23	77,524	81,720	85,756	89,781	96,660	97,802	100,712	102,736	104,321	106,795	108,816	111,286
24	78,474	82,670	86,706	90,731	97,639	98,780	101,691	103,715	105,300	107,773	109,795	112,265
25	79,024	83,220	87,256	91,281	98,205	99,347	102,257	104,281	105,866	108,340	110,361	112,831
26	79,574	83,770	87,806	91,831	98,772	99,913	102,824	104,848	106,433	108,906	110,928	113,398
27	80,124	84,320	88,356	92,381	99,338	100,480	103,390	105,414	106,999	109,473	111,494	113,964
28	81,074	85,270	89,306	93,331	100,317	101,458	104,369	106,393	107,978	110,451	112,473	114,943
29	81,624	85,820	89,856	93,881	100,883	102,025	104,935	106,959	108,544	111,018	113,039	115,509
30	82,174	86,370	90,406	94,431	101,450	102,591	105,502	107,526	109,111	111,584	113,606	116,076
31	82,724	86,920	90,956	94,981	102,016	103,158	106,068	108,092	109,677	112,151	114,172	116,642
32	83,274	87,470	91,506	95,531	102,583	103,724	106,635	108,659	110,244	112,717	114,739	117,209

Year 2 - 2026-27												
	BA	BA10	BA20	BA30	BA40	MA	MA10	MA20	MA30	MA40	SPEC	PHD
0	51,000	51,000	52,000	54,000	56,000	60,228	61,581	64,065	65,447	68,008	68,406	70,231
1	52,000	52,000	55,000	56,000	58,000	61,575	62,928	65,485	66,866	69,456	69,861	71,689
2	55,000	55,000	57,000	58,000	60,000	64,037	65,374	68,109	69,502	72,084	72,511	74,379
3	57,000	57,000	59,000	60,000	62,000	66,292	67,948	70,861	72,356	74,859	75,306	77,172
4	59,000	59,000	61,000	62,000	64,000	68,980	70,676	73,579	75,033	77,689	78,164	80,049
5	61,000	61,000	63,000	64,000	67,000	71,687	73,108	76,151	77,631	80,308	80,810	83,042
6	63,000	63,000	65,000	66,000	70,000	74,454	75,864	79,010	80,519	83,219	83,756	85,730
7	65,000	65,000	67,000	68,000	73,000	77,224	78,624	81,881	83,418	86,163	86,719	88,950
8	67,000	67,000	69,000	70,000	76,000	80,162	81,538	84,880	86,440	89,208	89,793	91,841
9	69,000	69,000	71,000	75,000	81,000	86,230	87,581	91,025	92,625	95,538	96,162	98,266
10	70,000	70,000	73,000	77,000	85,000	88,865	90,541	93,013	94,813	98,519	99,331	101,133
11	70,000	70,000	73,000	77,000	85,000	91,500	93,500	95,000	97,000	101,500	102,500	104,000
12	70,000	70,000	73,000	77,000	85,000	91,500	93,500	95,000	97,000	101,500	102,500	104,000
13	70,000	73,000	76,000	77,000	86,500	91,500	93,500	95,000	97,000	101,500	102,500	104,000
14	70,500	73,000	76,000	80,000	88,000	95,000	96,500	98,750	100,750	104,250	105,250	107,000
15	72,547	74,370	78,406	82,431	91,076	97,000	98,000	102,500	104,500	107,000	108,000	110,000
16	74,124	78,320	82,356	86,381	91,782	98,500	99,500	102,500	104,500	107,000	108,000	110,000
17	74,674	78,870	82,906	86,931	92,472	98,500	99,500	102,500	104,500	107,000	108,000	110,000
18	75,224	79,420	83,456	87,481	93,140	98,500	99,500	102,500	104,500	107,000	108,000	110,000
19	75,774	79,970	84,006	88,031	94,515	98,500	99,500	102,500	104,500	107,000	108,000	110,000
20	76,874	81,070	85,106	89,131	95,656	102,000	102,750	107,500	109,000	112,500	113,500	115,000
21	77,424	81,620	85,656	89,681	96,834	102,000	102,750	107,500	109,000	112,500	113,500	115,000
22	77,974	82,170	86,206	90,231	97,192	102,000	102,750	107,500	109,000	112,500	113,500	115,000
23	78,524	82,720	86,756	90,781	98,264	102,000	102,750	107,500	109,000	112,500	113,500	115,000
24	79,474	83,670	87,706	91,731	99,966	107,000	109,000	112,000	114,000	117,500	118,500	120,500
25	80,024	84,220	88,256	92,281	101,000	107,000	109,000	112,500	114,000	117,500	118,500	120,500
26	80,574	84,770	88,806	92,831	101,000	107,000	109,000	112,500	114,000	117,500	118,500	120,500
27	81,124	85,320	89,356	93,381	101,000	107,000	109,000	112,500	114,000	117,500	118,500	120,500
28	82,074	86,270	90,306	94,331	101,500	107,000	109,000	112,500	114,000	117,500	118,500	120,500
29	82,624	86,820	90,856	94,881	103,000	107,000	109,000	112,500	114,000	117,500	118,500	120,500
30	83,174	87,370	91,406	95,431	103,000	109,000	110,000	114,000	116,500	119,900	120,500	121,500
31	83,724	87,920	91,956	95,981	104,000	109,000	110,000	114,000	116,500	119,900	120,500	121,500
32	84,274	88,470	92,506	96,531	105,000	109,000	110,000	114,000	116,500	119,900	120,500	121,500

APPENDIX B

EXTRA DUTY SCHEDULES

A. Teachers assigned to and performing the following additional assignments, duties, responsibilities, or activities shall be compensated, in addition to their position on Appendix A, in accordance with the compensation schedules established by this Appendix.

B. Compensation for Extra-Duty Assignments

1. The following schedule of payments shall be made for extra duties performed by a Teacher during a preparation period or outside of the duty day:

- | | |
|--|---|
| a. School Safety Patrol Supv. | \$10.00 / ½ hour |
| b. Detention | \$10.00 / ½ hour |
| c. Additional classroom | Subject to the Substitute Teaching MOU |
| d. ALC Instruction* | \$40.00/hour |
| e. Additional assigned duties | \$40.00/hour |
| f. High School summer school Instruction | \$40/hr or Per Diem whichever is higher |

*Inclusive of ALC summer sessions for our elementary and middle school programming.

2. The supplemental compensation shall be made only when the time involved in performing such extra duties is outside of the normal duty day.

C. Compensation for Extra-Curricular Assignments

1. Extra-curricular compensation represents a substantial financial commitment on the part of the Employer to advise and/or coach students participating in these activities. Because of the varying responsibilities, training, experience, amount of time, and students' participation included in each activity, a flexible schedule of compensation is necessary to compensate personnel assuming such duties. To meet these needs, the following schedule and conditions of compensation are adopted.

2. Compensation Schedule

- a. Activities

Club or Activity	2025-2026	2026-2027
Yearbook Advisor - SH	\$5,012	\$5,112
Yearbook Advisor - MS	\$3,479	\$3,549
Newspaper Advisor - SH	\$4,928	\$5,027
Newspaper Advisor - MS	\$2,579	\$2,631
Literary Magazine Advisor - SH	\$514	\$524
Math League Advisor - SH	\$3,106	\$3,168
Honor Society Advisor	\$1,584	\$1,616
DECA Advisor	\$4,610	\$4,702
Academic Support Center	\$4,906	\$5,004
Student-Government Advisor - SH	\$1,845	\$1,882
Student-Council Advisor - MS	\$1,845	\$1,882
In-service instructors	\$40.00/hour	\$40.00/hour

b. Assignments for Leadership

	2025-2026	2026-2027
Special Services Lead Positions		
Special-services' coordinator	\$3,386	\$3,454
Counseling lead	\$2,250	\$2,295
Lead Positions		
Building's Instructional-Leadership Team	\$40.00/hour	\$40.00/hour
	max \$3,000/member*	max \$3,000/member*
Building's Operations' Team	\$40.00/hour	\$40.00/hour
	max \$1,000/member*	max \$1,000/member*
Staff development	\$1,700	\$1,700
<i>*All hours must be preapproved.</i>		

Teachers assuming curricular leadership roles in senior high will timecard any work done outside the duty day. Meetings scheduled during the duty day and covered by substitutes will not be eligible for time carding.

D. Compensation for Use of Vehicle

Teachers who are required to use their personal vehicle in the performance of assigned official school duties shall be compensated at the rate as per IRS regulations.

E. Stipend for Traveling Teachers

Classroom instructors who must travel between/among buildings during a duty day will receive a stipend due to the resulting loss of instructional preparation time. The stipend will be paid at the end of the year and determined as follows:

The annual stipend for teachers, who travel between/among

sites, is \$1000.00. This stipend will be prorated as per the number of days traveled during the year if fewer than the number of teaching days noted in the official calendar for each level.

The stipend will not be available to individuals who already receive adjustments in their schedules to allow time for traveling between/among sites. In addition, it will not be available to persons, whose primary responsibilities do not include direct, classroom instruction.

F. Compensation for Assignments in Music and Art

SUBJECT	SITE	UNIT	Allocation	2025-2026	2026-2027
BAND	HHS				
Per Concert	HHS	Each	10	\$122	N/A
Pops Concert	HHS	Each	1	\$607	N/A
LKConference Contest/Fest	HHS	Each	4	\$414	N/A
EX Performing Group*	HHS	Each	3	\$1,455	N/A
Solo/Ensemble	HHS	Each	2	\$331	N/A
Ensemble Director	HHS	Each/Prorated FTE	1	N/A	\$12,000
Performing Groups	HHS	Each	2	N/A	\$2,500/ensemble
Pep Band	HHS	Includes up to 16 performances	1	\$3,638	N/A
Pep Band Season 1 - August to November	HHS	Includes up to 16 performances and 20 rehearsals/ Each	Up to 2 directors	N/A	\$3,500/Each
Pep Band Season 2: December to March	HHS	Includes up to 16 performances and 20 rehearsals/ Each	Up to 2 directors	N/A	\$3,500/Each
Drumline Season 1: August to November	HHS	Includes up to 16 performances and 20 rehearsals/ Each	1 director	N/A	\$3,500
Drumline Season 1: December to March	HHS	Includes up to 16	1 director	N/A	\$3,500

		performances and 20 rehearsals/ Each			
				2025-2026	2026-2027
ORCHESTRA	HHS				
Per Concert	HHS	Each	8	\$122	N/A
LK Conference Contest/Fest	HHS	Each	4	\$414	N/A
EX Performing Group*	HHS	Each	3	\$1,455	N/A
Solo/Ensemble	HHS	Each	2	\$331	N/A
Ensemble Director	HHS	Each, prorated for FTE	1	N/A	\$12,000
Performing Groups	HHS	Each	2	N/A	\$2,500/ensemble
				2025-2026	2026-2027
VOCAL	HHS				
Per Concert	HHS	Each	10	\$122	N/A
LK Conference Contest/Fest	HHS	Each	4	\$414	N/A
EX Performing Group*	HHS	Each	4	\$1,455	N/A
Solo/Ensemble	HHS	Each	2	\$331	N/A
Ensemble Director	HHS	Each/prorated FTE	1	N/A	\$12,000
Performing Groups	HHS	Each	4	N/A	\$2,500/ensemble
				2025-2026	2026-2027
BAND	NMS				
Per Concert	NMS	Each	6	\$122	N/A
EX Performing Group*	NMS	Each	3	\$1,455	N/A
Ensemble Director	NMS	Each/prorated FTE	2	N/A	\$1,000/each
Performing Groups	NMS	Each	2	N/A	\$1,800
				2025-2026	2026-2027
ORCHESTRA	NMS				
Per Concert	NMS	Each	5	\$122	N/A
EX Performing Group*	NMS	Each	1	\$1,455	N/A
Ensemble Director	NMS	Each	1	N/A	\$1,000
Performing Groups	NMS	Each	2	N/A	\$1,800/Each
				2025-2026	2026-2027
VOCAL	NMS				
Per Concert	NMS	Each	3	\$122	N/A
EX Performing Group*	NMS	Each	1	\$1,455	N/A

Ensemble Director	NMS	Each	1	N/A	\$1,000
Performing Groups	NMS	Each	2	N/A	\$1,800/Each
				2025-2026	2026-2027
BAND	WMS				
Per Concert	WMS	Each	5	\$122	N/A
EX Performing Group*	WMS	Each	3	\$1,455	N/A
Ensemble Director	WMS	Each	1	N/A	\$1,000
Performing Groups	WMS	Each	2	N/A	\$1,800/Each
				2025-2026	2026-2027
ORCHESTRA	WMS				
Per Concert	WMS	Each	3	\$122	N/A
EX Performing Group*	WMS	Each	1	\$1,455	N/A
Ensemble Director	WMS	Each	1	N/A	\$1,000
Performing Groups	WMS	Each	2	N/A	\$1,800/Each
				2025-2026	2026-2027
VOCAL	WMS				
Per Concert	WMS	Each	3	\$122	N/A
EX Performing Group*	WMS	Each	1	\$1,455	N/A
Café Concert	WMS	Each	1	\$331	N/A
Ensemble Director	WMS	Each	1	N/A	\$1,000
Performing Groups	WMS	Each	2	N/A	\$1,800/Each
				2025-2026	2026-2027
MUSICAL/VARIETY SHOW	TG, EIS	Each	1 per site	\$682	\$696
CHINESE	EIS XX	Each	1	\$682	\$696
				2025-2026	2026-2027
ART					
Scholastic Art Show	All	Each	1 per teacher	\$124	\$127
Youth Art Month District Show	All	Each	1 per teacher	\$124	\$127

1. For **2025-2026** only, it is understood that Teachers of performing groups have their students participating in various festivals and large-group contests, and that these Teachers must accompany students to them outside the school day. A Teacher may apply for a stipend, provided his/her time is required for a minimum of 3 hours outside the contracted day. This category addresses local activities and does not apply to field trips that involve travel out of Minnesota or over-night activities.

The high-school, pep-band stipend includes up to 16 performances. Should that group be asked to do additional performances, the pep-band director will be compensated at \$125.00 per performance. If the performance is for a sporting event, the stipend will be paid from the athletics' budget, not from Appendix B. The individual stipends for concerts do not apply to pep-band performances.

For an extra group to qualify for the stipend, it is assumed that the group will run for at least twenty-five (25) weeks at 70 minutes of rehearsal per week or thirty-three (33) weeks for 45-minutes per week. If the group runs for a fraction of those times, it is expected that the leader will apply for a proportional stipend figured at \$40 per hour. These stipends include any extra performances. No Teacher may run 2 groups at the very same time and collect double stipends.

If a teacher holds one concert on a day/evening, the stipend will be \$125.00. If the teacher holds concerts for 2 groups on the same day/evening, one following the other but not performing together, the stipend will be \$190.00. If the teacher holds concerts for 3 different groups on the same day/evening, one following the other but not performing together, the stipend will be \$250.00. This stacking of concerts would NOT apply if combining concerts for classroom groups with any groups with other stipends like "extra performing groups."

2. For **2026-2027** only, the HHS Band, Orchestra, and Vocal Ensemble Director stipend duties include 10-15 concerts, Lake Conference attendance at 2 or more events, and all instrument/uniform/music inventory completed by June 15. The HHS additional performing group(s) will meet a minimum of 60 minutes for 30 weeks or equivalent and 2-3 concerts.

The MS Band, Orchestra, and Vocal Ensemble Director stipend duties include 3-5 concerts, each director supports 4 MS concerts per year, and all instrument/uniform/music inventory completed by June 15. Additional performing group(s) will meet a minimum of 60 minutes for 30 weeks or equivalent and 2-3 concerts.

The high-school, pep-band stipend includes up to 16-20 performances each season. Should that group be asked to do additional performances, the pep-band director will be compensated at \$125.00 per performance. If the performance is for a sporting event, the stipend will be paid from the athletics' budget, not from Appendix B.

Note: There are no concert stipends included in this schedule for elementary music teachers. In lieu of stipends, each elementary music Teacher will be able to take exchange time on conferencing days and/or at another time that is mutually agreed upon by the Principal and the Teacher. Each Teacher will submit the planned time to the building's Principal for approval. The time is to compensate for the concert activities performed outside the duty day. For example: if a teacher offers two performances during the year

at 2 hours each, then the total comp time that can be requested is 4 hours. The maximum compensatory time allowable under this provision is sixteen (16) hours per 1.0 FTE or prorated accordingly.

Note: Each Teacher must apply for each stipend at the site level for which he/she qualifies. Principal, director or coordinator will then submit the necessary paperwork for processing.

G. Compensation for Specific Licensures:

LICENSURE	STIPEND
National Board-Certified Teacher (NBCT)	\$1,000
Nationally Certified Counselor (NCC) <u>or</u> National Board-Certified Teacher (NBCT)	\$1,000
Nationally Certified School Nurse (NCSN)	\$1,000
Nationally Certified School Psychologist (NCSP)	\$1,000
Licensed Independent Clinical Social Worker (LICSW)	\$1,000
National Board for Certification in Occupational Therapy (NBCOT)	\$1,000
Physical Therapist-National Physical Therapy (NPTE)	\$1,000
Speech Language Pathologist's Certificate of Clinical Competence (CCC)	\$1,000

Application for these stipends must be submitted to and pre-approved by the Director of Special Education or the Assistant Superintendent and will be paid at the completion of the school year.

1. Memorandum of Understanding

Initiatives

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

The District and HEA agree that education is ever changing, and, while initiatives are most often positive and borne of good intention, the potential adverse impact on teachers' time and the District's professional-development capacity must be intentionally considered.

Therefore, the District and HEA agree that initiatives will be implemented in a manner that:

- Ensures that teachers working outside of their contract hours are properly compensated and supported.

- Identifies a process by which school leaders and teachers will effectively work collaboratively toward the same school-wide instruction and success outcomes.
- Develops an implementation plan that must be clearly defined, including scheduling of time during the duty day, instructional plans, anticipated needs for training, working loads, costs of materials, costs of training, and how shared preparation and collaboration time will be provided.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____ By _____

2. Memorandum of Understanding

Teacher on Special Assignment and Leadership Positions: Rotation and Posting

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

Buildings’, sites’, and District’s leadership positions will be re-posted after five (5) years of incumbency. There is no requirement that a new individual be placed in the re-posted position. An incumbent may be rehired for the same position for the next two (2) year cycle, should the selection process move them forward as the best candidate for the position. After an incumbent serves five (5) years and two (2) years in the same position, the position must be re-posted again with special consideration given to a new candidate. Teachers should have the opportunity to serve in special assignments and leadership positions. The positions should be available to other teachers who wish to pursue the opportunity as the positions are not intended as permanent assignments.

All positions that are paid, either via stipend or FTE, must be officially posted to ensure availability to all. Volunteer positions must be offered to all with an explanation of the process for selecting if not all interested can be placed in the group.

For purposes of this MOU, a leadership position is defined as a Teacher on Special Assignment (TOSA) who receives a stipend or FTE allocation for their assigned work responsibilities that are differentiated from direct classroom instruction, such as but not limited to coaching, professional development, curricular development, or implementation of specific site innovations. Extra-Curricular Assignments outlined in Appendix B are not subject to the terms and conditions outlined in this MOU.

DATED: December 2, 2025

By _____

By _____

3. Memorandum of Understanding

Title-One and Learning-Support Teachers: Performance Bonus

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

The HEA and the District agree that a performance bonus of **\$1,599** per FTE will be available for Title 1 Teachers, who successfully complete their observations, determined as meeting expectations, and participate fully in PLCs. The coordinator for Title 1 will assume the responsibility of reviewing the work done in the PLCs and provide the results to the Director of SPED. The administrators doing the observations will submit the results to the Director of SPED. Once the SPED Director has received the noted materials, the Director will, in turn, award the FTE % of the bonus.

The funding for any performance bonus for Title-1 teachers will come from the Title-1 budget as managed through the office of the Director of SPED and not impact the general fund or HCM’s funds.

Participation:

All Teachers with an annual FTE of .34 or greater will be expected to participate in all activities of HCM. Those Teachers with .333 or less may opt to participate fully for the pro-rated bonus.

Bonus:

The performance bonus, as detailed above, will be based on FTE %. It will be awarded as per the following:

\$1,599 based on successful completion of the three (3) collaborative/coaching activities and the Individual Growth and Development Plan (IGDP).

\$1 based on successful achievement of the site’s goal.

Determination of Successful Completion: Collaborative/Coaching Activities

The award for these activities will be dependent on the Teacher successfully completing three (3) collaborative experiences. *(Note: The reflections completed in the post-observational forms are also intended to satisfy the state’s requirements for reflections for relicensure.)*

Two (2) of the three (3) collaborative experiences will be with the Peer Coach, and the third (3rd) will be with a trained colleague.

The three collaborative activities and the individual-growth-and-development plan (IGDP) will be designed in collaboration between the Teacher and Peer Coach. *The IGDP can change during the year.* Planning for the year and at least one of the experiences must be completed by January 15th.

Collaborative activities may include staff-development classes such as the District’s offering of classes on mental health or trauma-sensitive classrooms, as examples, or other PD experiences (workshops, trainings, classes) outside the district that the Teacher deems supportive of the Teacher’s professional activities.

The experience with a colleague can be done at any time after successfully planning the experiences and setting the initial IGDP and is to be aligned with the Teacher’s IGDP. The Teacher will work with the Peer Coach to identify what this experience will be. The collaboration will be with any trained member of HEA of the Teacher’s choice.

Should TDE remain the same: In the summative year, the second and third experiences will be with the Peer Coach. If, however, the Teacher does not meet expectations with the Administrator in the first experience, the second experience will be with the Peer Coach, and the third will be with the Administrator.

Should TDE change during the duration of this contract, the parties agree that this segment can be adjusted to match any new process.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

4. Memorandum of Understanding

Mentorship Program

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

The District and the HEA are committed to supporting the District’s Mentorship Program and the accompanying increased expectations for non-tenured faculty members. The purpose of this program is to support new teachers through a collegial, team approach to help new Teachers develop a strong, lifelong, career foundation. The primary goal of the mentorship program is to nurture and retain excellent Teachers by providing all newly

hired Teachers with meaningful mentoring to help them develop the necessary skills to become more effective members of our faculty. As money is available and budgeted for this program, the following activities will be supported:

1. All Teachers new to Hopkins will be expected to attend up to five (5) additional days of in-service education prior to the start of a school year as part of their employment contract. The District will schedule these days as part of its calendar-setting process. Teachers new to Hopkins will receive a \$200 per day stipend prorated per assignment FTE.

Teachers who are hired after the new teacher workshop week, will complete modules on the new teacher information during the school year and will be compensated at \$40/hour up to 15 hours.

2. Second (2nd) year and Third (3rd) year probationary Teachers may access support from administrators or building or academic/instructional coaches. An administrator may also extend a mentorship for the Teacher in the Second (2nd) or Third (3rd) Probationary year.

3. For all Teachers new to Hopkins, there may be additional hours of professional development activities as determined by the Director of Innovation, Design, and Learning or the site administrator. For required activities outside the duty day, compensation will be either micro-credential or at the required professional development rate of pay (Article V, Section J). For optional activities outside the duty day, compensation will be either micro-credential or at the optional professional development rate of pay (Article V, Section J).

4. Teachers returning from a leave, changing grade levels, or changing buildings can have the option to participate in mentorship trainings, and they will be compensated at \$20/hour as funds allow. These Teachers are responsible for contacting the site administrator for approval to attend and for training dates and times.

5. Along with District's and site's support for probationary Teachers, year-1 Teachers will be assigned a site-level mentor, who is responsible for assisting the new Teacher with information about site's procedures, practices, and culture. The site's mentor will be paid a stipend of \$300.00 for the year, inclusive of time spent with the new teacher prior to the start of the contracted year. If the site mentor completes the responsibilities of the role, the site administrator or instructional coach will submit a request for compensation by May 15.

Note: Coaches are not eligible for the mentor stipend unless they also have a teaching assignment. Coaches with a teaching assignment may not mentor more than one Teacher per year.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

5. Memorandum of Understanding

Overages

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

HEA and the District acknowledge that overages are challenging and will be avoided whenever possible. The Parties also agree that Teachers want opportunities.

Therefore, when an overage presents itself, and the district needs to pursue internal staffing, the administrators or directors will first seek volunteers from appropriately licensed Teachers. If multiple Teachers volunteer, seniority, a program’s needs, scheduling availability, and non-classroom service to the district/building will be considered. If a need arises in consecutive years, Teachers who have not received an overage in the prior year will be considered first. The district and HEA agree that overages will be determined by the salary as per the FTE assigned to the course and will be paid at the Teacher’s per diem rate, inclusive of salary and micro-credential pay.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____ By _____

6. Memorandum of Understanding

Expanded Severance Program

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows

The Hopkins Education Association and the District have agreed to implement an Expanded Severance Program.

The Expanded Severance Program seeks to provide experienced Teachers with the opportunity to take early retirement and reduce the labor costs for the District. The Expanded Severance Program lowers the in-district service eligibility requirement from

twenty (20) years to fifteen (15) years and prorates the benefits established by Article XV (Severance Pay and Resignation).

The HEA and the District have agreed to modify the threshold qualifications, eligibility notice requirements, and benefit formula of Article XV (Severance Pay and Resignation) as follows:

Article XIII: Severance Pay and Resignation

A. Severance

1. Threshold Qualifications.

A retiring Teacher shall, pursuant to Minn. Stat. Section 122A.48, be eligible for a severance benefit, provided that the Teacher has accumulated sufficient sick leave under the Benefit Formula of Article XV (A) (3) and

- a. has reached the age of fifty-five (55) during the year (July 1 - June 30) after the completion of which the Teacher is eligible, and
- b. has fifteen (15) or more years of full-time teaching experience with the Employer, or
- c. has fifteen (15) or more years of less-than-full-time teaching experience with the Employer, in which case, such Teacher shall receive a prorated, part-time, yearly severance incentive based on the mean average of the top fifteen (15) years of contracted service multiplied by step 15 and educational lane of Appendix A placement in the Teacher's last year of teaching. (*Note: Unpaid leaves of absence will not be credited towards meeting the fifteen (15) - year, teaching-experience requirement.*)

2. Eligibility

The severance benefit shall be provided only to Teachers who qualify, based on the provisions of Article XV (A) (1). Letters of resignation to qualify for severance benefits must be submitted on or before February 1, of the duty year, at the end of which, the teacher wishes to resign.

3. Benefit Formula.

A qualifying and eligible Teacher, under the provisions of Article XV (A) (1) and (A) (2) above, electing retirement at the completion of the duty year (July 1 - June 30), shall receive a severance benefit in accordance with the following schedule:

- a. A Teacher who has a minimum of forty-five (45) days of accumulated sick leave at the time of severance will receive either 3/4, 4/5, 17/20, 9/10, or 19/20 of one year's service credit 15 in the educational lane on Appendix A placement in the Teacher's last year of teaching. This will be determined by dividing years of service by 20. *(Note: Unpaid leaves of absence will not be credited towards meeting the, fifteen (15)- year, teaching- experience requirement.)*
- b. A Teacher who has between twenty-two and forty-four (44) days of accumulated sick leave at the time of severance will receive seventy-five (75) % of either 3/4, 4/5, 17/20, 9/10. or 19/20 of one year's step 15 and educational lane of Appendix A placement in the Teacher's last year of teaching. This will be determined by dividing years of service by 20. *(Note: Unpaid leaves of absence will not be credited towards meeting the, fifteen (15)- year, teaching- experience requirement.)*

4. Payment

- a. The severance benefit of a qualified and eligible Teacher shall be paid in accordance with Article XV(A) (4 and 5).
- b. In order to participate in the VEBA, Teachers must sign a "Participation Agreement." The agreement will require the Teacher to verify that only eligible expenses will be submitted for reimbursement.

5. Method of Payment

Severance payments shall be comprised of three (3) equal payments, with the first (1st) payment due on January 15th of the year following retirement. The second (2nd) payment shall be paid one year after the first (1st), on January 15th. The third (3rd) and final payment shall be paid eight (8) months after the second (2nd), on September 15th.

6. Beneficiary

In the event of the death of a Teacher prior to the full payment of the severance benefit, the remaining benefit shall be made to the beneficiary designated by the Teacher. Payments will be made in accordance with Article XV, sections (A) (4) and (A) (5).

7. Health-Medical Insurance

Teachers eligible for the severance benefit, as established by Article XV (A) (2), may elect to continue to participate in the hospital/medical insurance program and the dental insurance program, as established by Article XV (A) and (D). Participation in the referenced insurance programs may continue indefinitely pursuant to Minn. Stat 471.61. The Employer shall pay up to 3/4, 4/5, 17/20, 9/10, or 19/20 of \$320* of the monthly premium cost of the single, hospital/medical insurance available to a Teacher under this Master Agreement for which the Teacher is eligible and enrolled. The Employer's contribution will continue until the participant becomes eligible for Medicare or another insurance program. A Teacher electing to participate shall pay the balance of the full, monthly premium for hospital/medical insurance and the full, monthly premium (single and family) for the dental insurance program for which the Teacher is eligible and enrolled.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____ By _____

7. Memorandum of Understanding

ABE/ECFE Expanded Severance Program

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

The Expanded Severance Program seeks to provide experienced Teachers with the opportunity to take early retirement and reduce the labor costs for the District. The Expanded Severance Program lowers the in-district service eligibility requirement for ABE/ECFE Teachers from twenty (20) years to fifteen (15) years and prorates the benefits established by Article X. (J) (Severance for ABE/ECFE) of the HEA Master Agreement.

The HEA and the District have agreed to modify the threshold qualifications, eligibility notice requirements, and benefit formula of Article X. (J) (Severance for ABE/ECFE) of the Master Agreement as follows:

Article XIII: Severance Pay and Resignation

A. Severance

1. Threshold Qualifications.

A retiring Teacher shall, pursuant to Minn. Stat. Section 122A.48, be eligible for a severance benefit, provided that the Teacher has accumulated sufficient sick leave under the Benefit Formula of Article X (J) and

- a. has reached the age of fifty-five (55) during the year (July 1 - June 30) after the completion of which the Teacher is eligible, and
- b. has fifteen (15) or more years of full-time teaching experience with the Employer, or
- c. has fifteen (15) or more years of less-than-full-time teaching experience with the Employer, in which case, such Teacher shall receive a prorated, part-time, yearly severance incentive based on the mean average of the top fifteen (15) years of contracted service. *(Note: Unpaid leaves of absence will not be credited towards meeting the fifteen (15) - year teaching-experience requirement.)*

2. Eligibility

The severance benefit shall be provided only to Teachers who qualify, based on the provisions of Article X. (J). Letters of resignation to qualify for severance benefits must be submitted on or before February 1, of the duty year, at the end of which the teacher wishes to resign.

3. Benefit Formula.

A qualifying and eligible Teacher, under the provisions of Article X. (J) above, electing retirement at the completion of the duty year (July 1 - June 30), shall receive a severance benefit in accordance with the following schedule:

- a. A Teacher who has a minimum of forty-five (45) days of accumulated sick leave at the time of severance will receive either $\frac{3}{4}$, $\frac{4}{5}$, $\frac{17}{20}$, $\frac{9}{10}$, or $\frac{19}{20}$ of the amount established in Article X. (J). *(Note: Unpaid leaves of absence will not be credited towards meeting the, fifteen (15)- year, teaching- experience requirement.)*
- b. A Teacher who has between twenty-two and forty-four (44) days of accumulated sick leave at the time of severance will receive seventy-five (75) % of either $\frac{3}{4}$, $\frac{4}{5}$, $\frac{17}{20}$, $\frac{9}{10}$, or $\frac{19}{20}$ of Article X. (J). *(Note: Unpaid leaves of absence will not be credited towards meeting the, fifteen (15)- year, teaching- experience requirement.)*

4. Payment

- a. The severance benefit of a qualified and eligible Teacher shall be paid in accordance with Article X. (J)
- b. In order to participate in the VEBA, Teachers must sign a “Participation Agreement.” The agreement will require the Teacher to verify that only eligible expenses will be submitted for reimbursement.

5. Method of Payment

Severance payments shall be comprised of three (3) equal payments, with the first (1st) payment due on January 15th of the year following retirement. The second (2nd) payment shall be paid one year after the first (1st), on January 15th. The third (3rd) and final payment shall be paid eight (8) months after the second (2nd), on September 15th.

6. Beneficiary

In the event of the death of an ABE/ECFE Teacher prior to the full payment of the severance benefit, the remaining benefit shall be made to the beneficiary designated by the ABE/ECFE Teacher. Payments will be made in accordance with Article XV., section (A) (5).

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

8. Memorandum of Understanding

Special Education

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

The District and HEA share the belief that every student with special needs deserves the time and attention to ensure high-quality learning; that caseloads have created a heavy

working load where testing, meetings, and paperwork can outweigh actual teaching time with students; the needs of these students vary greatly and require different levels of support and attention; and the legal timelines often result in work extending into a Teacher's private, unpaid time.

Further, the District and HEA acknowledge the need to comply with the policy on workloads and note that workloads are a mandatory subject of bargaining under PELRA.

General Caseload and Staffing Standards are provided as a guide only, and the information contained in Addendum A outlines the standards for the 2025-2026 and 2026-2027 school years.

Therefore, the District and HEA agree to implement the following:

SCHEDULES:

A. Duty Day/Preparation Time:

The standard of preparation time reserved for SPED certified staff including Teachers, Physical Therapists (PT), Occupational Therapists (OT), Adaptive Physical Education (DAPE), Social Workers, School Psychologists, etc., that provide direct instruction or related services as part of their assignments will be at least equal to the preparation time provided for other Teachers at the school to which the SPED Teachers are assigned. It is agreed that the best practice would be for sixty (60) minutes a day, with no more than two (2) blocks of time that are both twenty (20) minutes or longer.

Elementary Teachers, who travel to all buildings, will be guaranteed the same as a K-6 Teacher. ECSE Teachers will have equivalent preparation time to that of the middle school, SPED Teachers. SPED Teachers, who have autonomy for building their own schedules, will be responsible for managing their prep time in accordance with the agreements in this MOU. It will not be the Teacher's responsibility to provide substitute instructors or other staffing to provide the preparation time.

B. Additional Support Time:

Teachers will be provided with access to a minimum of three (3) additional days of time that can be used for due process responsibilities, IEP meetings, evaluations, and other responsibilities that are specific to special education. This time should be taken in the building (away from students) or at the District Special Services office. Additional time may be provided with the approval of the Director of Special Services or designee. The teacher must submit and seek prior approval from the District's Director of Special Services (or designee) and building administrator.

In addition, it is agreed that eight (8) hours will be provided during non-student contact days for due process activities that would not require teachers to provide substitute teacher plans. (The 8 hours will

be provided in 2 to 3 hour increments multiple times a year.) Specific possibilities include but are not limited to professional development days, conference days, and President's Day.

In the 2025-2026 school year, multiple evenings will be provided for staff to receive support and coaching on IEP construction and time for due process completion. In the 2026-2027 school year, SPED staff members may submit up to eight (8) hours at per diem rate for IEP meetings, due process, and other legal requirements associated with the position.

Finally, the District agrees to communicate to all administrators the expectation that all special educators are permitted to allocate time within their schedules, outside of their designated preparation time, to complete due process requirements.

C. Meetings: Article VI (K) will apply to ECSE Teachers.

D. Conferencing Days: SPED Teachers may use conferencing days for IEP meetings. If it is not possible due to scheduling conflicts for the parents or the length of the expected IEP meeting, SPED Teachers will keep logs of any IEP meetings that take time outside the duty day throughout the year and arrange with the Principal or program's Director to take comp time on conferencing days.

Whenever possible, students with IEPs will be evenly distributed. If that is not possible, extra support will be intentionally considered.

E. Comp time for Due Process (IEP, Evaluations, and Child Study) meetings beyond workday: Special education teachers (related service providers included) will maintain logs for IEP meetings that take time outside the duty day throughout the year and arrange with the Principal or program's Director to take comp. time on predetermined days/times with consideration given to minimizing the impact on students' services, additional workload to the department, and maintaining fiscal responsibility. Compensatory time is expected to be used in the year it is earned.

Should an individual circumstance occur where the time is not able to be used, individuals should speak with the Director of Special Services or designee to develop a plan for carry-over and/or possible pay/use in the next school year.

F. Additional Duty Days:

Additional duty days that are added beyond the 185 duty days for additional school-year services will be paid at the per diem rate.

ASSIGNMENTS:

Caseload designation FTE for different sites and different duties must be clearly defined at the beginning of each school year, and are subject to change with

reasonable notice, due to fluctuations in enrollment, numbers of students being served, and other influencing factors related to staffing.

EVALUATIONS:

All evaluations will be distributed equitably, unless a site has a dedicated evaluation team, and Teachers will have the right to request assistance (see Section B) from SPED Administrators when the number of assigned evaluations impacts the SPED Teachers' ability to meet due-process deadlines. SPED Administrators will review requests.

ITINERANTE:

In ECSE, visits to the home or other itinerant sites by any ECSE Teachers will be defined as direct contact time, as listed in IEP or IFSP, with the child/family, and include up to a maximum of 30 minutes for travel to and from locations that require further travel. Overall planning must be taken into consideration when no travel is required. None of these minutes may be counted in the total daily prep time.

PART-TIME TEACHERS AND ADDED WORK:

ECSE Teachers agreeing to add work to their part-time schedules during the contracted year or agreeing to work during the summer to provide the required services will be paid as per their individual contracts or \$40.00 per hour, whichever amount is greater.

EXTENDED SCHOOL YEAR:

ESY is a program for students aged 3-22 with IEPs. Teachers employed for ESY will be paid \$40 per hour or per diem, whichever is greater for student contact **and any required traveling time**. Prep time is provided at 60 minutes for every 3.5 hours of instruction. For each hour of home-based instruction, teachers will be paid for 15 minutes of preparation time.

SUMMER CANCELLATIONS:

If a Teacher, not on a year-round contract, is scheduled for a home visit, and the family is not home and/or has not canceled/ at least 2 hours prior to the scheduled visit, the Teacher will be paid for the time of the visit and for travel.

HOMEBOUND INSTRUCTION:

If a Teacher is scheduled for a home visit, and the family is not home and/or has not canceled at least 2 hours prior to the scheduled visit, the Teacher will be paid for the travel time. Pay will be \$40 per hour or per diem, whichever is greater. For each hour of home-based instruction, teachers will be paid for 15 minutes of preparation time.

BIRTH-3, YEAR-ROUND CONTRACT:

B-3 Teachers will be on year-round contracts extending from July 1 to June 30 in a given year, paid in 24 equal paychecks. Teachers will create a calendar based

upon their caseload and the district k-12 school year calendar. The calendar will be available for review by June 1. If changes are made to the teacher/provider calendar, the scheduling updates will be communicated to the ECSE Lead and Special Services Director or designee in a timely manner.

BIRTH-3

Home visits for birth-to-3 Teachers will be defined as up to 90 minutes of direct service. That will include 60 minutes for the actual connections with children and families and up to 30 minutes transfer time to and from sites that require travel.

The average face-to-face (direct service) time will be a minimum of 55% per week, which is 22 hours based upon a 40-hour work week.

When a Teacher agrees to substitute or add additional days of service to serve students in birth-to-3, the time will be paid \$40 per hour or per diem, whichever is greater.

CHILD-STUDY MEETINGS:

A SPED Teacher will only be required to attend a child-study meeting or a portion of that meeting when the Teacher has a child on the agenda. Some “child-study” meetings may have a different focus like programming and/or problem solving, and all SPED teachers will be invited to participate. The department’s lead will work with the SPED secretary to plan a comprehensive agenda. Child-study meetings are not part of teacher preparation minutes.

If a part-time SPED Teacher* or Provider is required to attend a meeting outside of their duty day (child-study, evaluation sharing), the SPED Teacher has the following options: (1) the SPED Teacher/Provider will be paid at their hourly per diem rate; (2) the SPED Teacher/Provider may arrange with the site’s administrator to exchange time on conference days; or (3) the SPED Teacher/Provider may use either or both options as compensation for the extra time.

*(If a SPED Teacher or Provider does not have a 1.0 FTE assignment, then we would timecard (if child study is outside of their normally scheduled hours). If a 1.0 FTE is assigned, then modification of the workday should occur.)

Administrators and student support teams will meet with the building SPED team to address the behavior plans that are in place for the coming school year. Specific attention will be given to the need to make sure plans are distributed to those staff members who are directly responsible for providing services to students who have behavior plans.

Behavior plans will be reviewed and altered should there be a need to address behaviors that are impacting a SPED Teacher’s ability to deliver academic instruction or services with fidelity.

CASELOADS:

The District agrees to maintain timely and accurate records of case-management numbers (students for whom a Teacher is responsible for due-process paperwork) and caseloads (students served by SPED Teachers), current to at least the previous month, and to provide records, upon request.

When caseloads exceed the student maximum per FTE (reviewed annually), teachers will be offered an overage. It is best practice that administration work with teachers to determine if they are willing to accept an overage and take appropriate actions to meet the staffing needs.

THIRD-PARTY BILLING:

In accordance with State Statute 125A.21 THIRD-PARTY PAYMENT, 3rd-party billing should be completed by districts for health-related services provided to students with disabilities. These services include physical therapy, speech, occupational therapy, CTSS (mental health), social work, nursing, personal-care assistance, assistive-technology devices, special transportation, and oral-and-sign-language interpreter services.

Teachers, who provide these services, are expected to submit billing regularly and should schedule a reasonable amount of time for this on a daily and/or weekly basis to stay current (up to 5 minutes per billable student per week to complete billing, and up to a maximum of 120 minutes per week to complete billing). Additional support time can be requested should it be needed (see Section B). SEL providers receive up to 10 minutes per billable student.

SEL providers will receive up to one (1) hour for the initial set up per student for 3rd party billing.

Addendum A: Special Education Caseloads and Workload

I. General Caseload and Staffing Standards

The District will maintain staffing and caseloads in accordance with Minnesota Rule 3525.2340 and the Individuals with Disabilities Education Act (IDEA, 34 CFR 300.101–300.320) to ensure a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Federal Setting III classrooms are multi-categorical programs addressing adaptive, communication, behavioral, and medical needs as defined in each student's IEP. Staffing allocations will align with student needs and ensure equitable distribution of resources. The District and HEA will meet to determine staffing for programs that do not fit the model described below. Caseload ranges are planning guidelines only and do not establish contractual maximums or minimums beyond those defined by MN Rule 3525.2340.

- Fall Adjustments: The district may adjust after the start of the school year to balance staffing. At no time shall caseloads exceed the state maximums established in Minnesota Rule 3525.2340.
- Safety Adjustments: Consistent with Rule 3525.2340 Subp. 4.A(1)(g), caseloads may be reduced when safety or mental health concerns are present.
- Paraprofessional Support: Paraprofessional staffing will correspond with student needs and disability category. Any reduction in paraprofessional support that affects classroom capacity will require a caseload review and, if necessary, an adjustment to ensure compliance with state maximums.

II. Classroom Caseload Ranges – Federal Setting III

Caseloads below reflect service intensity and support configurations consistent with Minnesota Rule 3525.2340. Caseload ranges are provided for planning purposes only and shall not exceed state maximums. The upper limit of each range equals the state maximum, while the lower limit reflects a reduced caseload based on student complexity or additional paraprofessional support.

Instructional Model	Disability Category / Classroom Profile	Staffing Configuration	State Max.	Hopkins Federal Setting III Caseload Range (per classroom, based on student needs & disability mix)
Direct Special Instruction >60% of Day (Partial Day): Setting III)	Deaf-Blind, Autism Spectrum Disorders (ASD), DCD-Severe/Profound, Severely Multiply Impaired	Teacher Only +1 paraprofessional	6	4 – 6
	DCD-Mild/Moderate or SLD	+ 1 Paraprofessional	15	10 – 15
	All Other Disabilities: Multi-categorical	+ 1 Paraprofessional	10	8 – 10

	All Other Disabilities	+ 2 Paraprofessionals	12	10 – 12
Direct Special Instruction Full Day	Deaf-Blind, ASD, DCD-Severe/Profoun, Severely Multiply Impaired	+ 1 Paraprofessional	4	4
	Same as above	+ 2 Paraprofessionals	6	6
	All Other Disabilities	+ 1 Paraprofessional	8	6 – 8
Direct Special Instruction ≤60% of Day	All categories	Board-approved workload policy required	NA	Managed per board-approved workload policy considering student contact minutes, evaluation/reevaluation time, indirect services, IEPs managed, third-party billing, and travel time.

Early Childhood Program (ECSE)

(Added in alignment with Minnesota Rule 3525.2340, Subp. 5)

The district will maintain Early Childhood Special Education (ECSE) caseloads and classroom ratios consistent with state law. Teacher caseloads and class sizes must be adjusted downward based on the severity of students' disabilities or delays, travel time necessary to serve pupils in more than one program alternative, and coordination needs when pupils receive services across multiple programs or agencies.

Staffing and Class Size Requirements:

- Each Early Childhood Special Education (ECSE) classroom must have at least one paraprofessional while pupils are in attendance.
- The maximum number of pupils in an ECSE classroom at any one time, with a teacher and a paraprofessional, is eight (8).

- The maximum number of pupils in an ECSE classroom at any one time with an early childhood team is sixteen (16).

Maximum Caseloads per Teacher (Early Childhood Program Alternatives):

Age Range	Maximum Students per Teacher
Birth through 2 years	12 students
Ages 3 through 6 years	16 students
Birth through 6 years	14 students

III. Related Service Provider Caseloads

A. Speech-Language Pathologists (SLPs)

Caseloads are determined per MN Rule 3525.2340 and ASHA Workload Analysis (2018), balancing direct/indirect services, evaluations, and collaboration. Workload reviews will consider service intensity, AAC programming, evaluations, indirect services, and travel time. Adjustments will be made collaboratively with administration. Caseloads will be reviewed in the fall, mid-year, and spring.

Level	Caseload Range	Notes
Elementary (K–6)	45–50	
Secondary (7–T+)	55–60	
High Needs/AAC	40	Nonverbal/AAC

B. Occupational Therapists (OTs)

Caseloads will align with MN Rule 3525.2340, AOTA Workload Model (2018), and MDE best practices. Workload review will include student intensity, evaluations, travel, consultation, and indirect services. Exceeding caseload triggers a workload adjustment plan within 30 days.

Service Type	Caseload Range	Notes
Typical Caseload	≤70	Combination of direct and consultative services.
High-Needs (Complex Physical/Sensory/AT Needs)	≤45	Students require intensive services or introduction of new adaptive equipment.

C. Physical Therapists (PTs)

Caseloads will be reviewed annually to ensure balance across programs and continued compliance with FAPE. In addition, the workload study conducted during the term of this

contract will examine physical therapy workload across all four service levels (Birth–2, ages 3–5, elementary, and secondary).

Typical Caseload	Caseload Range	Notes
ECSE / Elementary	70–75	Allows for consultation, collaboration, and adaptive equipment management.
Secondary	75–80	Reflects transition support and adaptive PE coordination.
High-Needs	≤35	Students requiring mobility supports, adaptive devices, or intensive therapy.

D. School Social Workers (SSWs)

Caseloads reviewed annually; adjustments made for evaluation responsibilities or significant changes in high-needs student populations.

Level	Caseload Range	Notes
Elementary	40–50	Includes direct counseling, crisis response, evaluation components, and billing
Secondary	55–60	Individual/group intervention, crisis intervention, consultation, and billing.
Setting III		

IV. Caseload / Workload Overage Review Process

1. Initial Review: Provider raises overage concern with immediate supervisor.
2. Escalation: If unresolved, the issue is discussed with the Director of Special Education or Principal after October 1.
3. Administrative Response: Supervisor, Principal, and Director of Special Education develop a recommendation — may include added FTE, paraprofessional support, redistribution of duties, or supplemental pay.
4. Supplemental Pay: If a teacher assumes extra case management, pay will be provided at the per diem rate for documented additional duties.
5. Implementation: Plan must address overage within 30 days.

DATED: December 2, 2025

By _____

By _____

9. Memorandum of Understanding

Micro-credentials

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

During the 2025-2027 school year, it is agreed by the District and HEA that the pilot from the 2019-2021 Master Agreement be further developed to include the following system for the 2025-2026 and 2026-2027 school years as the system of advancement for any movement for coursework begun after August 1, 2021. For courses that commence prior to August 1, 2021, the present language in the Master Agreement applies.

The new system that will be applied to courses beginning after July 31, 2021, will suspend the language contained in Article V, Section H and Subsections 3(b), 5, 6, and 7 of Article V, Section M. The replacement language for Article V, Section H shall be as follows:

H. Educational Increments

Teachers shall advance on Appendix A based on the satisfactory completion of credits earned after the completion of the bachelor’s degree and licensure by PELSB, provided that said credits have been **approved in advance** of commencement of such coursework.

Note: **All references in this section are to semester credits.** Previous language has been modified in this MOU to reflect the conversion of quarter credits. Previously earned credits (University credits, Hopkins U credits, and Board Credits) will be converted. One quarter credit will be equal to two-thirds ($\frac{2}{3}$) of a semester credit. One Board Credit will be equal to two-thirds ($\frac{2}{3}$) of a semester credit.

1. From B.A. through M.A., a minimum of 10 credits earned through undergraduate, graduate, or micro-credential courses will be required for any educational increment.
2. From M.A. through M.A.+40, a minimum of 10 credits earned through undergraduate, graduate, or micro-credential courses will be required for any educational increment. Undergraduate courses beyond the M.A. must be in the area of present licensure or be directly related to the pursuit of an approved additional educational license or certification.

3. B.A. +40, M.A.+40, and individuals in the SPEC and PHD lanes will be eligible to earn \$150.00 for successful completion of a micro-credential course credit. Upon completion of the course, the \$150.00 will be provided in addition to Appendix A. Individuals in these categories will be eligible to earn 1 micro-credential in one school year.
4. Micro-credentials earned prior to the completion of a SPEC or PHD degree will be credited to the individual in addition to the amount of lane change that would otherwise be earned by making the SPEC or PHD move.
5. Teachers on Appendix A, B.A.+40, with 15 years of Hopkins School District experience shall be compensated for the actual cost, up to 600 dollars per semester credit, for all approved credits. Credits compensated under this provision shall not be used to qualify for incremental advancement (M.A., Specialist, or Doctorate lanes) as provided by Appendix A.
6. Teachers on Appendix A, M.A.+40, Specialist, and Doctorate, shall be compensated for the actual cost, up to 600 dollars per semester credit, for all approved credits. Credits compensated under this provision shall not be used to qualify for incremental advancement (M.A., Specialist, or Doctorate lanes) as provided by Appendix A.
7. A Teacher on the B.A.+40 position of the Base-Compensation Chart shall be ineligible for further educational increment advancement until such time as the Teacher earns a master's degree.
8. All graduate courses, undergraduate courses, micro-credentials, or educational programs, for which increment credit is being given, shall, in all cases, be subject to the approval of the Superintendent or designee as provided in Article V. In no case shall credit be granted for a graduate or undergraduate course that cannot be directly applied to a specific graduate or undergraduate degree with the accredited issuing institution.
9. Lane advancement: Submissions during the year will be prorated based on the remaining number of days in the year. Advancement will be credited as soon as practicable after proper notification to be effective the pay period following such notification. Teachers who submit notification during the last pay period of the school year will receive the change as of the first pay period in the subsequent school year.
10. A Teacher desiring to receive educational-increment advancement shall file, in advance of coursework, the appropriate approval form, receive approval of the request, and successfully complete all coursework. Graduate coursework for salary credit must be in an area that is or will be used by the Teacher in instruction or in an area that meets the present or future needs of the Employer as determined by the Superintendent or designee in their sole discretion. It is the Teacher's responsibility to file an application with the Assistant Superintendent or designee for any change in salary status.
11. Teachers qualifying for incremental advancement shall have the responsibility to provide evidence to the Assistant Superintendent of the satisfactory completion of approved educational credits. Satisfactory completion shall mean receipt of a grade of A, B, C, or pass. Evidence of satisfactory completion for a micro-

credential shall mean a letter from the instructor or a record of completion in the professional development system.

12. No increased compensation based on incremental advancement shall be effective until the Teacher provides evidence that the approved, educational credits have been satisfactorily completed and a request for compensation advancement has been completed in the professional development system.
13. Micro-credential courses will be facilitated by Hopkins staff and can be internally or externally developed. All micro-credential courses must be authorized by the Superintendent or designee and are subject to final approval by the Director of Innovation, Design, and Learning.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

10. Memorandum of Understanding

SAFETY

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

Subdivision 1. Pursuant to [M.S. 121A.64](#), all teachers will receive written notice from the administration prior to placement of a student with a history of violent behavior in their classroom.

Subdivision 2. In the case of a physical assault on a teacher, the District will provide leave for Teachers as outlined in Article VII, C.

Subdivision 3. The District shall reimburse teachers for any personal property damaged by a student while a teacher is performing teaching duties.

Subdivision 4. Teachers shall not be subjected to harassment, inappropriate behavior, or intimidation by a parent or any other person in the performance of the teacher’s duties. Teachers shall report such prohibited behavior to their supervisor.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

11. Memorandum of Understanding

Hopkins Compensation Model (HCM)

This Memorandum of Understanding is entered into between the Hopkins Public School District 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as “HEA”) as follows:

The District’s administration, the School Board, and HEA have agreed to continue with the implementation of Hopkins Compensation Model, herein after presented as HCM, a compensation system designed to create multiple career paths for Teachers, restructure the pay schedule to incorporate instructionally-based accountability, align professional development to schools’ and students’ needs, achieve buildings’ goals as set by Teachers and Principals, and maximize the use of best practices.

This agreement will be accepted under the following conditions:

- If HCM, as presented in this document, continues to be accepted by the Commissioner of Education
- If the Teachers vote to accept the terms and conditions set forth in this document
- If the District works to create time for collaboration that does not create the need for substitute Teachers in classrooms

If, at any time, the financial support for HCM were to be withdrawn in part or in total, this portion of the Master Agreement shall become null and void, unless otherwise agreed upon by the Parties.

It is recognized that, if there are funds remaining at the end of the year, or if the state increases the per-capita dollar amount of the reward, for the duration of this contract and MOU, any remaining funds will roll over to within HCM’s budget to the following year.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION

HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

12. Memorandum of Understanding

HCM Regulations

Definitions:

Hopkins Compensation Model: HCM

Performance Bonus: A bonus award paid to Teachers from HCM dollars per % FTE

Experiential Increment: A salary increase agreed to within the “Master Agreement” and awarded as of the first duty day of the school year. (formerly understood as a “step”)

Peer Coach: A licensed Teacher hired and trained to coach tenured and probationary Teachers

HCM: Summative Evaluation: Profile of a Hopkins Educator will be piloted during the 2025-2026 school year. Any changes to the profile will be mutually agreed upon by the TDE Committee. It will be used when evaluating tenured Teachers. It is agreed that the Profile will have up to fifteen (15) components. It is agreed that a maximum of twelve (12) components will be used each year.

Elements:

Responsibility for Decision:

The final determination for rewarding bonuses will be the responsibility of administration.

Participation:

All Teachers with an annual FTE of .34 or greater will be expected to participate in all activities of HCM. Those Teachers with .333 or less may opt to participate fully for the pro-rated bonus.

Teachers in ECFE and Title 1 are not eligible to participate. (Note: see MOU for Title 1.) Any Teacher not required to fully participate must inform HCM’s coordinator of his/her intent to participate by September 15th.

Professional Pay:

With the implementation of HCM for 2025-2027, the following is agreed:

- The HCM bonus will be \$1600 per 1.0 FTE.

- The HCM bonus for ABE Teachers will be \$1600 per 1.0 FTE (FTE is calculated at a 1.0 using 1,240 hours)
 - The HCM bonus will be paid on June 30th for contracted Teachers and on June 15th for retiring or discontinued Teachers.
- The portion for the sites' goals will be paid in the fall of the following year.

HCM Bonus:

The performance bonus, as detailed above, will be based on FTE %. It is not an addition to the base pay, is not permanent, and is relative to the Teacher's FTE. It will be awarded as per the following:

\$1,599 based on successful completion of the three (3) collaborative/coaching activities and the Individual Growth and Development Plan (IGDP).

\$1 based on successful achievement of the site's goal (See below.)

Any money not awarded for the site's goal will return to the basic budget for HCM for the next year.

Management of Budget:

It is understood that the total amount of the HCM dollars from the state and tax levy is not known and is dependent on the language contained in Minnesota's Statutes and the total number of students enrolled in Hopkins's schools.

The District, HEA's president, and HCM's coordinator will oversee the budget of HCM. This group will meet with a goal of three (3) times a year.

This Agreement provides that the expenditures will cover the following, and only the following, and in the order presented:

1. Bonus
2. Peer Coaches
3. Hopkins Coaching Coordinator
4. Activities and/or materials needed as assigned by the HCM coordinator.

The District and HEA agree that for 2025-2027 \$10,000 will be dedicated in each of the 2 years of this contract from the staff-development set aside to support coaching and training needs for HCM.

The District and HEA agree that .333 FTE will be paid from the SPED budget to help support peer coaches working solely with SPED Teachers.

Determination of Successful Completion: Collaborative/Coaching Activities

The award for these activities will be dependent on the tenured Teacher successfully completing three (3) collaborative experiences. (Note: The reflections completed in the post-observational forms are also intended to satisfy the state's requirements for reflections for relicensure.)

Two (2) of the three (3) collaborative experiences will be with the Peer Coach, and the third (3rd) will be with a trained colleague.

The three collaborative activities and the individual-growth-and-development plan (IGDP) will be designed in collaboration between the tenured Teacher and Peer Coach. The IGDP can change during the year. Planning for the year and at least one of the experiences must be completed by January 15th.

Collaborative activities may include staff-development classes such as the District's offering of classes on mental health or trauma-sensitive classrooms, as examples, or other PD experiences (workshops, trainings, classes) outside the district that the tenured Teacher deems supportive of the Teacher's professional activities.

The experience with a colleague can be done at any time after successfully planning the experiences and setting the initial IGDP and is to be aligned with the tenured Teacher's IGDP. The Teacher will work with the Peer Coach to identify what this experience will be. The collaboration will be with any trained member of HEA of the Teacher's choice. Should TDE remain the same: In the summative year, the second and third experiences will be with the Peer Coach. If, however, the Teacher does not meet expectations with the Administrator in the first experience, the second experience will be with the Peer Coach, and the third will be with the Administrator.

Should TDE change during the duration of this contract, the parties agree that this segment can be adjusted to match any new process.

Assignment of Peer Coaches:

The assignment of Teachers to Peer Coaches will be the responsibility of HCM's coordinator in collaboration with the team of Peer Coaches. That group will also manage any requests for change in partnerships that originate either from the Teacher or a Peer Coach. In either case, a request for change must be submitted to HCM's coordinator.

Time:

Planning for the year, setting the initial IGDP, and at least one of the experiences must be completed by January 15th.

After meeting the requirements for January 15th, the remaining experiences can be completed in any order at any time, but all activities must be completed no later than May 15th. **Failure to meet this deadline will result in the loss of any portion of the bonus associated with collaborative/coaching activities.**

Sites' Goals:

A site's goal(s) will be set by the Principal and a team of Teachers, representing as many levels and/or curricular areas as possible.

Job-Embedded Learning Opportunities

It shall be the professional duty of each Teacher to participate in a job-embedded learning opportunities. **The commitment will be to meet during on-duty time provided by the District.**

Part-time Teachers need to work with their administrators at the beginning of the year to ensure they are able to meet the requirements within their duty day.

The requirement for job-embedded PD is to document the plan for the year on the IGDP form.

Teachers may choose their own job-embedded learning opportunities and goals as long as they align with their current assignment(s). **Goals may change during the year.** Teachers hired after the beginning of the year will develop their plan as part of their non-tenured evaluation process and include their job-embedded learning opportunities and goals.

Non-Tenured Teachers:

HCM also applies to non-tenured teachers, with the exception that, instead of having three experiences with a Peer Coach, the Teachers will be observed by an Administrator, as prescribed by Minnesota's Statutes and may receive support from a Peer Coach.

Career Paths:

I. Peer Coaches

HCM's dollars will support the employment of the Peer Coaches. The total number of FTEs devoted to those positions will be determined, annually, during the budgeting process. The qualifications for Peer Coaches will be outlined on the official posting. The content of the posting will be the responsibility of the HCM coordinator. **Only Teachers with at least seven (7) years of experience teaching may apply.** Postings will be internal only. Peer Coaches will be contracted, licensed Teachers as defined in this Agreement. The Peer Coaches will be paid at a rate commensurate with their current positions as defined in the Master Agreement. Peer Coaches will be evaluated and eligible for the HCM bonus in each of the two (2) years or as long as this document is in effect and at the same rate as the %FTE bonus. **Once hired, the District will provide the necessary training.** The main tasks of the Peer Coach will be to collaborate with and coach tenured Teachers. Peer coaches may also collaborate with and coach non-tenured

teachers so long as ratios are reasonable. Other duties and specific requirements associated with the experiences will be defined by HCM's coordinator.

HEA believes that the best situation would be for Peer Coaches to have a 1.0 FTE assignment as a Peer Coach. It is understood, however, that some Teachers would prefer to do this task and remain active in the classroom. Whichever is the case, it shall be an expectation that schedules will be managed to allow for bi-monthly collaboration meetings, in which all Peer Coaches participate at the same time. Further, schedules must provide for on-going training opportunities for all Peer Coaches at the same time. Participating in collaboration and training sessions should avoid the necessity of missing teaching a class. **The Assistant Superintendent will work with the schedulers to ensure this flexibility.**

It shall be the responsibility of the HCM Coordinator to assign Peer Coaches to their district-wide caseloads based on curricular areas, areas of expertise, and personal strengths. The partnerships/relationships between the Peer Coaches and the Teachers must be considered as dominant and crucial to serve the Teachers in their individual and personal growth.

The term for a Peer Coach is **5 (five)** years. This does not, however, exclude the Peer Coach from reapplying.

Peer Coaches who have reached the end of their terms or the funding for the position ends, will be guaranteed their previous assignments, if these assignments exist.

II. Hopkins Coaching Coordinator

HCM dollars will support the employment of a coordinator of HCM. The District and the HEA President will meet annually to determine the portion of the 1.0 FTE position that will be assigned to coordinator responsibilities, and the remaining FTE will be allocated to coaching responsibilities, which may be taken on by the Coordinator to complete the 1.0 FTE.

The candidates for HCM's coordinator will be interviewed by a committee comprised of six (6) members including three (3) representatives of the HEA, one (1) of who will be the President of HEA or designee and three (3) representatives of the Employer, one (1) of whom will be the Superintendent of Schools, or designee, who will function as committee's chairperson. The HEA and the District agree that the selection process should start with reaching consensus on a candidate to forward to the Superintendent for final consideration. Should the candidate not be selected, an effort will be made to explain the rationale behind the decision, keeping in mind that some limitations apply due to data privacy considerations.

The qualifications for HCM's coordinator will be outlined on the official posting. The posting will be internal, first, but may be posted externally if needed. HCM's coordinator will be paid at a rate commensurate with his/her current position as defined in the Master

Agreement. The qualifications for the position will be outlined on the official posting mutually agreed upon by both the Superintendent or designee and the President of HEA or designee. HCM's Coordinator will be trained as an observer/coach.

Professionalism: Peer-Coach/Teacher Partnership

It is understood that any and all interactions between a Teacher and his/her Peer Coach are to be considered confidential, with some slight provisions, and that the rights of both parties must be honored.

Provision: **The documents produced as a result of the coaching experiences are ultimately posted once approved by the Teacher, and thus they are available to Principals and Directors. No documents will be shared by a Peer Coach directly with administration.**

The Teacher must also observe confidentiality and act in a manner that respects and protects the integrity and trust of the partnership and both parties.

Sharing of effective strategies and practices, however, is to the benefit of our school district, and the request for and granting of permission to share is appropriate.

Grievability:

The Parties agree that this Agreement and items incorporated herein are subject to the grievance process of the Master Agreement between the Parties.

Renegotiating:

It is understood by the District and HEA that changes in the District's calendar or scheduling could impact the functioning of HCM. If any such changes occur while this Master Agreement is in effect, the District and HEA's negotiators agree to meet and confer to make the necessary adjustments.

Adjustments to Program:

For the duration of this agreement, the District and HEA agree that, if the budget does not totally support the program, the District and HEA will meet and confer to recommend adjustments.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

13. Memorandum of Understanding

HCM Bonus: Site's Goal (Failure)

This Memorandum of Understanding is entered into between the Hopkins Public School 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as “HEA”) as follows:

It is agreed between HEA and the School District, that the following process will be used to manage the portion of the bonus that may not be awarded, if a site does not succeed in meeting that site's goal:

The site goal compensation *will not be awarded to the Teachers if the site’s goal is not met*. If a site does not meet its goal, the funds will remain within a staff-development account specifically reserved for HCM’s activities and will roll over to the next year’s budget for HCM.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

14. Memorandum of Understanding

Teachers’ Development and Evaluation (TDE)

This Memorandum of Understanding is entered into between the Hopkins Public School 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”), together herein referred to as the “Parties,” as follows:

I. PURPOSE

Through joint agreement, the Parties have created a development-and-evaluation plan for Teachers and a process of implementation pursuant to the requirements of Minn. Stat 122A.40, Subd. 8 (“TDE Plan”).

The TDE Plan, created by a joint HEA-District committee, ratified by HEA’s general membership, and adopted by the School Board of Hopkins, is detailed in the TDE Plan’s document, “TDE Regulations.”

II. TERM

The TDE plan will continue for, as defined in this document. Prior to the expiration of this Agreement, the Parties may, by mutual agreement and in written form, renegotiate changes to meet the needs of either or both Parties or changes in legislation for the appropriate application and implementation. In the event this Agreement expires, the TDE plan in effect at the time of expiration will remain in effect, without unilateral modification by either Party, until a successor agreement is reached.

III. PARTICIPATION

The TDE Plan is not applicable to the following members of the Teachers' bargaining unit represented by HEA:

In-Building Substitutes
Long-Term Substitutes

IV. OVERSIGHT COMMITTEE FOR TDE

For the duration of this MOU, a joint HEA and District oversight committee (TDE committee) shall be responsible for overseeing the implementation of the TDE plan. The members of this committee will represent the District and HEA and include HEA's president or designee, the HCM coordinator, and the Assistant Superintendent or designee. Other members could be included to represent Peer Coaches or administration but are not required. The committee will meet yearly. If a meeting is scheduled during a school day, the District shall pay the cost of any necessary substitutes.

The TDE committee will make recommendations only to the Parties on modifications to the TDE plan, including any statutory changes to the requirements in *Minn. Stat. 122A.40, Subd. 8*. Any modifications made to the TDE plan will be made by mutual agreement, and neither Party may unilaterally modify the TDE Plan.

V. POSTING REQUIREMENTS AND TRAINING

The District will provide the appropriate venue to post copies of the TDE Plan so that it is always available. Notice of any changes to the TDE Plan will be provided to all Teachers and Administrators within thirty (30) days of any changes to the TDE Plan.

The District will provide ongoing training on all aspects of the TDE Plan. Standardized training will include presentation and discussion of all documents and procedures and training on all electronic needs for the TDE Plan. Schedules and materials for these training sessions will be available to TDE's committee upon request.

VI. BUDGET

Any costs resulting from items not already provided and funded by HCM's monies as defined in this Agreement will be borne solely by the District.

VII. GRIEVABILITY

The Parties agree that this Agreement and items incorporated herein will be processed in accordance with the grievance process of the Master Agreement between the Parties.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____ By _____

15. Memorandum of Understanding

TDE Regulations

It is agreed by the District and HEA that this document will be in place for 2025-2027.

It is agreed by the District and HEA that the District has established a system of comprehensive and ongoing trainings for all Administrators doing summative evaluations, and that all Administrators will be thoroughly trained prior to performing any summative evaluations. Ongoing training indicates that a minimum of 2 (two) training sessions will be required during each school year. The trainings will include one-or-more, high-quality activities on inter-rater reliability. All Evaluators will be trained in a coaching model.

Definitions and Descriptions:

TDE = Teachers’ development and evaluation: The legislation regarding the development and evaluation of Teachers is supported in this document only in those areas of the requirements not already met by the HCM.

Tenured Teachers: TDE, as described herein, will apply to tenured Teachers.

Observations by Trained Observers: The statute requires all observers to be trained. Any observers must be trained in **the Profile of the Hopkins Educator**.

IGDP = Individual’s Growth and Development Plan: An IGDP is chosen by the Teacher with primary approval by the Teacher’s Peer Coach. The IGDP is chosen at the first **collaborative/coaching experience** (HCM) or the planning meeting for the summative evaluation and demonstrated during the 2nd and 3rd **collaborative/coaching experiences** in that year. If, after the summative evaluation, an adjustment to the IGDP is in the best interest of the Teacher, the Teacher may make said adjustment.

Improvement Process: Statute requires that a process be in place to support any Teacher not demonstrating proficiency. This process must include goals, opportunities, coaching, and timelines. The District will take an active role in coaching and providing opportunities for improvement.

Staff Development: The legislation requires that SD activities are coordinated to match with the requirements for TDE. The District guarantees provision of appropriate SD activities.

Students' Achievement: Statute requires the District and its Teachers to use available state's and/or local's measures of students' growth that are aligned to academic standards.

Longitudinal Data on Engagement of Students: The statute requires that engagement data for students be reviewed during the summative year.

Portfolio: A portfolio is optional in the law. Teachers may choose to create a portfolio of evidence of performance, in the areas of achievement and engagement. The District will provide a vehicle to collect and store the necessary evidence of performance.

Profile of the Hopkins Educator: The summative evaluations will be based on the components of the Profile as prescribed in the MOUs for HCM.

Administrative Mode: The process for improving performance for Teachers not demonstrating proficiency is administrative mode. Before a Teacher can be placed on administrative mode, prior remediation efforts must have been in place. The defining document is included in "Administrative Directives."

Components:

3- year cycle:

The legislation requires yearly evaluations/coaching by a peer or Administrator and a summative evaluation of every Teacher once in 3 years by a trained and qualified evaluator. Teachers will be assigned a "year." That assignment will identify the year in which the summative evaluation will take place. If a Teacher is on leave for a semester or more in the year prior to the assigned summative year or during the summative year, or the Teacher has a major change in assignment, the summative will be reassigned to the year following the year of their return to teaching.

- 1/3 of all tenured Teachers will be in a summative year.
- All summative evaluations will be completed by January 15th.
- Every Teacher in the summative year must have an IGDP.
- The second and third collaborative/coaching experiences will follow the process for HCM.

Observation:

Summative Evaluation:

For the summative evaluation the trained evaluator will be using The Profile of a Hopkins Educator that has been approved for use in HCM for that 3-year cycle and will note the Teachers as “met expectations” or “additional coaching and dialogue recommended.” Determination of the rating will be cited by evidence and will be based on what is observed or discussed directly with the teacher. If an Administrator did not observe evidence for all evaluation areas, additional dialogue may be necessary to document evidence. In some limited cases, an additional observation may also need to occur.

If a Teacher is recommended for additional coaching and dialogue, the Teacher may work with an Administrator or Peer Coach or other colleague and create a plan or process to address areas of concern. The plan/process will include a timeline that works toward meeting expectations by the end of the school year. It is recognized, however, that the coaching and improvement processes may require more time and could continue into the next year.

Achievement of Students:

During the formative years of the process, Teachers will collect data to demonstrate how their students are achieving.

Engagement of Students:

During the formative years of the process, Teachers will collect data to demonstrate the engagement of their students.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

16. Memorandum of Understanding

TDE: PROCESS FOR APPEAL

While it is expected that all licensed Teachers meet expectations, it is also the intent of the District to support each Teacher and provide opportunities to improve performance and meet expectations. Therefore, the following process will address those opportunities:

1. If a licensed Teacher does not meet expectations for the summative evaluation, it is expected that the Teacher will access resources to overcome any deficiencies. The Administrator will take an active role in providing opportunities to improve. Teachers are encouraged to use any of the following measures possible to make personal improvements:
 - a. Create a personal action plan
 - b. Research best practices
 - c. Participate in targeted staff development
 - d. Seek assistance from the Principal, colleagues, Peer Coaches or Mentor Teachers
 - e. Observe colleagues
 - f. Participate in professional coursework through college, university, or training site
 - g. Ask for an additional observation from a Peer Coach, Site Coach, the Principal, or another colleague to get additional feedback prior to any formal, follow-up observation
 - h. Team teach

*This list provides possible suggestions and is not intended to be exclusive of any other creative ideas for improving.

2. If a licensed Teacher does not meet expectations, the Teacher will be able to work through HEA to submit a formal request for further review coordinated by the Assistant Superintendent, who will develop a review process that will be communicated to the Teacher and the HEA representative. Any objections to the process will be resolved prior to the beginning of the review. The purpose of the process will be to review all the evidence and make a final determination. There will be no further avenue for appealing the decision.

3. If the final determination of “does not meet expectations” is upheld, the Teacher will have the opportunity to work toward meeting expectations as noted in paragraph 1 above.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION

HOPKINS PUBLIC SCHOOLS

By _____

By _____

17. Memorandum of Understanding

Amendments To Disaster Leave

Article VII, Section B, Subsection 4 shall, for the 2020-2021 school year, include the following:

COVID Disaster Leave:

Retirement/Severance Consideration—

The administration shall develop a tracking mechanism to track the number of COVID documented absences (days) that are beyond the allocated FFCRA leave that an individual incurs due to COVID treatment.

These days will be credited toward the retirement incentive sick-leave balance that is required to access severance.

When an individual with a COVID Disaster Leave balance requests access to retirement/severance under the terms of the contract, the balance of accumulated COVID Disaster Leave days will be applied to the sick leave balance necessary to access retirement/severance benefits.

Individuals may be required to provide sufficient documentation to verify the number of days that will be placed into the COVID Disaster Leave balance.

Should any of this language not be supported by changes to local, state, federal, or additional legal requirements, the School District and HEA agree to meet and confer regarding the development of new language that would support the spirit and intent of the actions associated with the establishment of this memorandum.

25-Day Qualification Period:

The administration shall develop a tracking mechanism to track the number of COVID documented absences (days) that are beyond the allocated FFCRA leave that an individual incurs due to COVID treatment.

These days will be fully credited toward the 25-day qualification period and will not be deducted from an employee's regular sick-leave bank.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

18. Memorandum of Understanding

Emergency Substitute Teaching

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (herein after referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

Substitute coverage

In the event the District is unable to find a substitute to cover an educator’s absence, other staff can be asked to volunteer to cover for the absence. If there is no substitute available, the following steps will be followed:

1. In the event the school site can’t fulfill its staffing needs, buildings will attempt to request assistance from other buildings (i.e. in building subs, district office personnel, TOSAs/Coaches etc.). If a building is unable to fill its substitute needs after contacting other buildings, the building administrator or designee will notify the central office of the continued need via email, and the central office will assist by sourcing individuals who can assist with coverage.

2. If there are absences uncovered, staff volunteers will be compensated initially at \$60/hour (on the first day) and then \$70/hour each time the teacher substitutes in a month.

3. If there are no staff volunteers and absences remain uncovered after item #1 is implemented, using a transparent/published rotation established at each site, all site Teachers and licensed substitute teachers will be assigned on a rotating basis to provide substitute coverage. Compensation shall be \$60/hour initially (on the first day) for lost preparation time. A teacher required to substitute more than once per month will be compensated at \$70/hour for each additional substitute assignment.

4. Teachers who are required to combine classes or Teachers who co-teach with another instructor and assume responsibilities for the course when the other Teacher is absent (including Advisory/Homeroom/Royals Connect) will be compensated at \$30/hr.

Special Education Teachers or English Language Learner Teachers who are co-teaching a course with a teacher of record for the general education course will be compensated at the \$60 or \$70 rate, as applicable, should the Special Education or English Language Learner Teacher assume sole responsibility for the co-taught course.

5. If a substitute request is unfilled at the building level, all qualified educators will be placed in an assigned rotation until all substitute requests are filled. (Note: Licensed office and administrative staff, excluding nurses, will be a part of the rotation, with priority given to partial day coverage over full-day coverage for uncovered classrooms.)

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____ By _____

19. Memorandum of Understanding

Class Size

The District and the HEA agree that reasonable class size is imperative for creating a safe, healthy, and academic environment for students. Both the District and the HEA recognize that research demonstrates that smaller classes are generally a more effective environment for teaching and learning.

For purposes of this MOU, class sizes are calculated strictly based on the teacher/student ratio within any individual classroom. Other staff are not calculated into the formula for determining average instructional size, except for kindergarten.

At the middle school level and high school level, ranges have been established, and a compensation point has been determined for the 2025-2026 and 2026-2027 school years.

<u>Grade/Age Band</u>	<u>Desired Instructional Range</u>	<u>Compensation Point</u>
<u>Middle School</u>	<u>28-30</u>	<u>32</u>
<u>High School</u>	<u>30-34</u>	<u>36</u>
<u>EL at either level</u>	<u>19-21</u>	<u>22</u>

At the elementary school level, ranges have been established, and a compensation point has been determined for the 2025-2026 and 2026-2027 school years.

<u>Grade/Age Band</u>	<u>Desired Instructional Range</u>	<u>Compensation Point</u>
<u>Kindergarten w/full-time para support</u>	<u>18-23</u>	<u>26</u>
<u>Kindergarten with part-time para (4 hours)</u>	<u>18-23</u>	<u>24</u>
<u>Kindergarten with no para support *</u>	<u>16-19</u>	<u>21</u>

<u>1st grade</u>	<u>18-23</u>	<u>26</u>
<u>2nd grade</u>	<u>20-24</u>	<u>27</u>
<u>3rd grade</u>	<u>21-25</u>	<u>28</u>
<u>4th grade</u>	<u>22-26</u>	<u>29</u>
<u>5th grade</u>	<u>24-28</u>	<u>31</u>
<u>EL</u>	<u>40</u>	<u>41</u>

*the recommendation is to provide full-time paraprofessional support in kindergarten

The Compensation Point is the highest-class size at which an individual section may run without additional compensation being provided to the instructor. If the section's class size roster exceeds the Compensation Point at the end of the 9th week of each semester for the middle school sections, at the end of the 5th week in each term for a high school section, or January 15th of semester 1 and May 1st of semester 2 for elementary instructors, the primary instructor of the class will receive the following amount per student above the compensation point. Should a date fall on a non-student contact day, then data will be collected on the next student contact day.

\$100.00 per student at the middle school and high school level

\$320.00 per student at the elementary level (per semester-twice per year)

\$64.00 per student/per section for elementary specialists (per semester-twice per year)

Payment will be provided to the instructor at the end of each term or as close to the end of the term date for the respective levels, depending on scheduled payroll run dates.

Differential for Multi-Grade in Elementary

A salary differential in the amount of \$450.00 per semester is paid to an elementary teacher in a multi-grade teaching assignment required and approved by the Employer. Assignments that qualify for this differential would be limited to multi-grades within a single class section for a full teaching day. This qualification would not include subject matter specialists or other teachers who teach at more than one grade level during the course of a teaching day. Note: VEDU is exempt.

Class Size Review Committee

The Committee make-up will consist of up to eight (8) members who convene to formulate recommendations to address class size issues that arise during the school year. The Committee shall be comprised of four (4) representatives of the HEA and four (4) representatives of the Employer, one (1) of whom will be the Superintendent of Schools, or designee, who will function as the Committee's chairperson. The HEA and the District agree that a committee will be convened in April 2026 to review the preliminary K-12 class size data for the upcoming school year. The Committee will meet in September 2026 to review class size data from the start of the school year. The Committee will meet by January 10, 2027, to review class size data prior to second semester. The Committee will meet April 2027 to review the preliminary K-12 class size data for the upcoming school year. The Committee will make recommendations that address each class size issue.

The purpose of these meetings will be to collectively review sets of K-12 class size information and to produce strategies for reducing the numbers of sections that are above the Compensation Point.

As a primary focus of the Committee work, the HEA and District agree that the primary strategy that will be considered before other strategies is to review the intended use of building discretionary funds and not allocate those funds until the number of class sections at the Compensation Point has been reasonably minimized.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

20. Memorandum of Understanding

Lane Review for Related Services Professionals

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association, (hereinafter referred to as the “HEA”), as follows:

Applicants who have earned and filed their Master’s Program transcripts will have the transcripts reviewed at the time of initial offer to determine if an additional lane credit(s) would be applicable.

Additional lane credits will be granted for those individuals who have a program credit requirement that exceeds the traditional 40 credit hour requirement or has a professional certification requirement that exceeds one semester of required time for which credit was

not already given in the determination of the credits required for program completion according to the following chart:

Total Credits Required for Master’s Degree	Lane Placement
40 or Less Program Semester Credits	MA
41-50 Program Semester Credits	MA+10
51-60 Program Semester Credits	MA+20
61-70 Program Semester Credits	MA+30
71-80 Program Semester Credits	MA+40

The license areas designated for this review include Occupational Therapy, Physical Therapy, School Psychologists, Speech Language Pathology, School Counselors, and Social Workers.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____ By _____

21. Memorandum of Understanding

READ Act

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

WHEREAS the District and HEA are parties to a collective bargaining agreement (CBA) for the period from July 1, 2025, through June 30, 2027; and,

WHEREAS the District and HEA 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 HEA have agreed that teachers will participate in LETRS or Early Childhood LETRS and,

WHEREAS the total anticipated number of hours of training required for Early Childhood LETRS is approximately 37 hours (over a one-year timeframe)

OR

WHEREAS the total anticipated number of hours of training required for LETRS is approximately (166 hours over a two-year timeframe)

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

1. Eligibility:

The District and HEA 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 September 2024 and June 30, 2025; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.
- d. Completed the training as a Hopkins led LETRS cohort or be a facilitator that trained to lead Hopkins LETRS cohorts as sponsored by the State of Minnesota.

2. Compensation earned for READ Act training

Teachers will earn compensation as follows:

Teachers completing Early Childhood (EC) LETRS will receive an additional \$200 paid out in June following successful completion of EC LETRS with a passing score of 80% or higher.

Teachers completing Volume 1 of LETRS will receive an additional \$450 paid out in June following successful completion of Volume 1 with a passing score of 80% or higher.

Teachers completing Volume 2 of LETRS will receive an additional \$450 paid out in June following successful completion of Volume 2 with a passing score of 80% or higher.

Teachers who would prefer graduate credits over micro-credentials may forfeit their micro-credentials. They may choose to pay the transcription fee to a program accepting the PD for credit, such as the [American College of Education](#). They may use this transcript for lane movement.

3. Credit Recognition

Participants in Early Childhood LETRS will receive 2 micro-credentials for completion of the online modules, Bridges to Practice, and text reading. Compensation for any missed sessions made up outside of contract hours are

included in the micro-credential compensation. These micro-credentials are eligible for Hopkins professional learning and lane change consideration. Micro-credentials will not be allocated until full completion of all criteria is completed and will be processed annually in June. Final certificates and submission must be completed by participants as directed.

Upon successful completion of a micro-credential, the teacher will receive \$150 in addition to the total compensation earned for the school year for each micro-credential.

Participants in LETRS will receive 4 micro-credentials for Volume 1 and 4 micro-credentials for Volume 2. These micro-credentials are compensation for completion of the online modules, Bridges to Practice, and text reading. Compensation for any missed sessions made up outside of contact hours are included in the micro-credential compensation. These micro-credentials are eligible for Hopkins professional learning and lane change consideration. Micro-credentials will not be allocated until full completion of all criteria is completed and will be processed annually in June. Final certificates and submission must be completed as directed.

*Title I participants who successfully complete the training of Volume I during the 2024-2025 school year, will receive the difference in micro-credentials or the stipend if they received less than the current amounts listed in this agreement for the completion of the training. They will receive the compensation for Volume 2 during the 2025-2026 school year as listed in this agreement. For the purposes of the statutorily required READ Act training, teachers in Title I may earn 4 micro-credentials for completing Volume 1 and 4 micro-credentials for completing Volume 2, as of the 2026-2027 school year. This is non-precedent setting.

For the purposes of the statutorily required READ Act training, teachers at BA 40 or MA 40 may earn 4 micro-credentials for completing Volume 1 and 4 micro-credentials for completing Volume 2. This is non-precedent setting. Participants who completed the training prior to September 2024 through a Hopkins led LETRS cohort or as a facilitator that trained to lead Hopkins LETRS cohorts as sponsored by the State of Minnesota or through the Minnesota Department of Education or sponsored by Hopkins, will receive the difference in micro-credentials or the stipend if they received less than the current amounts listed in this agreement for the completion of the training.

3. Proof of completion and payment timeline

In all cases, teachers shall submit proof of training completion to Innovation, Design & Learning by the last duty day of the school year to be submitted to payroll for said fiscal year.

4. Demonstration of Competency

Teachers who complete the training but do not demonstrate mastery in a state approved program are required to participate in a District support program mutually agreed upon with HEA. Teachers who complete the additional training will receive the micro-credentials and compensation.

5. 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 Teachers to comply with these requirements may result in disciplinary action pursuant to CBA.

6. Effective Date and Duration

This MOU shall continue in effect until June 30 of 2027. Sections of this agreement will remain in full force and effect for those Teachers who are required to complete Phase 1 training during the 2025-2026 school year.

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 HEA. Neither the District nor the HEA 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 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.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

22. Memorandum of Understanding

Journey Teacher

The Memorandum of Understanding (“MOU”) is entered into by and between the Hopkins Education Association (“HEA”) and Hopkins Public School District 270 (“District”). This MOU is contingent upon receiving outside funding (Grant, Legislative) to support this partnership.

Whereas the Union and District are parties to a collective bargaining agreement; and

Whereas, the District has partnered with Black Men Teach and Freedom Schools on a teacher apprenticeship program as defined below (“The Apprenticeship”) sponsored by Education Minnesota (“Sponsor”) and developed to provide Paraprofessionals with coursework and on-the-job training toward becoming a licensed teacher; and

Whereas, the related technical instruction will be provided by Bemidji State University (“Provider”), which will recommend for licensure and confer the bachelor’s degree; and

Whereas, this MOU governs the terms and conditions of employment for the employees who agree to work as Journey Teachers in the apprenticeship program during the 2025-2026 and 2026-2027 school years; leave and check again.

Whereas, for the purposes of this agreement:

- Apprenticeship program (“The Apprenticeship”) means a program that registered with the Department of Labor and Industry, signed by the Employer and Local Union, in which an individual employed in a Paraprofessional role receives on-the-job training and related instruction that leads to a bachelor’s degree and Tier 3 license.
- Teacher Apprentice means the individual employed as an Education Support Professional enrolled in the apprenticeship program of their employer. The Service Employees International Union (SEIU) represents all Paraprofessionals covered by this MOU.
- Journey Teacher is the individual that meets the Journey Teacher criteria and supports the apprentice in their classroom for at least one academic year, modeling, coaching, observing, and planning with the apprentice.
- Related technical instruction is the coursework and teacher preparation programming that occurs outside of the workday.

Now, therefore, in consideration of the mutual promises contained with this MOU, HEA and the District agree to the following provisions governing the terms and conditions of employment for employees who agree to work as Journey Teachers in the apprenticeship program:

1. Employees working as Journey Teachers in the Apprenticeship Program shall remain members of the bargaining unit as defined in the CBA and be subject to all provisions and benefits of the CBA except as otherwise provided in this MOU.

2. Employees working as Journey Teachers in The Apprenticeship shall be paid an additional stipend of \$5,400 per academic year for this Journey Teacher work.
3. Employees working as Journey Teachers who leave the Apprenticeship for any reason (other than termination for just cause) pursuant to the terms of the CBA shall retain their position within the bargaining unit. Stipend pay shall be prorated based on the length of their service.
4. Employees working as Journey Teachers whose Apprentice leaves for any reason before the end of the year shall be paid a prorated stipend based on the length of their service.
5. Employees working as Journey Teachers in The Apprenticeship are not mandated to work summer programming with Apprentices.
6. Employees working as Journey Teachers in the Apprenticeship Program shall complete the assigned duties of their teaching position in addition to duties outlined in the Journey Teacher position description, which should not exceed more than three additional hours per week outside of the normal duty day for teachers.
7. Employees working as Journey Teachers in the Apprenticeship Program shall have two days per week without required meetings to provide time to work with their Apprentice.
8. Employees working as Journey Teachers in the Apprenticeship program shall be partnered with one Apprentice during the academic year.
9. Employees working as Journey Teachers in the Apprenticeship Program shall participate in in up to 40 hours of Journey Teacher training. This training will either happen during the summer, or throughout the school year depending on Journey Teacher Schedule. This training will be provided by the Apprenticeship Sponsor. Journey Teachers will be paid \$40 per hour according to the CBA for this training.
10. The District shall not move employees working as Journey Teachers in the Apprenticeship program either with respect to their assigned position, classroom, or building unless agreed upon by the Union, District and Journey Teacher.

Oversight Committee Apprenticeship Program:

For the duration of this MOU, a joint oversight committee shall be responsible for overseeing the implementation of the program. The members of this committee will represent the District, SEIU, and HEA and include:

- HEA’s president or designee
- The Assistant Director
- The SEIU representative, and
- The Assistant Superintendent or designee.

Other members could be included to represent the Journey Teacher or administration but are not required. The committee will meet yearly. If a meeting is scheduled during the school day, the District shall pay the cost of any necessary substitutes.

1.12 The candidates for the Journey Teacher position will be interviewed by a committee comprised of six (6) members including three (3) representatives of HEA, one (1) of who will be the President of HEA or designee and three (3) representatives of the Employer, one (1) of whom will be the Superintendent of Schools, or designee, who will function as committee’s chairperson. The HEA and the District agree that the selection process should start with reaching consensus on a candidate(s). The final candidates selected for Journey Teacher positions must be mutually agreed upon by the HEA and the District representatives. Failure to reach agreement on candidates will result in a decision not to hire from the pool and the reopening of positions.

This MOU will take effect upon signature by both parties and will remain in effect until June 30, 2027, unless both parties agree in writing to end the MOU or to extend its term.

In the event any person asserts that a provision of this MOU is ambiguous, this MOU must be construed to have been drafted equally by all parties.

This MOU does not establish past practice and is non precedent setting.

This MOU is enforceable under the grievance and arbitration procedures in the CBA and can be used in any proceedings for the purposes of its own enforcement.

This MOU constitutes the entire agreement between the parties relating to the subject matter addressed in this MOU. This MOU controls to the extent that it conflicts with the terms of the CBA. No changes to this MOU are valid until they are in writing and are signed by both parties.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION

HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

23. Memorandum of Understanding

Recertification Committee

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

This Memorandum of Understanding (MOU) outlines the roles, responsibilities, and expectations of the Recertification Committee Chairperson and committee members to ensure clarity and alignment with organizational goals as well as compensation.

The District and the HEA establish the Recertification Committee for the purpose of evaluating continuing education activities, granting appropriate clock hours for those activities, and recommending renewal of Tier 3 and Tier 4 licenses, including related service licenses, and is governed by the rules set forth in [Minnesota Rules, chapter 8710](#).

1. The Committee will include seven (7) members which reflect the following:
 - a. Five individuals, who hold at least a baccalaureate degree and are licensed by the Professional Educator Licensing and Standards Board (elected by licensed teachers and related services providers of the district).
 - b. One individual who holds a Minnesota administrator's license (elected by the licensed administrators of the district).
 - c. One individual who is a resident of the district and is not an employee of the school district (designated by the local school board).
2. Each year, the Relicensure Committee must elect a chairperson(s) by the end of September and establish the chairperson’s duties. The chairperson(s) duties may include but are not limited to calling and conducting meetings, preparing agendas, recording approved clock hours into the Continuing Education Clock Hour Reporting System, providing leadership in orienting new committee members, serving as liaison and contact person in the committee's relationship with outside agencies and individuals, and coordinating revision of local guidelines when needed.
3. Each year, the Relicensure Committee must elect a secretary by the end of September and establish the secretary’s duties. The secretary’s duties may include but are not limited to recording the minutes of each meeting and distributing them to the committee members and administration at least five days before the next meeting of the committee, handling committee correspondence and announcements/posting, maintaining licensure records, and chairing the committee when the chairperson is absent.
4. Committee members will be responsible to receive clock hour applications and assign the numbers of clock hours earned for each licensed teacher and related services provider. In order to ensure consistent and equitable interpretation, any applications that do not readily conform to established

guidelines are discussed by the committee and clock hours assigned based upon a file of past decisions and practices that is maintained for each category. A committee member approves each approved clock hour application.

5. Compensation will include an annual stipend of \$400 for the chairperson. For the 2024-2025 school year only, the co-chairs will each receive a \$400 stipend. Each committee member will receive a \$200 stipend. Additionally, each committee member will receive ten (10) clock hours yearly for their ongoing professional development as it relates to the committee responsibilities. Each member of the committee will submit a clock hour request to be approved by the chairperson(s). If each committee member completes the responsibilities of the role, each member will submit a request for compensation by May 30.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

24. Memorandum of Understanding

E-Learning Days

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

HEA and the District agree that E-Learning days are intended to provide quality learning opportunities when in-person school courses are canceled due to weather. The e-learning days will provide options to meet statutory regulations related to student instructional time, in lieu of making up school days for weather related cancellations. These days do not apply to VirtualEDU students who are scheduled for virtual instruction, as they will continue normal operations in the event of a weather-related closure.

WHEREAS, MN Statute 120A.414, E-Learning Days, was amended as of May 25, 2023; and

WHEREAS, MN Statute requires the continuation of payment of full wages for scheduled work hours and benefits of all school employees for the duration of an e-learning period; and

WHEREAS, MN Statute requires school employees be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need; and

WHEREAS the district and the union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment;

NOW THEREFORE, be it resolved; that for the 2025-2026 school year, the following language supplements the language in the collective bargaining agreement between the parties.

Subdivision 1. Days.

"E-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather. A school district or charter school that chooses to have e-learning days may have up to five e-learning days in one school year. An e-learning day is counted as a day of instruction and included in the hours of instruction under section 120A.41.

Subdivision 2. Wages and Benefits

For the duration of any e-learning day declared by the District, all Teachers will be paid their full wages for scheduled work hours and benefits.

Subdivision 3. Work Location

On E-learning days, Teachers will be able to work from home and complete their regular duties to the extent possible. In advance of e-learning days, the exclusive representative and District will determine alternate duties and/or opportunities for situations in which employees do not have the ability to carry out their in-person responsibilities.

This agreement addresses the 2025-2026 and 2026-2027 school years.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

25. Memorandum of Understanding

In-Building Substitute Teacher

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

The District and the HEA are committed to providing highly trained and licensed teachers as In-Building Substitute Teachers when the classroom Teacher is absent.

In-Building Substitute-Teacher Position

1. The In-Building Substitute Teacher shall be responsible for providing classroom instruction to students as assigned and planned by the absent classroom Teacher. The In-Building Substitute Teacher shall preserve the regular routine of the class, provide students with curriculum that is aligned with District’s outcomes; and follow the guidelines of the “Substitute Teacher’s Expectation.” The In-Building Substitute Teacher shall create a positive, inclusive environment for a diverse population of students; use positive, constructive discipline; and demonstrate a sensitivity to meeting the social and academic needs for each student. The position of In-Building Substitute Teacher shall be compensated at the rate of \$215/day for 2025-2026 and 2026-2027 school years.

2. The following provision of the Master Agreement between the Hopkins Education Association and the Hopkins School District shall apply to the In-Building Substitute Teacher:

Articles I; II; III, IV, VII, VIII, XIII, XIV, XV (A), XVI, XVII, XIX, and XX.

3. The following provisions of the Master Agreement between the Hopkins Education Association and the Hopkins School District shall **not** apply to the In-Building Substitute Teacher:

Articles V; VI; IX; X; XI; XII; XV (B) and (C); and XVIII.

4. Duty Hours

The parties agree that the limitations on duty days, hours, normal school calendar, etc., contained in the Master Agreement, shall not apply to In-Building Substitute Teachers hired under the In-Building Substitute Program. The scheduled duty day and duty hours for such staff shall be established at each building by the building’s Principal or the Director of Administrative Services and shall not exceed the normal duty day of a full-time classroom Teacher. An In-Building Substitute Teacher may be assigned classroom or out-of-classroom responsibilities for any portion of the normal duty day by the building’s Principal or the Assistant Superintendent. The parties agree that the School District shall have the right to determine hours of employment based on the program’s needs, and all individuals serving as an In-Building Substitute shall be given appropriate

preparation time that is commensurate with the instructional assignment that they are covering.

A reduction in hours shall not be viewed as a position reduction.

The parties acknowledge that the In-Building Substitute Program will be conducted over the school year on a calendar different from that of the classroom Teacher.

5. Seniority

Seniority will be defined according to the day on which a Teacher is hired as an In-Building Substitute Teacher. Transfers hired in the In-Building Substitute Program shall not accumulate seniority on the regular Teachers' seniority list. Instead, the In-Building Substitute Teacher shall have a separate seniority list and shall accrue seniority on this list by teaching in the In-Building Substitute Teacher Program. The In-Building Substitute Teacher's seniority system shall follow normal seniority provisions.

6. Staff Reductions

a. Release

In the event the Employer deems it is necessary to reduce the number of In-Building Substitute Teachers, the release shall be in seniority order, as defined in the preceding paragraph, provided, that the School District shall not be required to assign a senior, In-Building Substitute Teacher to a substantially different assignment to accommodate the seniority claim of a junior, In-Building Substitute Teacher.

b. Recall

Recall shall be in seniority order.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

26. Memorandum of Understanding

Hard-to-Fill Instructional Areas

This Memorandum of Understanding is entered into between the Hopkins Public Schools 270 (hereinafter referred to as the “District”) and the Hopkins Education Association (hereinafter referred to as the “HEA”) as follows:

This MOU applies to all instructional positions within the District that have been identified as hard-to-fill.

Hard-to-fill shall be defined as positions that have been posted for over multiple cycles (a minimum of two full 14-day cycles) with no applicants or over a month period with limited applications that do not meet minimum qualifications or an applicant pool that, when interviews are complete, leaves no successful candidates to move forward.

Terms and Conditions:

To create options to address hard-to-fill positions, the District and the HEA agree that the District shall have the discretion to address hard-to-fill instructional positions by offering a menu of possible factors designed to increase interest in these positions.

1. Menu of Possible Factors: The District may consider the following factors to attract and support candidates:

a. Financial incentives such as signing bonus:

This will be available upon mutual agreement with the Association and the District up to a maximum of \$5,000.00 in one school year for a candidate to accept as a signing bonus at the completion of the school year in which an individual is hired for hard-to-fill special education positions.

b. Professional development opportunities:

The credit reimbursement options will be modified for hard-to-fill positions to include payment prior to the completion of the course, reimbursement for courses that lead to a needed certification rather than a university or college degree, and the use of funds to off-set books or other instructional materials in addition to course tuition.

c. Flexible work schedules:

This also includes the addition of extra contract days beyond the 185 outlined in the Master Agreement.

d. Mentorship programs.

- e. Other arrangements with higher education partners including apprentice programs and use of staffing agencies on a temporary basis to cover a need for the school year
2. Right to Contract. The parties agree that in the short term, the District may contract with outside agencies to obtain the services of qualified personnel ("agency employees") for open Special Education teacher positions only during the 2025-2026 and 2026-2027 school years and only if the position meets the hard-to-fill definition.
3. Employment Status. For all purposes and at all times, all agency employees who are assigned to the District by an outside agency will be considered to be an employee of the outside agency and not an employee of the District. As a result, the District will not pay the agency employee directly; the CBA between the HEA and the District will not apply to the agency employee; the agency employee will not be a "public employee" or a member of the bargaining unit; and the agency employee will not acquire any seniority rights, continuing contract rights, or other employment rights in the District.
4. Continued Posting. The District agrees that it will keep open HEA bargaining unit positions posted until filled by a District teacher. The parties agree that the District retains discretion to determine the qualification and acceptability of teachers hired into open positions. The District also agrees that it will not agree to language with the agency that in any way compromises this obligation to keep the position open or obligates them to keep an agency employee in the position long term.
5. Collaboration: The HEA and the District will collaborate to identify hard-to-fill positions and develop strategies to address these needs effectively.
6. Review and Evaluation: The effectiveness of the measures outlined in this MOU will be reviewed annually. Adjustments may be made based on the outcomes and feedback from stakeholders.
7. No Precedent. Nothing in this MOU may be deemed to establish a precedent or practice arising out of or relating to the CBA between the District and the Union. This MOU does not decrease any rights the District would have outside of this MOU. It also does not constitute a waiver by the Union to challenge assignments of bargaining unit work that it believes violates the CBA or applicable law. This MOU is enforceable through the CBA grievance process.
8. Exclusive Representative Rights. The Exclusive Representative does not waive and expressly reserves its right to challenge any and all School District assignments of bargaining unit work under any future circumstances that the Exclusive Representative alleges to violate the Agreement or any applicable law. Nothing in this MOU may be deemed to

HOPKINS EDUCATION ASSOCIATION

HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

28. Memorandum of Understanding

Insurance Eligibility Study Committee

The District and the HEA agree that it is the desired interest of both parties to review eligibility thresholds for full and part-time teachers within programs that are structured for part-time employment, such as ECFE, ABE, and Title I.

With this goal in mind, the HEA and District agree that a working Committee will be formed after January 1, 2026. The Committee will be composed of four (4) representatives of the HEA and four (4) representatives of the District, one (1) of whom will be the Superintendent of Schools, or designee, who will function as the Committee chairperson.

The Committee will be responsible for developing a recommendation regarding the insurance benefit threshold and proration tiers. In the recommendation, the Committee must include information about the impact and any other budget adjustments that are necessary to achieve the recommendation. The Committee will consider the full-time equivalent within each program and the opportunity or lack thereof to be a full-time employee.

The recommendation will be completed by April 30th of 2026 for presentation to the HEA and District negotiators.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION

HOPKINS PUBLIC SCHOOLS 270

By _____

By _____

29. Memorandum of Understanding

Special Education Workload Study Committee

WHEREAS, this Memorandum of Agreement (MOA) is entered into by and between Hopkins Public Schools ("District") and the Hopkins Education Association ("Union") to

specify certain terms and conditions relating to special educator caseload and workload;
and

WHEREAS, the District acknowledges their obligation to review policies and regulations in a timely manner to ensure policies are relevant and are inclusive of state and federal requirements; and

WHEREAS, the District recognizes the last workload time study was conducted prior to 2014 and does not recognize or include the most recent impact of the COVID-19 pandemic or the comprehensive district design on students and special education staff;
and

WHEREAS, the District recognizes the amount of due process paperwork necessary to meet state and federal compliance varies based upon student IEP needs and thus it impacts workload and caseload; and

WHEREAS, the District defines caseload as student count - the number of students with an Individualized Education Plan (IEP) for which a special educator is responsible for overseeing the due process requirements on an annual basis; and

WHEREAS, the District defines workload as all of the responsibilities required of special educators which shall be based upon the student's needs. Workload includes but is not limited to specially designed instruction, evaluations and reevaluations, due process procedures and IEP Management Responsibilities. Preparation Time, Directing Work of Paraprofessionals. and Other Assignments; and

WHEREAS, staffing shortages has resulted in an increasing number of educators working on Tier 2 licenses the district recognizes the need for mentoring and coaching support for special education staff that reflects their commitment to professional learning and retention within the field; and

WHEREAS, the retention of experienced special education professionals is essential for maintaining continuity of services and fostering positive outcomes for students who are receiving special education services; and

NOW THEREFORE, BE IT RESOLVED THAT the Parties agree to the following:

The HEA and District agree that a working Committee will be formed after January 1, 2026. The Committee will be composed of up to five (5) representatives of the HEA and up to five (5) representatives of the District, one (1) of whom will be the Superintendent of Schools, or designee, who will function as the Committee chairperson.

The Committee will be responsible for developing recommendations for Special Education workloads and caseloads for the following areas:

- a. ECSE Teachers
- b. Elementary Teachers-resource

- c. Secondary Teachers-resource
- d. Related Service Providers
- e. Evaluation Specialists K-12

The recommendation will be completed by February of 2027 for presentation to the HEA and District negotiators.

DATED: December 2, 2025

HOPKINS EDUCATION ASSOCIATION HOPKINS PUBLIC SCHOOLS 270

By_____

By_____