



**SHAKOPEE
EDUCATION
ASSOCIATION**

S H A K O P E E , M I N N E S O T A

NEW TEACHER INFO PACKET

2019–2020

TABLE OF CONTENTS

Dr. Martin Luther King, Jr. on Unions.....	2
Member Information	
SEA Executive Board Membership.....	3
Educational Leader's Addresses.....	4
Member Benefits	
The Mission of the SEA.....	5
The Values of the SEA.....	6
Benefits of SEA Membership.....	6
Benefits of SEA Membership: Collective Bargaining Agreement.....	7-8
Benefits of <i>Education Minnesota</i> Membership.....	8
Benefits of AFT Membership.....	9
Benefits of NEA Membership.....	9
Member Responsibilities	
Professionalism.....	10
Local Dues Structure.....	11
Total Dues Information.....	12
License Renewal.....	13-14
Member Opportunities	
Serving in the SEA.....	15
District-wide Committees.....	16
Warnings to Employees	
Weingarten Right.....	17
Tennessen Warning.....	17
Garrity Warning.....	18
The Top Five Reasons for Discipline.....	19

Dr. Martin Luther King, Jr.

ON UNIONS

In his address to the Illinois State Convention of the American Federation of Labor and Congress of Industrial Organizations, Dr. King pointed out the similarities between the trade union movement and the civil rights movement and recalled what unions had achieved in America to date.

“The labor movement was the principal force that transformed misery and despair into hope and progress. Out of its bold struggles, economic and social reform gave birth to **unemployment insurance, old-age pensions, government relief for the destitute** and, above all, **new wage levels** that meant not mere survival but a tolerable life.

The captains of industry did not lead this transformation; they resisted it until they were overcome. When in the thirties the wave of union organization crested over the nation, it carried to secure shores not only itself but the whole society.

Civilization began to grow in the economic life of man, and a decent life with a sense of security and dignity became a reality rather than a distant dream.

It is a mark of our intellectual backwardness that these monumental achievements of labor are still only dimly seen, and in all too many circles the term “union” is still synonymous with self-seeking, power hunger, racketeering, and cynical coercion. There have been and still are wrongs in the trade union movement, but its share of credit for triumphant accomplishments is substantially denied in the historical treatment of the nation’s progress.”

Source | “Martin Luther King’s greatest labor speeches.” (August 28, 2013). Uni Global Union. Nyon, Switzerland. Retrieved May 30, 2019, from <https://www.uniglobalunion.org/news/martin-luther-kings-greatest-labour-speeches>

MEMBER INFORMATION

SEA | Executive Board Membership

OFFICERS

ROLE	LAST	FIRST	LOCATION	ROOM	POSITION	ROOM PHONE	PERSONAL CELL	MRA TRAINED
President (full-time release)	Anderson	Dale	HS	SW300C	TOSA, Union President	5077	(952) 261-8040	Yes
Vice President	Tabke	Katy	HS	S123	English	4270		No
Treasurer	Paulson	Jamie	HS	S222	Math	4274	(952) 215-2196	No
Membership Chair	Kovic	Kristin	SP	210	Special Education	6576	(952) 393-0690	No
Secretary	Jasken	Jon	WMS	203	Math	4403	(651) 283-3881	Yes

NEGOTIATIONS TEAM

*Negotiations Chair

ROLE	LAST	FIRST	LOCATION	ROOM	POSITION	ROOM PHONE	PERSONAL CELL	MRA TRAINED
Early Childhood & Elementary (E-5) Representatives	Bisel	Doug	SW	006	Grade 1	6927	(952) 484-5875	No
	Doherty	Corinne	SP	220	Grade 4	6580	(952) 454-1321	Yes
	Rutter	Amy	JK	234	Kindergarten	7083	(651) 334-7505	Yes
Secondary (6-12) Representatives	Barbone	Carmen	HS	varies	English	-	(952) 994-3420	Yes
	Braa	Matt	EMS	305	Math	4602	(612) 272-1943	Yes
	Finke	Bruce	WMS	111	English	4481	(952) 237-9864	Yes
Ad Hoc Representative	Anderson*	Dale	HS	SW300C	TOSA, Union President	5077	(952) 261-8040	Yes

BUILDING REPRESENTATIVES

BUILDING	ROLE	LAST	FIRST	ROOM	POSITION	ROOM PHONE	MRA TRAINED
Central Family Center	Lead	Palacio	Katy	301	Birth - 3	5032	Yes
	Support	Stockey	Sally	301	Social Worker	5081	No
Eagle Creek Elementary	Lead	Neu	Kim	133	Behavioral Interventionist	6461	Yes
	Support	Schaaf	Jackie	218	Grade 4	6471	No
Jackson Elementary	Lead	Rutter	Amy	234	Kindergarten	7083	Yes
	Support	Thies	Benjamin	108	Kindergarten	7008	No
Red Oak Elementary	Lead	Lea	Kristen	225	Grade 5	7147	Yes
	Support	Heffernan	Holly	284	Kindergarten	7172	No
Sun Path Elementary	Lead	Doherty	Corinne	220	Grade 4	6580	Yes
	Support	Hack	Steve	143	Physical Education	6543	No
Sweeney Elementary	Lead	Busselman	Jenni	203	Grade 3	6933	Yes
	Support	Bisel	Doug	006	Grade 1	6927	No
East Middle School	Lead	Braa	Matt	305	Math	4602	Yes
	Support	Lundgren	Jason	221	Reading/Lang Arts	4567	No
West Middle School	Lead	Niznick	Jessica	230B	Special Education	5721	No
	Support	Finke	Bruce	111	English	4481	Yes
High School	Lead	Abdalla	Gust	SW306	English	4440	Yes
	Support	Moldenhauer	Nathan	varies	English Learners	-	No
	Support	Hames	Amelia	E123	Special Education	5182	No
	Support	Provancha	Aaron	E317	Science	4230	No
Tokata & DO TOSAs	Lead	Keddie	Doug	DO205	DLC - EC		No

Buildings are allocated a rep and then an additional rep for every multiple of 40 members.

MEMBER INFORMATION

Educational Leaders Addresses

EDUCATION MINNESOTA

EDUCATION MN FIELD REPRESENTATIVE

Luke Fernholz
7242 Metro Blvd, Suite 200
Edina, MN 55439
952-831-7799
Fax 952-831-7203



The union of 70,000 educators

EDUCATION MN PRESIDENT

Denise Specht
Education Minnesota
41 Sherburne Ave
St. Paul, MN 55103
651-227-9541

ELECTED REPRESENTATIVES

STATE SENATOR (DISTRICT 55)

Eric R. Pratt
95 University Avenue W.
Minnesota Senate Bldg, Room 3219
St. Paul, MN 55155
651-296-4123
sen.eric.pratt@senate.mn

STATE REPRESENTATIVE (DISTRICT 55A)

Brad Tabke
377 State Office Building
St. Paul, MN 55155
651-296-8872
rep.brad.tabke@house.mn

SHAKOPEE EDUCATION ASSOCIATION



**SHAKOPEE
EDUCATION
ASSOCIATION**

SEA PRESIDENT

Dale J. Anderson

Address | Shakopee Education Association
c/o Shakopee High School
100 – 17th Ave W
Shakopee, MN 55379

Phone | Work | 952-496-5077
Cell | 952-261-8040

Email | Work | danderson@shakopee.k12.mn.us
Personal | dja.jos@gmail.com

Office | High School SW300C

SEA NEGOTIATIONS COUNCIL

Elementary Representatives | Cell

Doug Bisel (SW) | 952-484-5875
Corrine Doherty (SP) | 952-454-1321
Amy Rutter (JK) | 651-334-7505

Secondary Representatives | Cell

Carmen Barbone (HS) | 952-994-3420
Matt Braa (EMS) | 612-272-1943
Bruce Finke (WMS) | 952-237-9864

Ad Hoc Representative | Cell

Dale J. Anderson (Chair) | 952-261-8040

MEMBER INFORMATION



**SHAKOPEE
EDUCATION
ASSOCIATION**

OUR MISSION

The **SHAKOPEE EDUCATION ASSOCIATION** exists to support its members by...

- Establishing and maintaining professional standards and accountability
- Pursuing competitive compensation and benefits
- Advocating for working conditions that reflect best practice
- Defending due process and professional rights
- Offering/Coordinating effective professional development and training
- Fostering administrative support and collaboration
- Championing teachers' efforts to meet the needs of our students through...
 - high quality student engagement and learning
 - best-practice instructional methodology in their classrooms
 - personal and professional growth
- Working as partners with the diverse members of our community
- Engaging with regional, state, and national labor organizations

Reviewed by the SEA Executive Board | Wednesday, September 12, 2018

MEMBER INFORMATION



ORGANIZATIONAL VALUES

PROFESSIONALISM

We believe effective teaching requires talented and committed professionals.

We believe education is the most fundamentally important and complex task in upholding and maintaining our democracy. Together, in concert, our diverse and talented members serve the unique needs of our students, individually and collectively. These professionals combine experience in the classroom, extensive content knowledge, deep understanding of pedagogy, and the ability to build relationships with students to engage them in relevant and meaningful learning each and every day. These talents and skills are the foundation from which our educators innovate and differentiate as they seek to meet the needs of these unique individuals, enabling them to develop and maximize their potential and passions.

We believe that the most important work in public education occurs between educator and student, and this central relationship must be valued and nurtured by all. As such, we believe the most effective decision-making in education begins in the classroom and is built on critical partnerships between educators, students, families, and administrators.

ADVOCACY

We believe in working together to address the needs of our students and educators.

We believe a high quality education is at the heart of a just and equitable society, and so we seek to initiate policies and develop values that improve public education. We seek to work with our district to help recruit, support, and retain a diverse cadre of trained and skilled professionals. Believing that all students can learn and be successful in school and life, we advocate for students and work diligently to ensure that all students receive an excellent education,

We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our profession and the quality of public education when we unite and advocate collectively for students and our profession.

PROBLEM-SOLVING

We believe in being proactive, thinking long-term, and seeking renewal.

Educators face a myriad of challenges, some known, some unknown — how we respond to and prepare for these challenges has a major impact on our continued success. We believe acting proactively and positively improves teacher morale and provides for a better environment. We believe thinking long-term helps us to make better, sustainable decisions on behalf of students and teachers. We believe in self-reflection and supporting teachers' and students' efforts to learn and seek renewal of their passions.

We believe teachers have strong and important voices that need to be heard on the issues facing our schools, students, families, community, and nation. Educators are a rich source of innovation and problem-solving as we seek to improve education and student outcomes.

UNITY

We believe in standing together; even when we don't agree, we stand together for the good of all.

We believe that solidarity and unity improve teacher morale and enable teachers to make a difference for students. We believe that teachers are best able to maximize student learning when they have a stable, supportive, and encouraging environment in which to hone their craft, and that to create this kind of environment requires collaboration and dedicated commitment to teacher support from all levels of school administration.

We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education, improved student success, and healthy educator morale.

EQUALITY

We believe in the essential uniqueness and equality of all people, and individuals need different supports to achieve it.

We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society. If the true purpose of public education is to shape the future of our society by building educated citizens who are caring, healthy, and productive, and who are fully prepared for the world ahead of them, then we believe public education is the gateway to that opportunity: all students have the human and civil right to a quality public education that develops their potential, independence, and character, and all teachers have the same right to a constructive and supportive working environment.

Updated & Adopted by the SEA Executive Board | October 2017 - Reaffirmed annually thereafter

MEMBER BENEFITS

Benefits of Shakopee Education Association Membership

- **PRIMARY** | A 50+ year history of contract development, including salary increases, benefit improvements, worker protections, and relationship building resulting a great working environment
- A collaborative culture of leadership that emphasizes the common goals of the SEA and the District
 - To provide the best possible education for all Shakopee students
 - To provide competitive and responsible salaries and benefits for teachers
 - To provide competitive working conditions for teachers
 - To provide high-quality professional development for teachers
 - To make decisions that are long-term and financially responsible
 - To maintain smaller, more manageable class sizes
 - To reward teachers for their loyal service and longevity in the District
 - To maintain a stable workforce
 - To proactively and collectively resolve concerns and issues
- Leadership and membership committed to
 - Student Success
 - Professional practice, growth, and development
 - Problem-solving
 - Holding ourselves accountable to high standards of performance
- Representative advocacy throughout the collective bargaining process
- Providing Professional Development
 - Free SEA PD Institute (1-2/year)
 - Free access to South Suburban United trainings
 - Free access to Metro Area Council trainings
- Policing the contract
 - protecting teacher rights and interests
 - addressing members concerns
 - processing grievances (though rarely necessary here)
- Intermediary between administration and teachers

Contract Highlights (Access an online copy here: <https://tinyurl.com/2017-19SEA-CBA>)

Article IV Teacher/Association Rights	2-4
Article V Service Expectations	4-6
Article VI Duty Year	6
Article VII Basic Schedules and Rates of Pay	6-9
7.3 Placement on Salary Schedule	7
7.4 Additional Compensation	8
Article IX Itinerant Staff	11
Article X Benefit Plan	11-13
10.2 District Contributions to Insurance	11-13
Medical Insurance	12-13
Required Insurances (Dental, Life, LTD)	13
10.3 Limitations & Requirements	13
Article XI Leaves	14-21
11.1 Sick Leave (earn 15 per year, accumulative to 180)	14-15
11.3 Personal Medical Leave	15
11.4 Use of Sick Leave for Pregnancy and Childbirth / Paternity Leave (from sick leave)	15
11.5 Child Care Leave (up to one year, unpaid)	16
11.6 Adoption Leave	16-17

11.7 Family Sick Leave (from sick leave).....	17
11.8 Bereavement Leave (up to 5 depending on degree of relation).....	17
11.9 Personal Leave (earn 2 per year, accumulative to 5).....	17-18
11.10 Professional Leave.....	18
11.13 Emergency Leave.....	19-20
Article XIII Unrequested Leave of Absence.....	21-24
Article XV Teacher Discipline & Representation.....	25
Article XVII Deferred Compensation/Retirement Benefits.....	25-27
17.1 Matching Program (1% salary match for probationary faculty, 2.5% match for tenured faculty).....	26
17.2-5 Retirement Benefits.....	26-27
Article XIX Deductions & Payroll (IRS 125 "Flex" Spending).....	27-28
Article XXII Early Childhood Education Teachers.....	28-32
APPENDICES.....	28-32
Appendix B 2018-2019 Salary Schedules.....	34
Appendix D 2016-2017 Co-Curricular Schedule (Activities & Athletics).....	36-37
Appendix E Co-Curricular Explanation.....	38-39
MEMORANDA of UNDERSTANDING.....	41-42
Parent-Teacher Communication/Conferences.....	41
Elementary Connect/Assess Days.....	42

Benefits of Education Minnesota Membership

(<https://www.educationminnesota.org/member-benefits>)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Legal support for teachers <ul style="list-style-type: none"> - Attorney referral programs - Liability Insurance • Field Representative assistance • Lobbying at the State Legislature <ul style="list-style-type: none"> - Advocate for students - Education funding - Collective bargaining - Teacher licensing - Informing members about relevant issues <ul style="list-style-type: none"> ▪ Legislative Agenda ▪ Issue briefs ▪ Capitol Connection e-newsletter - Local lobby days - Emailing legislators • Professional Development opportunities <ul style="list-style-type: none"> - Minnesota Educators Academy (MEA) - Summer Seminar - ConnectED - Core & Professional Development trainings - National Meetings / Trainings | <ul style="list-style-type: none"> • Economic Services Inc. (ESI) <ul style="list-style-type: none"> - Financial/retirement planning - Long-term care insurance - Senior care navigation - Mortgage program - Health insurance - Auto and home insurance - Liberty Mutual - Auto and home insurance - Travelers - Identity theft recovery protection - Credit card - BOSE music products - PerksConnect • Health Care and Insurance <ul style="list-style-type: none"> - Healthcare & Medicare Supplement Options - Long-Term Care Insurance - Senior Care Navigation • Contract bargaining resources • Community Outreach • Contract/grievance arbitration • <i>Minnesota Educator</i> |
|---|---|

MEMBER BENEFITS

Benefits of American Federation of Teachers Membership

(<https://www.aft.org/member-benefits>)

- Lobbying for education
 - Before Congress
 - Before the US Supreme Court
 - Alongside State Unions needing support



- Click image above for link
- Legal services
 - Employment related
 - Lawyer referral program
- Today's Education Magazine
- Financial Services
 - Credit Cards
 - Credit & Budget Counseling
 - Identity Theft Protection
 - Mortgage Programs
 - Real Estate Program
 - Personal Loans
- Insurance Options w discounts
 - Student Loan Forgiveness

- Life Insurance (new teachers get 1 year free)
- Disability Insurance
- Term Life
- Senior Term Life
- Pet insurance
- Long-term care

- Scholarships
- Travel and Entertainment Discounts
 - Hotel discounts
 - Entertainment discounts
 - Emergency Assistance Plus
 - Budget Truck rental
 - Car Rentals
 - Professional moving discounts
- Shopping
 - AFT Advantage
 - AT+T Wireless discount
 - Auto buying
 - ConsumerReports.org savings
 - Goodyear tires and Service savings
 - Magazine subscription savings
 - Teleflora Flowers & Gift Basket savings

Benefits of National Education Association Membership

(<https://www.neamb.com/>)

- Lobbying for education
 - Before Congress
 - Before the US Supreme Court
 - Alongside State Unions needing support
- NEA Today Magazine
- Financial Services
 - Credit Cards
 - Home Loans
 - Educational Loans
 - Personal Loans
 - Savings
 - Retirement
- Insurance Options w discounts
 - Life Insurance (new teachers get 1 year free)
 - Health-Related Insurance
 - Home & Auto Insurance
 - Student Loan Forgiveness

- Specialty Insurance
- Pet Insurance
- Professional Resources
 - NEA edCommunities and Products
 - Professional Articles
 - Tools for Professionals
 - Guides for Professionals
- Discounts
 - NEA Click & Save
 - Home & Auto Discounts
 - Everyday Discounts
 - Car Rental Discounts
- Travel
 - Car Rental
 - Guided Vacations
 - Travel Discounts

MEMBER RESPONSIBILITIES

Professionalism

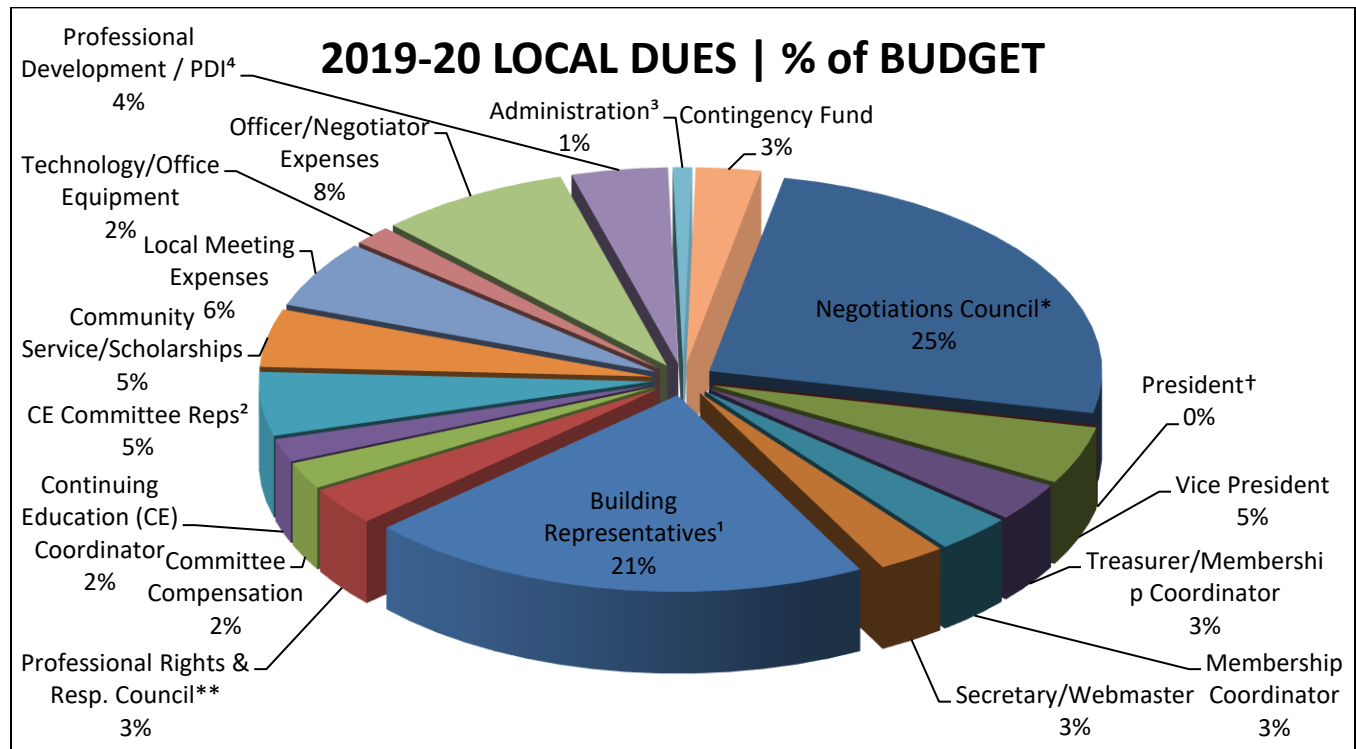
Professionalism, the status of being considered a true professional, is not a technical or legal distinction. Rather it is a social contract between a group and society that is based on trust. The social contract carries with it certain responsibilities and corresponding privileges:

RESPONSIBILITIES	PRIVILEGES
<ul style="list-style-type: none">• To establish and continually advance a valid body of knowledge that is applied for the public good.• To share knowledge freely among the members of the profession and make it available for public scrutiny (not monopolize it for purposes of gainful leverage).• To maintain professional capability within acceptable limits of the current state-of-the-art through lifelong participating in continuing education.• To establish, maintain, and apply standards of educational practice that are aimed at assuring excellence.• To establish and adhere to a code of behavior (ethics) that may be more demanding than prevailing civil law.• To adhere to service as a fundamental ethic that puts the interests of those being served ahead of self-interest and to act as an advocate of those being served.• To contribute to society beyond the practice of the profession by being active in the community.• To engage in debate, self-examination, and the correction of deficiencies on a voluntary and continuing basis.• To do all of the above in a spirit of caring and respect for the dignity of those being served.	<ul style="list-style-type: none">• Recognition and respect as a learned individual (or group) who acts for the public good and contributes to society.• Freedom to determine the standards of conduct and practice from within the profession rather than being subject to externally generated standards and enforcement.• Freedom to exercise professional judgment in the application of the body of knowledge without external judgment except by one's peers.• Freedom to earn a living from the practice of one's profession and to establish the basis for the economic relationship with those being served without external interference.

THE **SEA** NEGOTIATIONS COUNCIL RELIES ON THE PROFESSIONALISM OF ITS MEMBERS IN SEEKING TO NEGOTIATE CONTRACTS WITH THE DISTRICT. MEMBERS WHO ACT UNPROFESSIONALLY IMPAIR THE NEGOTIATIONS PROCESS, JEOPARDIZING CONTRACTUAL IMPROVEMENTS FOR OTHER MEMBERS.

MEMBER RESPONSIBILITIES

2019-2020 Local SEA Dues



\$100.00 LOCAL (SEA) DUES

25.38%	Negotiations Council*
0.00%	President†
4.76%	Vice President
3.17%	Treasurer
3.17%	Membership Coordinator
2.78%	Secretary/Webmaster
20.94%	Building Representatives¹
3.17%	Professional Rights & Resp. Council*
2.22%	Committee Compensation
1.90%	Continuing Education (CE) Coordinator
5.23%	CE Committee Reps²
4.76%	Community Service/Scholarships
5.55%	Local Meeting Expenses
1.59%	Technology/Office Equipment
7.93%	Officer/Negotiator Expenses⁵
3.97%	Professional Development/ PDI
0.79%	Administration³
2.68%	Contingency Fund

Notes

*Negotiations Council Stipends: These figures divided equally between the members of the team (currently 3 secondary representatives, 3 elementary representatives, and 1 ad hoc representative).

†The Local Release -Time President's compensation is paid through a line item on the Collective Bargaining Agreement

**Professional Rights & Responsibilities Stipends: This figure is distributed to the members of the team based on the hours they put in in support of teachers needing representation. All teachers on this team have completed Education Minnesota's Member's Rights Training or its equivalent.

¹The amount for Building Representatives is by building (\$1200) and can be divided as the 2 reps see fit. If divided equally by the reps serving (2 per building, except the HS with 3 and the TLC with 1). For 2018-2019 the amount per rep equals: \$600

²The amount for CE Committee Representatives is divided by the 11 reps serving (1 per building). For 2018-2019 the amount per rep equals \$200 (and an additional \$100 per rep will be paid by the District).

³Administration includes contribution towards the as the costs of printing, stamps, checks, and other necessary purchases for conducting day-to-day business.

MEMBER RESPONSIBILITIES

2019-2020 Unified Dues Structure

for the period September 1, 2019 through August 31, 2020

SEA Membership Dues (including affiliations with Education Minnesota & AFT/NEA/AFL-CIO)

TOTAL DUES	Percentage of Total Dues				
	29.99%	57.90%	12.11%	100.00%	
CATEGORY	NEA/AFT	EdMN	SEA	TOTAL	per Pay✓*
<i>Teach greater than 90% to 100%</i>	\$251.16	\$490.00	\$100.00	\$841.16	\$46.73
<i>Teach greater than 75% to 90%</i>	\$251.16	\$444.70	\$75.00	\$770.86	\$42.83
<i>Teach greater than 65% to 75%</i>	\$251.16	\$376.75	\$65.00	\$692.91	\$38.50
<i>Teach greater than 50% to 65%</i>	\$251.16	\$331.45	\$50.00	\$632.61	\$35.15
<i>Teach greater than 40% to 50%</i>	\$133.68	\$263.50	\$40.00	\$437.18	\$24.29
<i>Teach greater than 25% to 40%</i>	\$133.68	\$218.20	\$25.00	\$376.88	\$20.94
<i>up to .25 FTE & earning more than \$5879.00</i>	\$74.94	\$150.25	\$20.00	\$245.19	\$13.62
<i>up to .25 FTE & earning less than \$5879.00</i>	\$74.94	\$52.00	\$15.00	\$141.94	\$7.89

* These dues amounts are automatically deducted over 18 paychecks (mid-October – June)

EdMN DUES BREAKDOWN

CATEGORY	DUES	Crisis Fund	PAC	EdMN Fdtn	TOTAL
<i>Teach greater than 90% to 100%</i>	\$453.00	\$7.00	\$25.00	\$5.00	\$490.00
<i>Teach greater than 75% to 90%</i>	\$407.70	\$7.00	\$25.00	\$5.00	\$444.70
<i>Teach greater than 65% to 75%</i>	\$339.75	\$7.00	\$25.00	\$5.00	\$376.75
<i>Teach greater than 50% to 65%</i>	\$294.45	\$7.00	\$25.00	\$5.00	\$331.45
<i>Teach greater than 40% to 50%</i>	\$226.50	\$7.00	\$25.00	\$5.00	\$263.50
<i>Teach greater than 25% to 40%</i>	\$181.20	\$7.00	\$25.00	\$5.00	\$218.20
<i>up to .25 FTE & earning more than \$5879.00</i>	\$113.25	\$7.00	\$25.00	\$5.00	\$150.25
<i>up to .25 FTE & earning less than \$5879.00</i>	\$15.00	\$7.00	\$25.00	\$5.00	\$52.00

MEMBER RESPONSIBILITIES

License Renewal

The Minnesota teacher's licensing system is under revision due to the Legislature's elimination of the Board of Education and creation of the Professional Educator License and Standards Board. Therefore this information is in flux.

NOTE: Five-year standard licenses that were set to expire June 30, 2019 were extended to June 30, 2020. If, after this extension, your license now expires on June 30, 2020, you may apply for licensure renewal starting January 1, 2020. After you renew your five-year standard license, on July 1, 2020, it will be converted to a Tier 4 license.

When a teacher's license is due to expire, the teacher must apply for Relicensure to:

Professional Educator License and Standards Board

1500 Highway 36 West, Suite 300

Roseville, Minnesota 55113-4055

phone: 651-539-4200

E-mail: pelsb@state.mn.us

Website: <https://mn.gov/pelsb/current-educators/>

Online Licensing System: currently under construction

Note: Due to a large volume of requests for information, please allow a minimum of three business days for a response.

Hours: M - F 8:00 AM - 4:00 PM

Generally, licenses are good for a 5 year period, but renewing teachers must have proof of their completion of 125 hours of Continuing Education credits and in the required areas of training.

Shakopee Certification of Continuing Education credits | Online: <https://www.smores.com/ue105>

Continuing Education credits are certified by a local committee of teachers (**CEU Committee**). Some paperwork must be completed and turned in for approval to your building CEU Committee representative, although most of these credits which are earned through District staff development activities are credited electronically through Frontline.

CHAIR:

BUILDING	CHAIR	EMAIL
High School	Tania Drexler-Gutierrez	tdrexler@shakopee.k12.mn.us

BUILDING REPRESENTATIVES

BUILDING	REPRESENTATIVE	EMAIL
Central Family Center	Katy Palacio	apalacio@shakopee.k12.mn.us
Eagle Creek	Kathy Johnson	kjohnson@shakopee.k12.mn.us
Jackson	Rachael Schweigert	rschweig@shakopee.k12.mn.us
Red Oak	Sarah Hughes	shughes@shakopee.k12.mn.us
Sun Path	Kristin Kovic	kkovic@shakopee.k12.mn.us
Sweeney	Susan Berger	sberger@shakopee.k12.mn.us
East Middle School	Liesl Bell-Fleming	lfleming@shakopee.k12.mn.us
West Middle School	Emily Laughlin	elaughli@shakopee.k12.mn.us
High School	Dusty Schroepfer	dschroep@shakopee.k12.mn.us
Tokata ALC/District Office TOSAs	Tania Drexler-Gutierrez	tdrexler@shakopee.k12.mn.us
Community Members & Substitutes	Katy Palacio	apalacio@shakopee.k12.mn.us

Relicensure

It is important to complete ALL the needed paperwork before your license expires. Once you have completed all of the renewal requirements and have been notified by the Committee Chair that you have been approved online by the Minnesota Department of Education (MDE), follow the steps outlined on MDE's website listed above.

Relicensure | Required PD Areas

Clock hours must include professional development activities in each of the following areas. The district is not obligated to provide PD in these areas; however, currently all requirements may be met through professional development activities offered periodically throughout the school year (including District & Building PD days and after-school offerings).

State Requirements

- **125 Total Continuing Education Hours from at least two different sources (University credits, District in-service, and non-district workshops are the most common sources)**
- **The following specialty areas must also be fulfilled with a minimum of 1 hour each...**
 - ☐ **Area 1** | Activities which address **positive behavioral intervention** strategies and...
 - ☐ **Area 2** | activities which address further preparation in understanding the **key warning signs of early-onset mental illnesses** in children and adolescents and knowledge of steps to be taken if such warning signs are observed.
 - ☐ **Area 3** | Reading preparation related to **comprehensive scientifically based reading instruction**; Teachers must have in-service preparation in scientifically-based reading instruction
Teachers who do not provide direct instruction including, at least, counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, and recreation personnel are exempt from this section.
See District expectations for Literacy hours below...
 - ☐ **Area 4** | evidence of growth in best teaching practices for **meeting the needs of English learners**
 - ☐ **Area 5** | all licensed teachers who are renewing their continuing license professional five-year teaching licenses to include in their renewal requirements at least one hour of **suicide prevention best practices** in each licensure renewal period that are based on nationally recognized evidence-based programs and practices
 - NEW** ☐ **Area 6** | **Cultural competency training** means a training program that promotes self-reflection and discussion including but not limited to all of the following topics: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. Training programs must be designed to deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities.

- ☐ ~~**Area 2** | **Accommodation, modification, and adaptation**~~
 - ☐ ~~**Area 5** | **Integrate technology effectively**~~

REMOVED

District Requirements

- Literacy Hours
 - ☐ **15 hours** for anyone holding a license in Early Childhood, Elementary Education, Special Education, ESL, Language Arts, English, or Reading.
 - ☐ **10 hours** for other Licensed Secondary (math, social studies, etc.) EXCEPT:
 - ☐ **5 hours** for anyone holding a license in Art, Music, PE, Technology Education, FACS without one of the preceding licenses.
 - ☐ **Exempt** for non-teaching positions (nurse, speech, counselor, etc.)

You may renew your license after January 1st of the year it expires. Do not wait!

THE DISTRICT IS NOT OBLIGATED TO REMIND YOU TO RENEW YOUR LICENSE!

MEMBER OPPORTUNITIES

Serving with the Shakopee Education Association

Members are strongly encouraged to participate in the growth, development, and maintenance of their union by serving on the SEA Executive Board. There are four categories of involvement: officers, negotiators, building representatives, and committee members.

OFFICERS — All officers are elected bi-annually in March of even years (2016, 2018, 2020, etc.)

President. Serves as the public face and administrator of the SEA on a full-time basis (TOSA position per contract). Responsibilities include working on behalf of the Executive Board; facilitating union meetings; serving as the liaison between members and the administration; representing the local interests and communicating information between members and the community as well as state and national leaders; verifying financial documentation; and representing and advocating for members' rights.

Vice President. Serves as the President's proxy when s/he is unavailable on a part-time basis (still full-time in the classroom as a teacher). Responsibilities include working on behalf of the Executive Board; helping the President as needed; facilitating member engagement efforts; enhancing SEA's social media presence; communicating information between members and administration; and representing and advocating for members' rights.

Treasurer. Serves as the financial controller of the SEA; oversees our local's financial accountability and records; monitors the local's audit committee.

Membership Chair. Serves as the coordinator of all membership data and tracking; maintains accurate membership rolls; works with the Treasurer to manage dues information, reporting, and collection.

Secretary/WebMaster. Serves as the information officer of the SEA. Records minutes of all SEA business meetings and communicates those with the membership. Oversees the development, updating, and maintenance of the SEA's website: <http://sea.mn.aft.org/>

NEGOTIATIONS COUNCIL — Appointed bi-annually in November of even years (in order to prepare for the negotiations process which occurs in odd years). Responsibilities include negotiating the contract with School Board and District administrators, policing the contract, conducting Meet & Confer sessions as needed, communicating teacher concerns to the district, and protecting teachers' professional rights.

PROFESSIONAL RIGHTS & RESPONSIBILITIES COUNCIL — Any Executive Board member who has completed Education Minnesota's Member Rights Training sequence or its equivalent is eligible to serve members in this capacity. Responsibilities include supporting members through disciplinary situations and protecting teachers' rights.

BUILDING REPRESENTATIVES — Elected bi-annually in odd years (2019, 2021, etc.), each building elects/volunteers 1 - 3 individuals to represent their interests at monthly Exec Board meetings (based on members in the building). Responsibilities include reporting member concerns, collecting and distributing information between the Exec Board and building members, and conducting SEA/EdMN elections in their buildings.

COMMITTEES — Periodically, the SEA will establish either a standing (permanent) or a select (single purpose) committee in an effort to help either the union function more efficiently and effectively or to help on behalf of members. The following is a list of currently operating SEA committees:

- **Audit Committee** | This committee works with the SEA's auditor to conduct an annual review of the SEA's finances.
- **Insurance Committee** | Members of this committee represent the local at the District's Insurance Committee meetings and reports back to the SEA Executive Board as well as the membership.
- **Investment Committee** | This committee researches vendors and investment options, represents the local at the District's Investment Committee meetings, and reports back to the SEA Executive Board as well as the membership.
- **Release-Time Position Oversight Committee** | This committee meets quarterly with the SEA President to review his/her direction, focus, and use of time to provide oversight and feedback.

- **Professional Development Committee** | Members of this committee work develop needed professional development opportunities for members with a special focus on SEA's annual PD Institute held in the Spring of each year.
- **Scholarship Committee** | The members of this committee work together to administrate the SEA's advertising, review, and selection of the SEA Scholarship and the Dollars for Scholars' SEA Scholarship winners.
- **Teacher Development & Evaluation Committee** | State law requires that teachers have input in the teacher development and evaluation process. The members of this committee serve on the District's committee for this purpose.

Serving on District-Wide Committees

Members have a number of opportunities to serve on District-level committees for the purpose of providing input and expertise.

COMMITTEE	CONTACT PERSON(S) LOCATION
Technology Integration	<i>Bryan Drozd, Director of Instructional Technology District Office</i>
Curriculum Articulation Teams	<i>Nika Summer, Teaching & Learning Supervisor District Office</i>
Professional Development	<i>Nancy Thul, Executive Director of Teaching & Learning District Office</i> <i>Annie Rients, Professional Development Coordinator District Office</i>
Special Services Leadership	<i>Julie Fred, Director of Special Education Services District Office</i>
Continuing Education	<i>Keith Gray, Director of Human Resources District Office</i> <i>Tania Drexler-Gutierrez, CE Coordinator High School</i>
Induction (Mentor/Mentee) Program	<i>Annie Rients, Professional Development Coordinator District Office</i>
Community Education	<i>Bob Greeley, Director of Community Services District Office</i>
Safety	<i>Ed Zimet, Building & Grounds Manager District Office</i>
Equity	<i>Dr. Mike Redmond, Superintendent DO</i> <i>Ray Betton, Equity Supervisor DO</i>
Insurance	<i>Keith Gray, Director of Human Resources District Office</i>
Investment	<i>Keith Gray, Director of Human Resources District Office</i> <i>Jeff Priess, Director of Business Services District Office</i>
Wellness	<i>Natasha Halseth, HR Generalist - Licensed Staff District Office</i>
Food Service	<i>Deb Ross, District Food Service Director District Office</i>

WARNINGS to EMPLOYEES

WHEN PUBLIC SCHOOL EMPLOYEES ARE QUESTIONED BY THEIR EMPLOYER

Weingarten Right

What It Is — The right to have a union representative present when subject to questioning that could lead to discipline.

Legal Basis — *NLRB v. J. Weingarten, Inc.*, 420 U.S. 251, 95 S.Ct. 959 (1975)

How It Works — When an employee is questioned by an employer in a situation that the employee reasonably believes could lead to discipline, the employee has the right to union representation. The employee must affirmatively assert this right. If in doubt, the employee should ask the employer whether the meeting could lead to discipline.

Penalties — Information obtained from an employee who is not provided a union representative likely will be excluded from any subsequent proceeding.

Notes — Many school districts make available a union representative as a matter of practice. Further, some collective bargaining agreements contain language that requires the employer to inform employees of the right to a union representative.

Tennessen Warning

What It Is — A provision of the Minnesota Government Data Practices Act that protects individuals on whom the government collects data. The warning is named after the state senator who advocated for this provision.

Legal Basis — Minnesota Statute § 13.04, subd. 2

How It Works — Before a public school employee is asked to provide private or confidential information on him/herself, the employer must tell the employee:

1. Why the data is being requested (the purpose);
 2. How the data is intended to be used;
 3. Whether the individual may refuse or is legally required to supply private or confidential data;
 4. What are any known consequence arising from supplying or refusing to supply private or confidential data (this should include stating whether the individual will be fired or considered insubordinate for not answering); and
 5. Who (both individuals and entities) are authorized by state or federal law to receive the data. This should include identification of those persons within the district who may have access to the data.
- Although the statute does not require that the warning be given in writing, many employers do give a written Tennessen warning to employees.

Penalties — There are several potential consequences for failure to give a Tennessen warning. Generally, the school district is forbidden from maintaining, disclosing or using any private or confidential data supplied by a data subject for any purpose other than those purposes enumerated in the Tennessen warning. If no Tennessen warning is given, no information may be used or retained. See Department of Administration Advisory Opinion 95-028.

- **Criminal penalties** — Willful violation constitutes a misdemeanor. Minn. Stat. § 13.09.
- **Civil penalties** — For willful violations, exemplary damages of between \$100-10,000 for each violation. For all other violations, potential liability for actual damages, costs and attorney fees. The statute specifically provides that the state is deemed to have waived any immunity to a data practices claim. Minn. Stat. § 13.08.

Notes — The employer does not need to give a Tennessen warning when the employer's questioning is focused on another individual. See *Edina Education Association v. Independent School District #273*, 562 N.W.2d 306 (Minn. App. 1997) (no warning was required when the employer questioned a teacher about a student's charge of discrimination).

Garrity Warning

What It Is — If a public employee is required to answer questions under threat of discipline, nothing the employee says may be used in a related criminal proceeding. Garrity is a recognition that being forced to choose between remaining silent and being disciplined for failure to answer effectively eliminates the constitutional right to remain silent.

Legal Basis

- *United States Constitution*, amend. 5.
- *Minnesota Constitution*, Art. 1, §7.
- *Garrity v. New Jersey*, 385 U.S. 493, 87 S.Ct. 616 (1967).

How It Works

- Garrity protections are triggered when there is a risk that an employee's alleged conduct could result in criminal charges as well as adverse job action. However, the protections apply only if the employer requires an employee to answer the questions.
- If an employee is being questioned, the employee should ask whether he or she will be disciplined for refusing to answer questions. If this issue is not addressed before questions are answered, the Garrity protections are lost.
- If the employer indicates the employee will be disciplined for refusing to answer, the employee may answer the questions and no information obtained in the interview can be used in a related criminal proceeding. If the employer indicates the employee will not be disciplined for refusing to answer, any information gathered may be used in a criminal proceeding as well as any employment matter.

Notes — The employee or her/his representative must trigger the Garrity protection by asking whether the employee will be disciplined for refusing to answer. If the employer states that the employee may refuse to answer, but the investigation will then be conducted without the benefit of the employee's input, no Garrity protection will apply.

WARNINGS to EMPLOYEES

The Top Five Reasons for Discipline

These are the most common reasons education employees face discipline on the job. Be smart!

1. INAPPROPRIATE USE OF THE INTERNET

As access to the Internet increases in the schools, inappropriate use of the Internet has similarly increased. As a result, school districts are establishing policies regulating the use of the Internet on the job. Violations of the policy can subject the employee to discipline. An employee can also be subject to discipline in the absence of a policy, if it is determined that the use is clearly inappropriate.

- DON'T** Access pornographic or other sexually explicit sites on the Web. This prohibition includes accessing such sites during off-duty times, or even outside of school, if you have the ability to access the Web through your work site from home
- Think that you can erase from your computer hard drive the evidence that you have accessed such sites; it is technologically easy to retrieve "erased" histories of where you have been on the Web.
- Allow students to access such sites. If you allow students to do so, you will be held responsible for inappropriate supervision
- Engage in sexually suggestive communications through the e-mail system. Your e-mail communications are not private and can be accessed by others.
- DO** Teach your students about proper use of the Internet and the wonderful resources that are available to them through the Web. Teaching students how to use the Web is a great way to teach research skills that are applicable to many other areas.

2. SEXUAL HARASSMENT

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (quid pro quo);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual (quid pro quo); or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (hostile work environment).

Behavior that might be considered sexual harassment includes:

Verbal harassment

- Referring to an adult as "girl," "sweetheart," "handsome," etc.
- Whistling at someone
- Making sexual comments or innuendo
- Turning work discussions to sexual topics
- Telling sexual jokes or stories
- Asking about sexual preferences, social, or sexual life
- Making repeated comments about one's looks or clothing
- Making derogatory statements

Non-verbal harassment

- Looking a person up and down
- Staring at someone
- Blocking a person's path
- Making facial expressions such as winking or throwing kisses
- Wearing clothing with sexual messages
- Circulating or displaying sexual literature or cartoons

Physical harassment

- Touching a person's clothing, hair, or body
- Unwelcome patting, stroking, hugging, or putting your arm around someone
- Standing too close to or intentionally 'bumping into' someone
- Giving a massage around the neck or shoulders

Types of harassment include:

- Quid pro quo -- old-fashioned "this for that" sexual harassment that involves using power relationships and making tangible job or educational benefits conditional upon the victim's submission.
- Hostile work or education environment -- a more subtle form of harassment that is evidenced by a pattern of conduct that, viewed from the victim's perspective, interferes unreasonably with the work or education of the victim because of the intimidating, hostile or offensive atmosphere that is created by the harassing conduct.

3. PHYSICAL ABUSE OR CORPORAL PUNISHMENT

Corporal punishment

Minnesota law prohibits the use of corporal punishment by any employee of a school district. Corporal punishment is defined as conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

Use of corporal punishment can subject the employee to termination.

Physical abuse

The unwanted physical touching of a student can subject the school employee to an allegation of physical abuse. Unreasonable use of physical force can subject that employee to termination.

On the other hand, the school employee has a responsibility to prevent bodily harm to others, including the student that the physical force is being administered to.

At a hearing for a termination of an employee for excessive use of physical force, the crucial inquiry will be whether the employee used only the force that was reasonably necessary to quell the disturbance. If the employee is viewed as using escalating force, or more force than is necessary to quiet the situation, discipline is more likely to be upheld.

4. OFF-DUTY CONDUCT

Conduct that occurs while off the job can still result in termination from employment if the conduct has a "nexus" to your job. Recent examples include:

- DWI convictions or other negligent driving convictions (such as a hit and run)
- Drug-related offenses
- Embezzlement or other crimes involving stealing
- Sexual misconduct

- Trafficking in Internet pornography at home
- Illegal gambling

In short, anything that you do off the job that can be shown to impair your ability to be successful on the job can subject you to a potential termination.

5. LICENSURE LAPSE

Teachers in K-12 public schools are required to hold a valid teaching license issued by the Minnesota Board of Teaching. A number of teachers recently have forgotten to renew their license and have faced termination as a result.

You are responsible for renewal of your license. Failure to renew on time can result in termination and suspension of your ability to obtain another license. You will not be sent a reminder from your school or the licensing bureau.

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