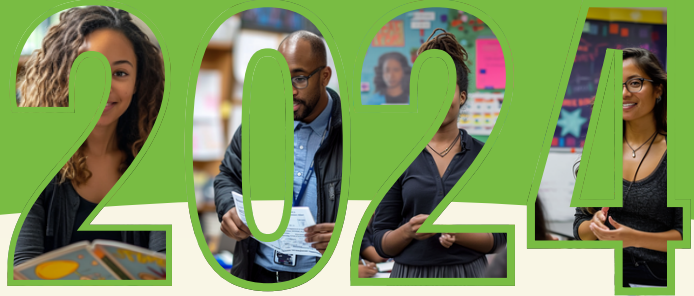


E4E-Minnesota

Teacher Action Team Policy Recommendations



DISTRICT POLICIES TO RETAIN TEACHERS OF COLOR

1) Mentorship – Currently, the district has two paid Anti-Bias Anti-Racist (ABAR) Mentors. The district should make this a paid position and expand this role to more positions, possibly to each school.

- a. Place to target this in the contract – [Sec 3.5.7 Anti-Bias Anti-Racist Staff Development and Advisory Council](#)

2) Tiered Equity and Anti-bias Training – The district’s current “Equity for All” training program assumes everyone is in the same place in working through their biases and learning how to create an inclusive, equitable, culturally responsive environment in their school. The district should better scaffold this programming by meeting the teachers and staff wherever they are on their anti-racist/anti-bias journeys; expanded ABAR mentors could be tasked with supporting these improvements at the school level, or Q-Comp/professional development funding could be utilized to administer these trainings.

3) Safe Working Conditions

- a. The district should allow for sick/safe time in the event of racist and biased grievances to protect marginalized people who are courageous enough to speak out about racist and oppressive aggression. Currently, accusers get paid administrative leave, while victims must continue coming to the work environment about which they filed the grievance.
 - i. [Section 3.5.3 Teachers Rights and Responsibilities – Standards of Professional Responsibilities](#) – “The teacher shall not engage in any practices that discriminate against colleagues based on race, gender, sexual orientation, ethnicity, religion, national origin, language, ability, economic status, or beliefs.”
 - ii. [Sec 3.5.7 Anti-Bias Anti-Racist Staff Development and Advisory Council\(b\)\(2\) Purposes](#) – “[The Council will] Review and consult on professional development and support to effectively disrupt and dismantle racist and oppressive policies, practices, and interpersonal behaviors.”
- b. The district should more clearly define unsafe/toxic working conditions, particularly as it relates to racism, white gaze, scrutiny, micro-management, ageism, sexual harassment, and racial harassment.
- c. The district should provide a rating system with clear criteria for what qualifies as “safe” concerning “racist and oppressive policies, practices, and interpersonal behaviors” of administration and staff at various school sites for teachers’ use when evaluating options for new positions.

E4E-Minnesota Teacher Action Team Policy Recommendations

STATE-LEVEL POLICIES TO RETAIN TEACHERS OF COLOR

1. **Safe Time Off** – The state should clarify whether racial grievances qualify as protection for employees' mental and physical health under its [Sick and Safe Time Off law](#). If not, the law should be amended to include them.

CULTURALLY RESPONSIVE EDUCATION

1. **Equity For The Science of Reading - Accountability and Sustainability** – The state should infuse Culturally Responsive Teaching practices and parent engagement resources into professional learning related to the READ Act.

SPECIAL THANK YOU

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