

Restorative Practices

Overall, our goal is to ensure that Restorative Practices has the resources to be effective into the future.

Background:

- SPFE first brought Restorative Practices to the district in 2015.
- The original agreement established pilot sites for three years with professional development and staffing support. What we learned was that three years is a good start but it's not sufficient to create the transformational change our schools need.
- The amount of staff turnover in the past few years makes it even more important to have the resources to train and support people.

Proposal Specifics:

- Moves the language to the main body of the contract which would make it a permanent article going forward and assure continuity. Currently the agreement is a Memorandum of Understanding (MOU) which has a defined time period and "sunsets" or ends June 30, 2025.
- Increases the number of Restorative Practices Coordinators from one to three in order to support implementation. One will be assigned for elementary and middle, one for high schools, and one for district programs and departments.
- Establishes an ongoing budget for Restorative Practices onboarding and Professional Development.
- Provides opportunity and funding for schools with previous Restorative Practices implementation to sustain the work.

Multi-Tiered System of Support



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Overall, our goal is to ensure smooth and effective implementation of a system-wide support for students.

Background: The Minnesota Multi-Tiered System of Supports (MnMTSS) is a systematic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. All Minnesota school districts will need to transition into implementing MnMTSS in their districts in the upcoming years due to a change in Minnesota State Law.

Proposal Specifics:

- Establishes a joint union/district committee to plan for the district-wide implementation of multi-tiered systems of supports. Our school psychologists who have graduate level training in this will play a central role on this committee.



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Special Education Supports

SPFE's Special Education proposals focus on growing and retaining a highly qualified, diverse special education staff, and on ensuring our students are in safe, adequately staffed classrooms.

Background: SPFE has bargained for stronger special education contract language that supports the needs of our students and educators in special education. Unlike private and charter schools, we welcome all students into our public schools, regardless of needs. During the 2023 Minnesota State Legislative Session, SPFE advocated for state increases to special education funding. SPPS is receiving 20 million dollars per year in additional funding for special education services. The number of students who qualify for special education services is growing in our district.

Proposal Specifics:

- **Early Childhood Special Education (ECSE):** Reduces the current caseload per classroom from 6-8 to 4-5 students. Our proposed caseload would better support the safety and well-being of students in an ECSE self contained classroom.
- **Federal Setting 1 and 2 for Elementary:** Reduces caseloads for probationary teachers to 15-17 from 17-19 students. This would allow for probationary teachers to be more successful and supported in their transition to teaching in SPPS.
- **Federal Setting 1 and 2 for Secondary:** Reduces caseloads for probationary teachers to 16-18 students from 18-22. This would allow for probationary teachers to be more successful and supported in their transition to teaching in SPPS.



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- **Pathway 1 Transition:** Explicitly names the staffing ratios for Focus Beyond as a unique program.
- **Music and Art Therapist Workload:** Explicitly outlines the music and art therapist workload in the contract. The proposed language is the current practice that was developed in a joint SPPS/SPFE Workload Group.
- **Caseload/Workload Overage:** Creates a specific process for when a teacher or related service provider is over their caseload, and provides solutions if an overage persists. This will help to alleviate overages, and provide a clear and transparent overage review process to our educators.
- **Due Process Support:** Creates an additional preparation period for special education teachers that is designated for Due Process work. Proposal also includes hiring due process support educators to help with due process requirements.
- **Education Assistant (EA) Sign Language Interpreter Professional Studies:** Designates additional money for professional studies.
- **Education Assistant (EA) Access to Individualized Education Plans (IEP) Data:** Aligns our contract with MN Legislation, which allows for EAs to have access to read and review an IEP for a student with whom they work.

*There will be a few more Special Education Proposals that will be presented on other evenings. Please stay tuned for additional proposals!



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Legislative Changes

SPFE's Legislative Changes Proposals align our contracts to reflect new and updated state statutes.

Background: During the 2022-23 Legislative Session several changes were made that impact existing contract language that now needs to be updated to mirror the new statutes or clarify practices.

Main points:

- **Peer Assistance and Review (PAR):** Defines the PAR year as year 1 for probationary teachers who have successfully completed at least 3 consecutive years of teaching in a single Minnesota district or charter school, or have successfully completed at least three years of teaching in a different state.
- **Access to Employees:** Defines 30 minutes of paid time for SPFE to talk to new employees and codifies our existing practice of providing lunch and a union meeting during New Educator Week.
- **Earned Sick and Safe Leave:** Updated use of sick leave to match statute.
- **Unit Definition:** Explicitly includes more employees in the Teacher bargaining unit, including Pre-K and Tier 1 teachers who previously were not part of statute.



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Proposal Summaries Glossary

See below for a definition of terms from the SPFE Proposal Summaries.

Due Process: All the legal documents, including any necessary assessments, and timelines that are a part of a student’s special education services. All Special Education Teachers and Related Service Providers have due process requirements for their students with whom they work who receive special education services.

Focus Beyond: A SPPS site that works with young adults aged 18-22 who have unmet special education needs. Educators and community partners work closely with students to help them learn the skills necessary for employment, post-secondary opportunities, and independent living.

Individualized Education Plans (IEP): The legal document that outlines the specific special education services a student is entitled to receive.

Memorandum of Understanding (MOU)/Memorandum of Agreement (MOA): A legal document that defines the terms for an agreement between SPFE and SPPS. MOUs or MOAs have a set date for which they are in effect and must be renegotiated after they expire, or “sunset”. MOUs or MOAs can be negotiated and agreed upon at any point.



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Probationary Teacher: A teacher who is new to teaching and has not achieved tenure yet in Saint Paul. Teachers who are brand new to teaching are probationary for 3 years. Teachers who are new to SPPS and have achieved tenure elsewhere have 1 probationary year in SPPS.

Restorative Practices (RP): A transformative approach to shifting school climate through a lens of equity and social justice. At its center, RP seeks to create equitable, inclusive relationships and restore those relationships when harm occurs. An example of a restorative practice is holding a community circle with a set of students and educators.

- *You will hear SPFE Members refer to Restorative Practices as “RP”*



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