

Mental Health Teams

Overall, our goal is to increase the number of social workers, school counselors, school psychologists, school nurses, intervention specialists, and chemical health counselors so that our students' social and mental health are adequately supported.

Background:

- Between 2013 and 2018, SPFE bargained for a school nurse in every building and increased the number of special education social workers and school counselors.
- In 2020, SPFE won our first Mental Health Team language to support the needs of our students. This created a mental health team at every site composed, at a minimum, of an intervention specialist, social worker, school psychologist, school counselor and nurse.
- In 2022, SPFE increased the overall number of school psychologists, and fought to protect the mental health teams that were put in place in 2020.

Proposal Specifics:

- **Chemical Health Counselor:** adds a new position to the district who would be a member of a site's Mental Health Team.
- **Increase Staffing:** increases the number of positions for social workers, school counselors, school psychologists, school nurses, and intervention specialists.
- **Mental Health Training for SCSPs:** Provides compensation for mental health training that happens outside the duty day. Ensures sub coverage to attend monthly professional development.



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- **De-Escalation Training:** The District will be responsible for offering de-escalation training to all staff annually so that students and their families are better supported.



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Site Councils

Our goal is that all stakeholders at a school site will have a voice in the decision-making process. SPFE members, families, students, community members, and administrators will have a representative body that helps guide the site-level decision-making. It is our belief that the democratization of school sites will make all stakeholders feel empowered in their school community.

Background:

- In 2011-13 the district committed to developing site councils by starting a committee to develop a plan.
 - This plan has ceased to exist.

Proposal Specifics:

- **Establishes a Site Council:** One at each SPPS school site.
- **Defines Site Council:** A representative body of elected SPFE members, parents and administrators to meet once a month to form consensus on issues faced by individual sites.
 - Issues can include special schedules for disrupted days, budgetary planning, site level planning, school community events, etc.
 - The site council size will depend on school population.
 - At secondary sites there will be student representatives.



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Full-Service Community Schools

We believe the full-service community school model and its 6 pillars are the way to build truly inclusive and democratic institutions. The 6 pillars are: strong and proven curriculum, high quality instruction, inclusive leadership, positive behavior approaches, family and community partnerships, and community support services. By building around these pillars, we can support students and families better and truly make public schools the hubs of their communities.

Background:

- The district has a history of the community school model. Currently, through a partnership with Wilder called Achievement Plus, three schools are said to be community schools: Saint Paul Music Academy, Bruce Vento (formerly John A. Johnson Elementary) and Dayton's Bluff. Additionally, there is a partnership with Communities in Schools at a few SPPS sites.
- The district sees the importance of the community school model. Wilder and the district say that for every \$1 they put in they receive close to \$7 in benefits from partners.
- The State of Minnesota saw the effectiveness with a full-service community school model and provided grants to bring this model to schools that may benefit.

Proposal Specifics:

- **Creates 1 District-Wide Full-Service Community School coordinator position** (SPFE member) to facilitate needs assessments at sites, connect with community partners, work with the steering committee, develop an application for schools interested, and navigate the state grant process.



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- **Establishes a District-Wide Steering Committee** of SPFE members, administrators, parents/caregivers and community members.
 - The Steering Committee will identify and select 3 new full-service community schools via a school application process.
 - Schools interested will form a planning committee in order to plan for the application process.
 - The Steering Committee will hire site level coordinators, who will be SPFE Members, to build out a school's capacity to adhere to the 6 pillars of the Full-Service Community School model.
- **Continues Achievement Plus through Wilder Foundation and Community in Schools:** It would be overseen by the new district-wide coordinator and will commit to implementing all 6 pillars of full service community schools with fidelity.



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Healthy, Green Public Schools

Our goal is that all students and educators learn and teach in buildings that are environmentally friendly, free of toxins and climate pollution. We believe that we must prioritize our efforts to mitigate our impact on climate change. Our educators and students should have access to sustainable transportation options.

Background

- In 2020, SPFE members created a Climate Action Group to address the growing concerns and the impact of climate change on our students and our community.

Proposal Specifics

- **Climate Committee:** Creates a committee with SPFE members, District Representatives and other Stakeholders to discuss issues relating to, but not limited to climate literacy curricula, outdoor education space, Career Technical Education opportunities, decarbonization, electric buses, water filtration stations, chargers for elective vehicles, etc.
- **Funding Sources:** Encourages SPPS to apply for various clean-energy funding opportunities through the state and federal government.
- **Metro Transit MetroPass:** SPPS will subsidize the cost of a MetroPass for employees by 50%



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Additional Proposals

Itinerant Deaf/Hard of Hearing (DHH)

- **Background:** During the past school year, SPFE and SPPS participated in a workload group to address the growing workload and unique needs of educators in our DHH program.
- **Proposal Specifics:**
 - Solidifies the current practice of FTE (Full-Time Equivalent) calculation and caseload limits for DHH Teachers.
 - Creates a process of when there are caseload overages in the DHH program.

Gender Equity

- **Background:** SPPS has a Gender Inclusion Policy (Policy 500.00) that currently only applies to students. SPFE members have experienced issues with changing their name, pronouns, marital status and gender identity to accurately reflect who they are. SPFE Members have expressed interest and need for an LGBTQIA+ affinity group.
- **Proposal Specifics**
 - Applies the current Gender Inclusion Policy to staff.
 - Allocates \$20,000 per contract year for an LGBTQIA+ Affinity Group.
 - Creates a joint SPFE-SPPS LGBTQIA+ Affinity Committee.



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Critical Ethnic Studies

- **Background:** Critical Ethnic Studies is an integral part of the educational experience of SPPS students, and is a new statewide graduation requirement.
- **Proposal Specifics:**
 - Provides a stipend for educators for each Family Forum that they plan and facilitate.
 - Provides a budget for each class for field trips and/or speakers.
 - Creates opportunities for paid professional development over the summer for teachers who teach Critical Ethnic Studies.

Bilingual Fluency

- **Background:** Many of our SPFE Members are bilingual and bring additional language skills to our schools to support our students and their families.
- **Proposal Specifics:**
 - Provides an annual \$1,500 stipend to Licensed Staff, Educational Assistants, and School Community Service Professionals who have bilingual fluency.

Sick Leave

- **Background:** Currently, all three bargaining unit contracts limit the amount of sick days that staff can take to care for a family member. This is more restrictive than state law. Licensed Staff, EAs and SCSPs are also limited in how many sick days they can take during summer school.
- **Proposal Specifics**
 - Removes the limit on the number of sick days a Licensed Staff, EA or SCSP can take to care for a family member.



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- Removes the limit on the number of sick days a Licensed Staff, EA or SCSP can take during summer school.
- Establishes three labor management committee meetings to discuss the implementation of the state Paid Family Medical Leave Program.
- Aligns Bereavement Leave for SCSPs to not be subtracted from their sick leave.



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