

**SAINT PAUL FEDERATION OF EDUCATORS
PROPOSAL #22
October 26, 2023**

**EA Contract
SCSP Contract
Licensed Contract**

Mental Health Teams

**ARTICLE 26. STUDENT MENTAL HEALTH SUPPORTS SECTION
1. STUDENT MENTAL HEALTH SUPPORTS**

The District and the Federation agree that supporting student **social and** mental health ~~and wellness~~ in St. Paul is a critical step to addressing the predictability of disparities by race, socioeconomic status, and disability, and will accelerate learning and achievement for all students.

Student **social and** mental health needs are best served by a continuum of services and supports. This includes a team of trained professionals and support staff at each Pre K-12 school **and transition site** including Licensed School Social Workers, Licensed School Counselors, Licensed School Psychologists, Licensed School Nurses, Health Assistants, ~~and Intervention Specialists.~~ **and chemical health counselors.**

To that end, the parties have agreed to the following:

In order to create effective mental health support structures across SPPS, the parties agree to maintain a student mental health team at each school serving PreK-12 **and transition** students. Teams will include, at a minimum:

- A licensed school social worker
- A licensed school counselor
- An intervention specialist
- A licensed school nurse
- A health assistant when applicable
- A licensed school psychologist
- A chemical health counselor**

The parties agree that not all positions will be serving the building in the same capacity and in some cases, itinerant team members may not be available to fully participate in the work of the team.

~~For the 2022-2023 school year, the current number of district allocations directly serving students will remain, with the exception of additional school psychologists position 6 FTEs of licensed school psychologists. The Federation agrees not to file a grievance if all 6 positions are not filled due to a lack of acceptable applicants. The district will post these positions within two weeks of ratification and work with the lead school psychologist to recruit and complete the hiring process in a timely manner.~~

Positions may be reallocated across district sites. The current number of positions will be allocated to buildings based on enrollment and needs of the building and the students served. The parties agree to discuss allocations at the Professional Issue Committee and come to an agreement on final placements.

SPFE positions, within this article of the contract, serving Non-Public schools and/or grant funded positions will be maintained contingent upon continued funding. Starting with the 2023-2024 school year the parties will meet to review current enrollments and discuss allocations for the upcoming school year. ~~The district will continue to work towards achieving the following staffing goals:~~

Beginning with the 2024-25 School year, the district will maintain or exceed the following staffing ratios:

Licensed General Education Social Workers: 1:500 **250** staff to student ratio district wide **per site**

Number of Students	Number of General Education Social Workers
1-250	1
251-375	1.5
376-500	2
501-625	2.5
626-750	3
751-875	3.5
876-1000	4

1001-1125	4.5
1126-1250	5
1251-1375	5.5
1376-1500	6
1501-1625	6.5
1626+	7

Licensed School Counselors: 1:250 staff to student ratio ~~district-wide~~ **per site**

Number of Students	Number of Licensed School Counselors
1-250	1
251-375	1.5
376-500	2
501-625	2.5
626-750	3
751-875	3.5
876-1000	4
1001-1125	4.5
1126-1250	5
1251-1375	5.5
1376-1500	6
1501-1625	6.5
1626+	7

School Psychologists: 1:700 **500** staff to student ratio ~~district-wide~~ **per site.**

Number of Students	Number of School Psychologists
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1-500	1
501-750	1.5
750-1000	2
1001-1250	2.5
1251-1500	3
1501+	3.5

Licensed School Nurses: Full time health office support for elementary schools; 1.0 FTE licensed school nurses ~~and health assistants support~~ for secondary schools with a student population over 500 **and schools where over 50% of students have an IEP or 504 Plan. Health assistants will be staffed at a .5:500 staff to student ratio per site for secondary schools with a student population over 500.**

Number of Students	Number of Health Assistants
1-500	0.5
501-999	1
1000-1499	1.5
1500-1999	2
2000+	2.5

Intervention Specialists: A minimum of one **1:200 staff to student ratio per site.** ~~per elementary school and a 1:300 staff to student ratio for secondary schools.~~

Number of Students	Number of Intervention Specialists
1-200	1
201-300	1.5
301-400	2
401-500	2.5

501-600	3
601-700	3.5
701-800	4
801-900	4.5
901-1000	5
1001-1100	5.5
1101-1200	6
1201-1300	6.5
1301+	7

Chemical Health Counselors (Licensed Alcohol and Drug Counselors)

To meet the immediate needs of students, the district may hire contracted services for demonstrated areas of need or exposure to chemical use or dependency until the 2025-26 school year, at which point the district will hire Chemical Health Counselors using the recruitment program to be determined through a labor management committee with the following components:

- Supervising lead for LADCs
- Paid leaves for existing employees seeking an LADC license.
- Paid internships with commitments to employment for new hires.
- Where possible, partnerships with public higher education program/s for Licensed Alcohol and Drug Counselors (LADCs)

Subd. 1. Position titles. Mental health support teams will include: Intervention Specialists, Licensed School Social Workers, Licensed School Nurses, Health Assistants, Licensed School Psychologists, **Chemical Health Counselors** and Licensed School Counselors. These individual positions will each play a distinct and important role in providing complementary mental health support to the school. The descriptions below illustrate typical functions and are not official job descriptions:

Licensed School Social Workers: Trained mental health professionals who can assist with mental health concerns, behavior concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling. School Social Workers have special expertise in understanding family and community systems and linking students and their

families with community services essential to promote student success. School Social Workers' training includes specialized preparation in cultural diversity, systems theory and social justice, risk assessment and intervention, consultation and collaboration and clinical intervention strategies to address the social emotional and mental health needs of students.

Licensed School Social Workers assigned to Special Education work specifically with students who have an Individualized Education Program (IEP) to meet their identified needs.

Licensed School Counselors: Professionals who are uniquely qualified to address all students' academic, transition, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that proactively promotes and enhances student success. The School Counselor will work directly with students and families daily to proactively support mental wellness through classroom lessons for all students, evidence based small group counseling and individual counseling support. In addition, counselors assist in the coordination of post-treatment plans for students and refer students for school or community based mental health support.

Licensed School Psychologists: Highly qualified members of school teams who support students' ability to learn and collaborate with teachers to problem solve and support instruction. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School Psychologists partner with families, teachers, school administrators, and other professionals to help create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School Psychologists receive specialized advanced graduate and ~~post-graduate~~ postgraduate preparation that includes coursework and practical experience relevant to both psychology and education.

Licensed School Nurses: Healthcare professionals who understands the link between health and learning. They provide a comprehensive approach to preventing and addressing student health problems, including mental health concerns, that interfere with learning. The school nurse leads change to advance overall health. Licensed school nurses collaborate with school staff, students' families, and community members to keep students safe at school and healthy to learn.

Health Assistants: Staff with health-related experience that work under the direction and training of a licensed school nurse. Health assistants support the day to day health

needs of students and identify and communicate potential concerns and risks for further evaluation by or in consultation with a licensed school nurse. Health assistants collaborate with school staff, students' families, and community members to keep students safe at school and healthy to learn.

Intervention Specialists: Educational support professionals who have the most regular direct contact with students. They provide behavioral support for students beyond Tier 1 in a Multi-Tiered System of Support and support re-entry into the classroom by assisting students in assessing their behavior. **Intervention Specialists also assist in reducing in school truancy.**

Chemical Health Counselors:

The Chemical Health Counselor works with the building administration and the mental health team to meet the social, emotional, behavioral health of students who demonstrate areas of need or exposure to chemical use or dependency. Through individual and group counseling services and outside services and supports, Chemical Health Counselors develop alternative solutions to support informed decision making in order for student learning to continue in a safe educational environment.

Subd. 2. Licensed School Counselor and Licensed School Social Worker Duties. It is essential that Licensed School Counselors and Licensed School Social Workers are able to perform their duties according to their professional training. To ensure this occurs, the parties have agreed to the following:

- The following duties shall not be assigned: Test coordination, teaching classes outside of core counseling curriculum lessons or related social emotional content, performing master scheduler duties, and clerical work (for example: assigned as the sole staff person to write and send attendance letters, transcript editing, etc).
- If it is necessary for them to carry a walkie talkie a schedule will be cooperatively created of when they are required to carry a walkie talkie.
- Counselors shall only proctor testing as part of a rotation with other staff.
- In an emergency, counselors may substitute up to one class/prep period when no general education substitute teacher is available. They shall be compensated at the hourly rate stated in Appendix D when subbing.

SECTION 2. PURPOSE OF MENTAL HEALTH SUPPORT TEAMS AND DISTRICT SUPPORT FOR TEAM MEMBERS

The purpose of the Mental Health Support Team is to implement and support interventions that reflect best practices in mental health, behavior and social emotional

learning, including connecting students and families to appropriate community resources. Successful Mental Health Support Teams will engage in interdisciplinary collaboration, case consultation & communication to maximize effectiveness and efficiency of services. Site teams will provide on-site professional development for school staff focused on mental health and trauma informed practices and promote a positive message about mental health to decrease stigma and misunderstanding. Site teams will work to schedule professional development according to needs, school schedules and in coordination with the building administrator. The parties agree to provide support for mental health support team staff and the development of school teams. The District will provide guidance to school Mental Health Support Teams, share best practices, offer opportunities for interdisciplinary professional development and share community resources.

SECTION 3. MENTAL HEALTH TRAINING FOR EDUCATORS

The School Mental Health Support Team will provide onsite mental health and trauma informed training for up to a minimum of 6 hours per school year for all staff. The training will be spread throughout the school year and can be a combination of formal training and ongoing consultation with individual staff members. Each site team will work to schedule training according to needs, school schedules and in coordination with the building administrator.

SECTION 4. PROFESSIONAL ISSUE COMMITTEE REVIEW

The parties agree to discuss and review support for school mental health support teams at the Professional Issue Committee meetings regularly. Either party may request the topic of school mental health support teams to be an agenda item for PIC at any monthly meeting.