

2023- 2025

SAINT PAUL PUBLIC SCHOOLS

Agreement between the

**Board of Education
Independent School District No. 625**

and the

Saint Paul Federation of Educators

Representing

Educational Assistants

July 1, 2023 through June 30, 2025



SAINT PAUL FEDERATION
OF EDUCATORS LOCAL 28



SAINT PAUL PUBLIC SCHOOLS
Independent School District No. 625

Board of Education

Halla Henderson	Chair
Uriah Ward	Vice Chair
Erica Valliant	Clerk
Yusef Carrillo	Treasurer
Jim Vue	Director
Carlo Franco	Director
Chauntyll Allen	Director

District Bargaining Team

Joe Gothard	Superintendent
Patricia Pratt-Cook	Executive Chief, Human Resources
Daniel Wells	Assistant Director, Employee/Labor Relations
Tom Sager	Executive Chief, Financial Services
Jackie Turner	Executive Chief, Administration and Operations
Andrew Collins	Executive Chief, Schools and Learning
Erica Wacker	Director of Communications

SPFE Bargaining Team

Carl Haefemeyer	Licensed Staff
Jenny Konkel	EA
Ben Havelka	Licensed Staff
Erin Dooley	Licensed Staff
Lya Jordan	EA
Shanaz Padamsee	SCSP
Micha Langenberg	Licensed Staff/Counselor
Erica Schatzlein	Licensed Staff and Lead Negotiator
Peter Grebner	Licensed Staff
Peter Kvamme	Licensed Staff
Karla Berry	Licensed Staff
Davia Christiansen	Licensed Staff/OT
Nicole Nolen	Licensed Staff
Ed Johnson	Licensed Staff
Stephanie Hubbard	Licensed Staff
Yusuf Mohamed	EA
Rene Myers	SCSP and Director of Non-Licensed Personnel
Tracie Lowe-Krause	SCSP
Leah Van Dassor	Licensed Staff and SPFE President
Caitlin Reid	SPFE Organizer
Clara Dockter	SPFE Organizer
Cassie Karp	Licensed Staff

TABLE OF CONTENTS

<u>ARTICLE</u>	<u>PAGE</u>
Article 1. Purpose of the Agreement	5
Article 2. Recognition and Jurisdiction	5
Article 3. Definitions	5
Article 4. Employee Rights	6
Article 5. Federation Rights	6
Article 6. Board of Education Rights.....	9
Article 7. Employees' Basic Workday and Year	9
Article 8. Paid Holiday	12
Article 9. Vacation.....	12
Article 10. Compensatory Leave	14
Article 11. Non-Compensatory Leave	22
Article 12. Insurance Benefits.....	24
Article 13. Severance Pay	29
Article 14. Basic Pay Rates	30
Article 15. Seniority.....	34
Article 16. Probation	41
Article 17. Discipline and Discharge.....	42
Article 18. Grievance Procedure.....	43
Article 19. Mileage	45
Article 20. School Restructuring	46
Article 21. Labor Management Committee.....	49
Article 22. Student Mental Health Supports	51
Article 23. Recruitment and Retention of Educators of Color.....	54
Article 24. Educational Assistant Representation on Building Equity Teams.....	54
Article 25. Improvement Plans Process.....	54
Article 26. Educational Assistant Substitute Program.....	54
Article 27. Discovery Club Work Days and Assignments.....	58
Article 28. District Sponsored Educator Licensure Programs.....	58
Article 29. Family Engagement: Parent Teacher Home Visits and Academic Parent Teacher Teams.....	59
Article 30. Access To Technology.....	61
Article 31. Multilingual Staffing and Services.....	61
Article 32. Affinity Groups.....	62
Article 33. Professional Development Facilitators for Joint SPPS/SPFE Professionals Development Courses.....	62
Article 34. Duration.....	63
 <u>APPENDIX</u>	
A Pay Schedules	65-66
B Professional Development Trainers Stipend.....	67
C Teams Supports by Job Classification in a Multi-Tiered System of Support.....	68
 <u>SCHEDULE</u>	
C EXTRA CURRICULARS	70

ADDITIONAL INFORMATION
(Not Part of the Negotiated Agreement)

Leave of Absence Form 86

TABLE OF CONTENTS

MEMORANDUM OF AGREEMENT

Educational Assistant to Licensed Teacher
Pathway.....87

Multilingual Staffing and Services.....88

Discovery Club Work on Inclement Weather After-School Activities Cancellation Days.....89

Restorative Practices90

Site Councils.....95

Mental Health Support Teams.....97

E-Learning Plan for Inclement Weather 98

STATEMENT OF AGREEMENT

School Safety and School Climate100

Sick Leave Donation 102

District Match..... 102

Enrollment Preference 102

Commitment to School Integration 103

Commitment to Healthy Green Public Schools..... 104

Commitment to Public Transit for SPPS Employees.....104

Commitment to Staff Inclusion within Gender Policy.....104

For Information Purposes Only

Educational Assistant General Job Description 105

Accessing and Reviewing Personnel File 105

Index..... 106

ARTICLE 1. PURPOSE OF THE AGREEMENT

- 1.1 This Agreement, entered into between the Board of Education (hereinafter referred to as the Board) of Independent School District No. 625, Saint Paul, Minnesota, and the Saint Paul Federation of Educators Local 28, (hereinafter referred to as the Federation), pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, (hereinafter referred to as PELRA), has as its purpose the provision of the terms and conditions of employment for the educational assistants (Levels 1 and 2) for the duration of this Agreement.

ARTICLE 2. RECOGNITION AND JURISDICTION

- 2.1 Recognition. In accordance with the provisions of PELRA, the result of the representation election held on Friday, May 12, 1978, and the certification order issued by the Director of the Bureau of Mediation Services, State of Minnesota, the Board recognizes the Federation as the exclusive representative of educational assistants in the appropriate unit as defined in this Agreement.
- 2.2 Jurisdiction. The Federation is the sole elected representative of all educational assistants who are defined as members of the appropriate unit for the duration of this Agreement. The Federation, as exclusive representative, has those rights and duties as prescribed by PELRA and this Agreement.

ARTICLE 3. DEFINITIONS

- 3.1 Employee. "Employee" shall mean any person who holds a position in the appropriate unit as defined in 3.2 of this article.
- 3.2 District. "District" shall refer to Independent School District No. 625, employer, and Saint Paul Public Schools.
- 3.3 Appropriate Unit. For the purpose of this Agreement, the term "appropriate unit" shall mean that unit of employees of Independent School District No. 625, Saint Paul, Minnesota, who are classified as educational assistants (Levels 1 and 2), whose employment service exceeds the lesser of fourteen (14) hours per week or thirty-five (35) percent of the normal work week and more than sixty-seven (67) workdays per year.
- 3.4 Board. "Board" shall mean the Board of Education or its designated officials.
- 3.5 Superintendent. "Superintendent" shall mean the Superintendent of Schools or a designated representative.
- 3.6 Days. "Days" shall mean employee workdays, except where otherwise designated.
- 3.7 Other Terms. Terms not defined in the Agreement shall have those meanings as defined by PELRA.
- 3.8 Full-time Employees. Full-time employee shall mean any person covered under this agreement that works a full-time equivalent of .9375-1.0 FTE.

ARTICLE 4. EMPLOYEE RIGHTS

- 4.1 Right to Join and Participate. Employees shall have the right to form and join labor or employee organizations.
- 4.2 Right to Views. Nothing contained in this Agreement shall be construed to limit, impair, or affect the right of any employee to the expression or communication of a view, complaint or opinion on any matter related to the conditions or compensation of employment or their betterment, as long as the same is not designed to and does not interfere with the full, faithful, and proper performance of the duties of employment or circumvent the rights of the exclusive representative.
- 4.3 Right to Dues Check Off. Employees shall have the right to request and be granted payroll deduction for dues to be paid to the Federation. Upon receipt by the Payroll Department of a properly executed authorization card of the employee involved, the District will deduct from the employee's paycheck the amount that the employee has agreed to pay to the Federation during the period provided in said authorization. The District will remit said deducted amount to the Federation within the payroll period covered by the paycheck from which the deduction is made.

ARTICLE 5. FEDERATION RIGHTS

- 5.1 Officer, Business Agent or Steward. An officer, business agent or authorized steward of the Federation has the right to meet with employees as long as the meeting does not interfere with the job responsibilities of any employee. It is understood that whenever possible these meetings will be held before work, after work, or during a designated break in the employee's workday.
- 5.2 Representation Fee. The Federation agrees to indemnify and hold the District harmless against any and all claims, suits, orders or judgments brought or issued against the District as a result of any action taken or not taken by the District in compliance with the provisions of this section
- 5.3 Released Time. Members of the Federation Negotiation team shall be released from their assignments with appropriate advance notice for such reasonable time as is necessary to carry out the responsibilities of the Federation. Such time may be granted upon approval of the staff's immediate supervisor. The provision of substitute service and the payment of salary during time off may be granted only at the discretion of the superintendent.

ARTICLE 5. FEDERATION RIGHTS (continued)

- 5.4 In each school/fiscal year, the District will allow leave without loss of pay, up to a maximum of 220 person days total for the District, for members of all Federation bargaining units which includes Educational Assistants, School and Community Services Personnel, and Teachers to participate in official business of the Federation. In an unusual circumstance, and following written specific request by the Federation, the Superintendent may, at his/her discretion, elect to authorize specified additional days beyond the days permitted herein. Except for members of the Saint Paul Federation of Educators Executive Board, no one person may be granted leave under this provision for more than five (5) person days in a school year.

Approval for this leave is contingent upon five (5) days written notice in advance, or as soon thereafter as possible, by the Federation to the Employee Relations Office of the District upon the proper request form, and upon approval by Human Resources. Such approval will not be unreasonably withheld.

Leave requested by the Federation for negotiations purposes is handled separately, under Article 5.3 of this article, and the approval of Human Resources is required. Such approval will not be unreasonably withheld.

Leave requested by the Federation for collaborative professional activities of the Federation and the District is handled separately from this provision and must be approved by the Superintendent. Such approval will not be unreasonably withheld.

The Federation shall pay the cost of substitute service for any member in the teacher, educational assistant, or school and community service professional bargaining units who are released under this provision, as billed by the Business Office of the District.

- 5.5 Maintenance of Membership. Any member of the bargaining unit may authorize the District to deduct from his/her pay the amount of dues charged by the Federation. This authorization must be in writing and forwarded to the Payroll Office not less than two (2) weeks before the payday when it is to become effective. The District agrees to implement all the terms of dues-checkoff authorizations submitted to the District by the Federation and agreed to by the Employee.

The Employer shall adhere to the specific provisions in each dues check-off authorization regarding the duration, renewal, procedure for revocation, amount of dues deducted, and all other provisions agreed to by the employee as stated in the authorization.

When a bargaining unit member has so authorized a dues deduction, such authorization cannot be canceled except by the terms set forth in the authorization card that the members signed.

- 5.6 Access to Membership Lists. By October 1 of each school year, the District shall provide in electronic form to the Federation the names, addresses, telephone numbers, e-mail address, birthday, not including the year of birth, full-time equivalency (FTE) status, worksite location and assignment of all bargaining unit members employed. On a quarterly basis or on request, the District shall provide the Federation with a current bargaining unit list. Such requests shall be filled within five days.

- 5.7 Access to Worksites. District will grant union leadership card access to District schools Monday- Friday 6AM to 6PM. This is consistent with access given to other staff who travel between buildings throughout the day. Union leadership will display their SPPS badge at all times while in the buildings.

- 5.8 Access to Employees.

Subd.1. The federation will have access to new hires for a minimum of 30 minutes of paid time during new employee orientation.

Subd.2. The federation will have access to employees not in attendance at a new employee orientation for thirty minutes during the duty day.

ARTICLE 6. BOARD OF EDUCATION RIGHTS

- 6.1 Negotiating Rights. The Board is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the Employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel as outlined in PELRA 179A.07, Subd. 1 and 2.
- 6.2 Managerial Responsibilities. The Board has the right and obligation to efficiently manage and conduct the operation of the District within its legal limitations and to adopt, repeal, or modify policies, rules, and regulations insofar as such actions are not inconsistent with the terms of this Agreement.

ARTICLE 7. EMPLOYEES' BASIC WORKDAY AND YEAR

- 7.1 Workday. The normal full-time workday shall be seven and one-half (7 1/2) consecutive hours per day, including lunch time not to exceed thirty (30) minutes in length.
- 7.1.1 If any educational assistant is assigned to work longer than the seven and one-half (7 1/2) hours described in 7.1 above, that employee will be paid on the straight-time hourly rates (Appendix A) up to a total of forty (40) hours worked in any given week. Hours worked in any week in excess of forty (40) hours will be compensated consistent with Fair Labor Standards Act (FLSA) regulations.
- 7.1.2 Unless exigent circumstances exist, employees who fail to report to work for three (3) consecutive work days who are not on an approved leave of absence and who have not notified their supervisor will be given notice, via registered mail, that without contact to their supervisor or human resources they will be considered resigned five (5) workdays from the date the letter is postmarked. The date of the 5th workday will be specified in the letter and the letter will be sent to the address the employee has on file.
- 7.2 Overtime and Compensatory Time.
- 7.2.1 Overtime is to be paid at the rate of one and one-half (1 1/2) times the employee's normal hourly rate for all hours worked in excess of forty (40) hours per week.
- 7.2.2 The overtime compensation due the employee shall be paid at the rate herein cited, or by granting compensatory time on a time and one-half (1 1/2) basis if mutually agreed to by the principal/program administrator and the employee.
- 7.3 Call Back. Full-time educational assistants who are called into work at a time outside of their normal workday will be paid a minimum of two (2) hours at their regular rate of pay, if the assignment is not immediately preceding or following the paid workday. If the assignment is immediately preceding or following the employee's paid workday and does not result in a period of unpaid duty-free time, then the employee will be paid at the straight time rate for actual hours worked up to the overtime requirement of 7.1.1 above.
- 7.4 Sign language interpreters who have accepted an after-school assignment will be paid two (2) hours if the assignment is cancelled with less than twenty-four (24) hours notice.
- 7.5 All Interpreters assigned to work additional hours will be paid their regular rates as stated in 7.1 Workday and 7.2 Overtime and Compensatory Time.

ARTICLE 7. EMPLOYEES' BASIC WORKDAY AND YEAR (continued)

- 7.6 Multilingual EAs providing language support, may request from their supervisor to work additional hours outside the regular duty day in order to assist families with school related issues, at the discretion of their direct supervisor, up to a total of 40 hours per week. Administrators may request the completion of call logs to document these calls outside of the duty day. Overtime may be approved by the building administrator.**
- 7.7 Part-time employees shall work those hours assigned by the appropriate supervisor.
- 7.8 Evening Conference Time. The District may assign any or all educational assistants to be present for duty on regularly scheduled conferences, consultation and meetings with parents and/or students. Compensation shall be based on the educational assistant's normal daily/hourly rate up to forty (40) hours of work in a week, consistent with, Subd. 7.1.1 of this article. Educational assistants may be granted compensatory time off on a date specified by the District in lieu of the above-described compensation, consistent with, Subd. 7.2.2 of this article. Each evening conference comprises one-half (1/2) day of work for a total of two (2) regular duty days of work per year.
- 7.8.1 There are normally four (4) evening conferences scheduled in the school year. If an educational assistant is not needed at a conference, alternative days or hours shall be assigned to fulfill the work year assignment. Conferences are part of the one hundred eighty-four (184) workdays each year.
- 7.8.2 Non-Student Contact Days. Educational assistants are assigned five (5) workdays within the work year for participation in program planning and staff development opportunities. These five (5) days shall occur during opening week and throughout the school year.
- 7.8.3. Two October Professional Conference Days. To encourage Educational Assistants to seek professional development opportunities, Educational Assistants will be paid the two October Professional Conference days as duty days. The October professional conference days are part of the one hundred and eighty-four (184) workdays each year.
- 7.8.4 Special Education EA Professional Development. Educational Assistants will be notified via email and/or in person from their supervising administrator or licensed teacher of their eligibility to attend special education professional development with special education teachers.
- 7.9 Work Year: Full-Time Employees.
- 7.9.1 Ten (10) Month Work Year. The basic ten (10) month work year shall include one hundred eighty-four (184) guaranteed duty days, within the school calendar, as assigned, and shall be paid biweekly for time worked.
- 7.9.2 Twelve (12) Month Work Year. The twelve (12) month work year shall consist of fifty-two (52) weeks paid biweekly, from July 1 through June 30.
- 7.9.3 Short-Term Temporary Employment. Any regular employment, either full-time or part-time, which is for a period of less than one (1) full calendar year in length, shall be considered short-term temporary employment. Such employment shall provide only the entry-level salary and legally-required pension contributions. Educational assistants who are on layoff and accept a temporary position at their level that is greater than 20 consecutive duty days shall receive their regular rate of pay. If a level 2 educational assistant accepts a level 1 temporary assignment greater than 20 days, the educational assistant will be placed at the salary schedule step within their lane that reflects the least possible loss of income from their level 2 position. No other benefits provided in this Agreement shall apply for such short-term employment. The short-term employment shall terminate on the date specified to the employee. No other benefits provided in this Agreement shall apply for such short-term employment. The short-term employment shall terminate on the date specified to the employee.

ARTICLE 7. EMPLOYEES' BASIC WORKDAY AND YEAR (continued)

Short-term employment shall be used for:

- A. The purpose of replacing an educational assistant on leave, or other temporary absence, or
- B. Filling a position until the end of a school year, or
- C. Temporary positions whose duration are not in excess of one (1) calendar year in length, or
- D. Filling a position vacated less than one (1) calendar year prior to the close of school, when no educational assistant on layoff is both qualified and available to fill the position, or
- E. Filling a position vacated due to professional training leave.

7.9.4 TEMPORARY REASSIGNMENT. If an educational assistant is assigned as a 1:1 support to a student and the student is absent, the supervisor may reassign at any time at the same location. For a student absence of five (5) days or more, the District may temporarily reassign to another location for the duration of the child's absence based on District need. If the child does not return for the remainder of the school year, the educational assistant may be reassigned to another location for the remainder of the school year after the parties meet to discuss the new assignment. If the child does not return for the remainder of the school year, at the end of the year the educational assistant will be placed on the placement list.

7.10 Technology Access. The District agrees to dedicate a time of day and a reasonable amount of non-student contact time, mutually determined by the principal/program administrator and employee, for access to computer, printer and other technology. Access will be used to check and print their SPPS email, payroll information, and other work related information online. This time will be separate from the employee's regular lunch time and specific work duties that require computer access, such as third party billing.

7.11 IEP REVIEW. Educational Assistants, including Discovery Club EAs, **who are directed to work with a student with an IEP regarding needs on the IEP, will be given the opportunity during their paid work day to review each student's complete IEP. If an EA is directed to work alone with a student with an IEP then the District will provide the IEP, within five school days of being assigned to work with the student.**

7.12 Schedules, Assignments, and Additional Duties: Educational Assistants will perform the duties outlined in their job description. At the beginning of the school year and/or each semester, all employees will get a schedule from their supervisor, or designee, that outlines their daily responsibilities and assignments. The responsibilities and assignments shall align with the employee's job description. Except in extreme circumstances or emergencies, additional assignments shall not be directed to employees beyond their daily schedule.

Employees who have concerns about their schedule or changes to their schedule shall first meet with the individual who is responsible for creating their schedule. If there is not resolution at this level, employees may contact their building or department/program administrator to resolve. Employees may bring a union representative to these conversations for support.

ARTICLE 7. EMPLOYEES' BASIC WORKDAY AND YEAR (continued)

ECFE. The parties recognize that ECFE is a unique educational program and, accordingly, requires particular consideration in this Agreement. In recognition of uniqueness of the ECFE educational program:

- Scheduled hours and assignments for ECFE staff shall be established and assigned by the District.
- ECFE staff duties will be determined by the job description.
- Regardless of FTE, no ECFE staff member will be required to work more than two evenings a week. Working on Saturday is equivalent to working an evening.
- ECFE staff can choose to work more than 2 evenings a week.
- Contiguous class schedules will be prioritized, to a reasonable extent.
- Classroom ECFE EA staff will be provided with individual work schedules that include adequate time to complete duties which include time before and after class for set-up and clean-up, travel time, a designated lunch time assigned by the supervisor, and planning time for EA Room Leaders for each class.
- No staff will be required to work longer than a 12-hour duty day.
- Tentative schedules for ECFE will be provided on or before May 30th for the next school year. ECFE schedules will be finalized by the end of September for the current school year. If enrollment or program changes after the end of September, staff schedules may need to change. Proposed changes will be shared with staff. Any changes to the (tentative) schedules will be communicated with at least a 10-calendar day notification by the ECFE administration.
- Parent and staff input will be gathered before a Saturday program would be initiated as stated in the ECFE Statute. Assignment of Saturday hours will be first voluntary and then in reverse order of seniority.

7.13 Interpreting Services: All Educational Assistants in the following classifications: EA1-ESEA-ELL; EA2-ELL; EA2-LCD-Bilingual; EA2-ELL-Bilingual; EA2-NHQ- Language Interpreter; EA2-Interpreter for Deaf, who provide interpreting services so students can access educational content shall be entitled to 100 minutes of dedicated preparation time per week. This time will be part of the normal duty day, separate from emailing and billing time, and will be used to read materials, research and rehearse language choices, preview videos, collaborate with colleagues and create interpretation plans.

ARTICLE 8. PAID HOLIDAYS

8.1 Eligibility.

- 8.1.1 All full-time employees shall be paid for holidays as shown in the following schedule. Part-time employees must be regularly assigned to work a minimum of forty (40) hours per biweekly pay period to qualify for holiday pay as shown in the following schedule.
- 8.1.2 To be eligible for holiday pay, employees must have been active on the payroll the day of the holiday.
- 8.1.3 In the event that an employee is required to work on any of these specified holidays, an employee who is eligible for the holiday shall be granted an alternative holiday soon thereafter, and prior to the end of the work year. The actual date of said alternative holiday is subject to approval by the immediate supervisor.
- 8.1.4 When a listed holiday falls on a Saturday, the preceding Friday shall be observed as the holiday. When a listed holiday falls on a Sunday, the following Monday shall be observed as the holiday.

8.2 Paid Holidays.

Twelve (12) Month Employees

Martin Luther King Day
Presidents' Day
Memorial Day
Juneteenth
Independence Day
Labor Day
Thanksgiving Day
Day After Thanksgiving
Christmas Day
New Year's Day

Ten (10) Month Employees

Martin Luther King Day
Presidents' Day
Memorial Day
Juneteenth
Labor Day
Thanksgiving Day
Day After Thanksgiving
New Year's Day
Independence Day *
Christmas Day

*Only for employees who work at Crossroads Science and Montessori as part of the regular school year.

ARTICLE 9. VACATION

9.1 Eligibility.

- 9.1.1 Full-time employees and all part-time, twelve (12) month employees regularly assigned to work a minimum of forty (40) hours per biweekly pay period shall earn vacation as specified in this section.

9.2 Vacation Accrual, Full-Time, Twelve (12) Month Employees. This also includes full-time twelve (12) month Discovery Club employees working 32.5 hours per week.

- 9.2.1 A new employee or an employee in the first year of a twelve (12) month assignment shall accumulate the pro rata equivalent of fifteen (15) days of vacation for the full twelve (12) month work year. The formula is .0576 times each hour paid on the payroll, rounded to the nearest hour.
- 9.2.2 After one (1) year of service as a twelve (12) month educational assistant, the employee shall accumulate the pro rata equivalent of twenty (20) days of paid vacation for the full twelve (12) month work year. The formula is .0769 times each hour paid on the payroll, rounded to the nearest hour.

ARTICLE 9. VACATION (continued)

9.2.3 After ten (10) years of service as a twelve (12) month educational assistant, the employee shall accumulate the prorata equivalent of twenty-two (22) days of paid vacation for the full twelve (12) month work year. The formula is .0846 times each hour paid on the payroll, rounded to the nearest hour.

9.2.4 A maximum of one hundred twenty (120) hours of unused vacation may be carried over from one (1) calendar year to the next. An employee may be permitted to carry over more than the maximum one hundred twenty (120) hours upon written approval of the supervisor or program administrator.

9.3 **Winter/Spring Break Pay Ten (10) Month Employees**

9.3.1 Eligibility for Vacation. Employees must be active on the payroll in order to be eligible for this benefit.

9.3.1.1 Winter Break. Ten (10) month employees shall be eligible to accrue up to a maximum of **64** hours of break pay time to be applied to winter break at an accrual rate of **0.12** for each hour paid. Accrual for winter break starts at zero on the first day of school. Time accrued will be paid during the applicable winter break periods as indicated on the SPPS school year calendar. Time accrued will be tracked on employees pay stubs. Employees who work at Crossroads Elementary which is on a year around school year calendar shall be paid winter break accrual as indicated on the SPPS school year calendar. Employees must be actively employed during the break period to receive break pay.

9.3.1.2 Spring Break. Ten (10) month employees shall be eligible to accrue up to a maximum of 40 hours of break pay time to be applied to spring break at an accrual rate of **0.12** for each hour paid. Accrual for spring break starts at zero on the first day of school in January with no carry over. Time accrued will be paid during the applicable spring break periods as indicated on the SPPS school year calendar. Time accrued will be tracked on employees pay stubs. Employees who work at Crossroads Elementary which is on a year around school year calendar shall be paid spring break accrual as indicated on the SPPS school year calendar. Employees must be actively employed during the break period to receive break pay.

9.3.2 Exception for Unpaid Medical Leave: If an employee is employed by October 1 or December 1 as required in 9.3.1 or 9.3.2 above and is on unpaid medical leave the employee will be eligible for the **winter/spring break pay** period under the following conditions:

- 1) The employee has been employed as an educational assistant in the District on a full-time basis for at least one (1) full school year immediately preceding the year in question, and is so employed for the current school year; and
- 2) The employee has been employed full-time and worked at least forty (40) days between the start of school and the beginning of Winter Break,
OR
- 3) The employee has been employed and worked at least forty (40) days between December 1 and the beginning of Spring Break.

9.4 **Vacation Accrual, Part-Time, Twelve (12) Month Employees.**

9.4.1 Eligible employees shall accrue vacation at the rate of .0576 times each hour of employment, rounded to the nearest hour.

9.4.2 A maximum of five (5) days of unused vacation may be carried over from one (1) calendar year to the next year subject to approval of the supervisor.

9.4.3 Vacations shall be scheduled as approved by the supervisor.

ARTICLE 10. COMPENSATORY LEAVE

10.1 Sick Leave.

10.1.1 Eligibility. All regular employees, as defined in Article 3.3, shall receive sick leave as shown in 10.1.2

10.1.2 Sick Leave Rates and Accrual. Employees shall accrue sick leave for each hour on the payroll to a maximum of 40 hours in a week at a rate of 0.0600 per hour with a maximum annual of 15 sick days earned.

10.1.3 Sick leave shall carry over from year to year, provided the employee maintains active employment status with the District.

10.1.4 Specified Allowable Uses of Sick Leave.

10.1.4.1 Employee Illness or Disability. Sick leave shall be granted to eligible employees for absence due to personal illness or temporary disability that prevents an employee's attendance at work.

10.1.4.2 Child Illness. Sick leave shall be granted for the care of an employee's sick child as required by Minnesota Statute (M.S.) §181.9413.

(a) For purposes of this section, "personal sick leave benefits" means time accrued and available to an employee to be used as a result of absence from work due to personal illness or injury, but does not include short-term or long-term disability or other salary continuation benefits.

(b) An employee may use personal sick leave benefits provided by the District for absences due to an illness of or injury to the employee's child for such reasonable periods as the employee's attendance with the child may be necessary, on the same terms the employee is able to use sick leave benefits for the employee's own illness or injury. This section applies only to personal sick leave benefits payable to the employee.

ARTICLE 10. COMPENSATORY LEAVE (continued)

- 10.1.4.3 Personal Leave. Personal leave provisions are intended to allow time for planned absences, emergencies and other matters which are urgent, which require the educational assistant's presence and which cannot be handled except at a time in conflict with the educational assistant's day. Personal leave is deducted from sick leave. Effective July 1, 2022, full-time employees may take up to five (5) days of personal leave per school year. Twelve (12) month employees who are eligible for vacation are excluded from the use of personal leave. Part-time employees must be regularly assigned to work a minimum of forty (40) hours per biweekly pay period to be eligible for personal leave. A day equals the amount of hours an employee is regularly scheduled to work during the leave.
- A. Personal leave shall be granted an employee upon receipt of request to the principal or program administrator. Leave verification should be provided ten (10) days in advance of the leave date or as soon thereafter as possible.
 - B. All days of personal leave shall be deducted from accumulated sick leave. Unused leave shall not accumulate.
 - C. The use of personal leave for non-emergency use must be requested in writing to the principal/program administrator ten (10) days advance notice of intention to use such leave on a specific date.
 - D. The principal/program administrator will determine approval of personal leave and may choose not to grant approval if the absence of the employee would be detrimental to the educational goals for the school/program.
- 10.1.4.4 Family Leave. **Upon completion of the first 48 hours of sick leave, sick leave shall be granted on the same terms as the employee is able to use sick leave for the employee's own illness to provide necessary care for illness, injury or disability of a family member as defined in Minnesota Statute§ 181.9445. Up to 160 hours of accumulated sick leave may be used in a work year to allow the employee to care for and attend to the illness or injury of the individuals named above.** These days when used are deductible from sick leave, but will not reduce the annual availability of personal leave as described in 10.1.4.3. A day equals the amount of hours an employee is regularly scheduled to work during the leave.
- 10.1.4.5 Adoption Leave. Up to thirty (30) days of accumulated sick leave may be used in a contract year to attend to adoption procedures or care for a newly adopted child. Use of these thirty (30) days does not need to occur consecutively.
- 10.1.4.6 Father of Newborn Child. A male employee may take up to thirty (30) sick days for the birth of a child. This leave may be used in the six (6) weeks surrounding the birth of the child.
- 10.1.4.7 Insurance Benefits Extension for Maternity, Parental and Adoptive Parents. The District will provide one (1) additional month of District contribution towards insurance coverage for an employee on an unpaid portion of a parental/maternity leave for the month following the last month in which the employee had a paid portion of their leave.

ARTICLE 10. COMPENSATORY LEAVE (continued)

10.1.4.8 Sick Observances.

- A. Educational Assistants may use three (3) days of leave per school year for religious observances. Prior notification of absence for religious observances may be requested by the employee's principal or supervisor.
- B. The employee may take up to three (3) religious observances days deducted from sick leave.

10.1.5 Paid sick leave shall not be granted for illness or disability during the course of any other type of leave.

10.1.6 Sick leave shall be available only for illness and disability. There shall be no conversion of unused sick leave in any amount at any time to any cash payment. This limitation shall not be construed as exclusion from the District's severance pay plan.

10.1.7 Any sick leave claim shall be subject to the approval of the principal/program administrator and the Superintendent as to the validity of the circumstances upon which the claim is based. The educational assistant shall, if requested, furnish such certificates and evidence of facts as may be required for verification.

10.1.8 Summer School Sick Leave Usage. **Educational assistants who are employed in the District in summer school or another District-sponsored summer program shall be eligible to take sick leave from their accumulated sick leave during summer school or the District-sponsored summer program subject to the provisions of this Section.**

If an educational assistant has earned safe and sick time, as that term is defined by Minnesota law ("ESST"), the educational assistant may use any accrued, unused ESST of up to 48 hours.

If an educational assistant:

- who is employed in the District on a ten (10) month work year basis in the preceding school year, and
- who is employed in summer school or another District-sponsored summer program, and
- has a remaining balance of less than 15 hours of accrued, unused ESST,

then such educational assistant may supplement the accrued, unused ESST with any unused sick leave accrued under Appendix A of this Agreement for a total of no more than fifteen (15) hours of sick leave for the entire summer school session for those programs of twenty (20) duty days or more and seven and one-half (7 1/2) hours sick leave for each program of less than twenty (20) duty days.

An educational assistant who is only employed in the District during summer school or another District-approved summer program and does not have any accrued, unused ESST, is not eligible to take sick leave during summer school or the District-sponsored summer program.

10.1.9 Sick Bank.

Subd.1. ELIGIBILITY TO DONATE SICK LEAVE. To be eligible to donate sick leave under this Bank, the employee must:

1. Be a regular full-time or part-time member of the bargaining unit who is eligible for plan benefits;
2. Have an accumulated sick leave balance sufficient, at the employee's FTE, to carry the employee through 720 hours; and
3. Not have submitted a resignation or retirement to the District prior to making the donation

ARTICLE 10. COMPENSATORY LEAVE (continued)

Subd.2. ELIGIBILITY TO RECEIVE SICK LEAVE. To be eligible to receive sick leave under this Bank, the employee must:

- a. Be a regular full-time or part-time member of the bargaining unit who is eligible for benefits. Employees meeting these criteria who are on a district- approved medical leave of absence are also eligible
- b. Have exhausted her/his accumulated sick leave and all other paid leave, such as accrued vacation, if applicable, at the time the recipient requests a donation from the Bank
- c. Be eligible for leave under the Family Medical Leave Act (FMLA) prior to the beginning of the need for donated sick leave
- d. Not be receiving benefits from Workers Compensation or Social Security
- e. Not be receiving long term disability benefits
- f. Not be serving a disciplinary suspension
- g. Not have submitted a resignation or retirement to the District
- h. Must have a serious medical condition or need leave to care for the serious medical condition of the employee's spouse, parent or member of the employee's household
- i. Due to the serious health condition, need a prolonged absence from duty and suffer a substantial loss of income

Definitions:

- a. A "serious health condition" has the same meaning as in 29 C.F.R. §825.113(a) of the FMLA regulations, except that elective surgeries and minor illnesses are not covered as serious health conditions
- b. A "substantial loss of income" means the employee has exhausted all paid leave available and has been unpaid for five (5) duty days at the employee's usual FTE

Subd.3. PROCESS TO DONATION.

1. To donate sick leave to the Bank, an eligible employee must complete a sick leave contribution form and submit the completed form to Human Resources
2. Contributions must be made in whole hour increments and may not exceed eighty (80) total hours during the time the donor is employed by the District
3. Donations, once made and processed by Human Resources are irrevocable
4. Donations are not taxed to the donor and are not tax deductible
5. Days donated are donated at the donor employee's regular rate of pay

Subd.4. APPLICATION FOR BENEFITS. To receive sick leave from the Bank, an eligible employee must complete a sick leave donation form and submit the completed form to Human Resources. Employees are required to provide medical documentation of their eligibility. Updated documentation of the serious medical condition must be provided by the employee upon request by Human Resources.

ARTICLE 10. COMPENSATORY LEAVE (continued)

Subd.5. SICK LEAVE BENEFIT.

1. Sick leave time received may only be used on a prospective basis beginning with the first day following determination of eligibility. Sick leave time received shall not be used for a back period or for periods of unpaid time.
2. A recipient may not receive more paid time under this Bank than they would otherwise receive if they were working. For example, non-contracted work days shall not be compensated nor shall an employee receive pay for days or hours in excess of their FTE.
3. A recipient's pay will continue to be taxed in accordance with state and federal tax tables, and all authorized deductions will continue to be deducted from the recipient's paycheck.
4. Recipients shall not accrue additional sick leave based on hours received from the Bank.
5. Any use of the Bank will run concurrent with leave under the Family Medical Leave Act (FMLA). Use of the Bank will not extend the FMLA period.
6. Hours received are paid at the eligible recipient's regular rate of pay.
7. In no case shall the benefit received through the Bank exceed 480 total hours at the employee's FTE during the time the recipient is employed by the District.
8. In the case of an employee receiving a donation due to the need to care for the serious medical condition of the employee's spouse, parent or member of the employee's household, the maximum benefit received shall not exceed the time permitted in Article 10.1.4.4 pursuant to M.S. §181.9413.

Subd.6. ADMINISTRATION OF THE BANK.

1. The identities of donors and recipients are private data consistent with the Minnesota Government Data Practices Act. The recipients of sick leave from this Bank shall not be informed of the identities of the donors and donors may not be informed about the identity of recipients nor shall donors be allowed to designate specific recipients for their donation. Employees shall not intimidate, threaten, or coerce any other employee with respect to donating or receiving leave under this Bank.
2. The Bank shall be administered by the District's Human Resource Department subject to the terms of this Article. The decisions of the District in administering the Bank are final and not subject to the grievance procedure.
3. Donated hours shall be distributed to eligible recipients on a first-come, first- served basis and in no case may the number of distributed hours exceed the number of hours donated. If more than one qualifying request is received on the same day and insufficient donations exist in the Bank, existing Bank donations will be divided equally among the qualified recipients.
4. Any recipient found to have provided fraudulent information shall be immediately removed from the program, subject to disciplinary action, required to repay money received from the program, and criminal prosecution may be pursued.

ARTICLE 10. COMPENSATORY LEAVE (continued)

10.2 Bereavement Leave.

10.2.1 Eligibility. All full and part-time employees regularly assigned to work a minimum of forty (40) hours per biweekly pay period are eligible for bereavement leave as described in this section.

10.2.2 Specified Uses of Bereavement Leave. A leave of absence with pay, not to exceed five (5) days, shall be granted because of the death of an educational assistant's spouse, child, step-child, parent, step-parent, and regular members of the immediate household. Up to three (3) days shall be granted because of death of other members of the educational assistant's immediate family. Other members of the immediate family shall mean sister or step-sister, brother or step-brother, grandparent, grandchild, parent-in-law, son-in-law or daughter-in-law. Leave of absence for one (1) day shall be granted because of death of other close relatives. Other close relatives shall mean uncle, aunt, nephew, niece, brother-in-law and sister-in-law. Unused leave for such purposes shall not be accumulated. A day equals the amount of hours per day an employee is regularly scheduled to work during the leave. Up to three (3) days of bereavement leave may also be granted in special circumstances not anticipated by the language in this subsection with approval of the Human Resource Department.

10.2.3 Bereavement Travel Extension. Days of leave as specified in 10.2.2 above will apply for deaths which do not necessitate travel by the educational assistant beyond a two hundred (200) mile radius of St. Paul. In cases that do involve such travel, two (2) days of additional leave shall be granted for travel in excess of a two hundred (200) mile radius of St. Paul. Days used in this manner for extension of bereavement leave for travel purposes shall be permitted only as long as sick leave time is available and such days shall be subtracted from sick leave. The educational assistant shall provide the principal/program administrator information on the location of the funeral outside St. Paul. A day equals the amount of hours an employee is regularly scheduled to work during the leave.

10.3 School Related Injury Leave.

10.3.1 An educational assistant who is injured in the course of carrying out duties and responsibilities as an employee of the District shall be granted leave without loss of pay for a period not to exceed five (5) days. If such injury is the result of assault, leave without loss of pay if verified to be medically necessary shall be granted for a period not to exceed ten (10) days. In no case shall the combined benefits paid to the educational assistant from Workers' Compensation and the use of this leave exceed the employee's regularly-scheduled salary for the period of leave used. This provision shall apply provided that the educational assistant acted in an appropriate and professional manner and with appropriate precautions.

10.3.2 In the event that injury caused by assault in the course of carrying out duties and responsibilities as an employee of the Board results in incapacitation for performance of duties for a period longer than that provided in 10.3.1. above, the educational assistant may then choose to use his/her accumulated sick leave. In no case shall the combined benefits paid to the educational assistant from Workers' Compensation and paid sick leave exceed the educational assistant's regularly scheduled salary for the period of incapacitation.

ARTICLE 10. COMPENSATORY LEAVE (continued)

10.4 Jury Duty/Court Duty Leave.

10.4.1 Eligibility. All employees who are regularly assigned to work forty (40) or more hours per biweekly pay period are eligible for jury duty and court duty leave as described in this section.

10.4.2 Jury Duty. An educational assistant who is required to appear in court as a juror shall be paid his/her regular pay while so required and engaged. Any fees that the employee shall receive from the court for such jury service shall be paid to the District, except that the employee may retain any mileage reimbursement or travel allowance provided by the court. Educational assistants, upon notification by the court that they are not required to appear for jury duty on any given day after the start of their work day, are required to be in attendance at work. Educational assistants whose work day begins two hours prior to contacting the court regarding their jury duty assignment are required to report to work at the start of their workday.

10.4.3 Court Duty Leave. Any educational assistant who is duly subpoenaed as a witness in any case in court shall be entitled to leave with pay for that purpose provided that the employee is not a party in the case, and provided that the case is not the result of litigation undertaken by the employee or the Federation against the District. In cases where the Board is a party in the litigation, the employee shall be entitled to pay while attending as a witness at the request of the Board or as a co-defendant in the case.

10.5 Military Leave.

10.5.1 Military Leave With Pay. Any employee who shall be a member of the National Guard, the Naval Militia or any other component of the militia of the state, now or hereafter organized or constituted under state or federal law, or who shall be a member of the Officers Reserve Corps, the Enlisted Reserve Corps, the Naval Reserve, the Marine Corps Reserve or any other reserve component of the military or naval force of the United States, now or hereafter organized or constituted under federal law, shall be entitled to leave of absence from employment without loss of pay, seniority status, efficiency rating, vacation, sick leave or other benefits for all the time when such employee is engaged with such organization or component in training or active service ordered or authorized by proper authority pursuant to law, whether for state or federal purposes, provided that such leave shall not exceed a total of fifteen (15) days in any calendar year and further provided that such leave shall be allowed only in case the required military or naval service is satisfactorily performed, which shall be presumed unless the contrary is established. Such leave shall not be allowed unless the employee 1) returns to his/her position immediately upon being relieved from such military or naval service and not later than the expiration of time herein limited for such leave; or 2) is prevented from so returning by physical or mental disability or other cause not due to such employee's own fault; or 3) is required by proper authority to continue in such military or naval service beyond the time herein limited for such leave.

Any employee who is a member of the armed forces or National Guard and who is called to active duty may be eligible for pay continuation pursuant to the requirements of M.S. 471.975.

ARTICLE 10. COMPENSATORY LEAVE (continued)

10.5.2 Military Leave Without Pay. Any employee who engages in active service in time of war or other emergency declared by proper authority of any of the military or naval forces of the state or of the United States for which leave is not otherwise allowed by law shall be entitled to leave of absence from employment without pay during such service with right of reinstatement and subject to such conditions as are imposed by law. Such leaves of absence as are granted under Article 10.5 shall conform to M.S. Section 192, as amended from time to time and shall confer no additional benefits other than those granted by said statute.

10.6 Quarantine/Catastrophic Disaster Leave.

10.6.1 Educational assistants will be provided up to a maximum of ten (10) days paid leave of absence for quarantine by a health officer due to a contagious disease. The same will be provided for a catastrophic disaster that occurs in the educational assistant's school and/or community which causes the closure of the District or the educational assistant's school.

ARTICLE 11. NON-COMPENSATORY LEAVE

11.1 Definitions. Non-compensatory leave is a leave without pay that may be granted upon request subject to the provisions of this section and approval of the Superintendent. Such leaves shall be without compensation and without pension contribution or benefits unless required by law.

11.1.1 Non-compensatory leaves may be granted for personal reasons, for professional training, or for reasons of adoption or pregnancy and/or the need to provide parental care for a child or children, immediately following adoption or termination of pregnancy, or to care for a critically ill parent or spouse for an extended period of time.

11.1.2 Leaves of absence shall be granted as required under the federal law known as the Family and Medical Leave Act (FMLA) as long as it remains in force. The Human Resource Department provides procedures that coordinate contractual provisions with FMLA.

11.1.3 Appropriate vacancy as used herein means a position in the same seniority group and level as the position held by the employee prior to leave, and one for which the employee is fully qualified.

11.2 Application Procedures. Information regarding application procedures and conditions for all leaves is available from the District's Human Resource Department and online at <http://hr.spps.org/Forms.html>.

11.2.1 The principal/program supervisor shall be informed in writing by the employee and the appropriate leave application form completed and sent to the Director of Human Resources at least two (2) calendar months, if possible, before the commencement of the intended leave.

11.2.2 If the reasons for a parental leave include pregnancy, the employee shall also provide, at the time of leave application, a signed statement by her physician indicating the expected date of delivery and that the employee is fully capable of meeting the requirements of her position until the date of the leave. In the case of adoption, the employee shall provide to the Human Resource Department, at the time of application for adoption, notice that application has been made, and the best available information as to probable date of arrival of child.

ARTICLE 11. NON-COMPENSATORY LEAVE (continued)

- 11.3 Return from Leave. Information regarding return procedures is available from the District's Human Resource Department.
- 11.3.1 Notification of Intent to Return. The educational assistant must notify the Human Resource Department in writing no later than March 1 or two (2) months prior to the originally-scheduled date of the leave termination, whichever is earlier, of his/her specific intent to conclude the leave and return to active service at the specified date. Failure to notify will be treated as though the person has resigned and has no further rights to return.
- 11.3.2 Failure to Return. Any employee on unpaid leave who refuses a position offered by the District at the time of scheduled termination of the leave, or after that date, when an appropriate vacancy becomes available, shall therewith forfeit all rights to a position, unless an extension of the leave has been granted by the District. Extensions are at the sole discretion of the District.
- 11.3.3 If, at the time of scheduled termination of the leave, there are other employees on layoff who are also eligible for placement in the same seniority group, level, and position as the employee on leave, then the employee who is scheduled to return from leave shall be added to the appropriate list of educational assistants awaiting reinstatement, for reinstatement by seniority order in appropriate vacancies as they become available.
- 11.3.4 The Human Resource Department will assign the person to an appropriate vacancy should one exist, upon the completion of the leave.
- 11.4 Parental Leave. Leave without compensation or benefits may be granted for a period of up to one (1) year, subject to the provisions of this article. Such leave may be granted for reasons of pregnancy and childbirth or for adoption, and the need to provide parental care for an extended period of time following the completion of the pregnancy, or the adoption.
- 11.4.1 Whenever possible, the beginning and ending dates of the leave shall coincide with a natural break in the school year, such as Winter or Spring Break, or change of semesters, etc. If a parental leave with guaranteed return is requested that would terminate after May 1 or begin prior to October 1, such leave may be extended to terminate at the end of the school year in the first instance or be extended to commence at the beginning of the school year in the second instance at the discretion of the Human Resource Department.
- 11.4.2 If no appropriate vacancy is available for placement of the employee at the scheduled date of termination of the leave, the leave shall be extended until an appropriate vacancy occurs, but not to exceed twenty-four (24) calendar months. If no appropriate vacancy has yet occurred after twenty-four (24) calendar months, the employee may be terminated by the District. The employee shall be required to notify the Human Resource Department in writing at least two (2) months prior to scheduled return that **they** do in fact desire to terminate the leave at the scheduled time and return to active employment. In the case of pregnancy, a completed physical examination form shall be provided, signed by the employee's physician, and verifying her fitness to resume fully the duties of her employment.
- 11.4.3 An employee in a position excluded from listing in a seniority group may be returned from parental leave to a vacant position for which **they are** fully qualified, in the judgment of the Human Resource Department.

ARTICLE 11. NON-COMPENSATORY LEAVE (continued)

- 11.5 Parental Leave with Guaranteed Return. Parental leave without pay may be granted for a period not to exceed three (3) calendar months in length, with a guarantee of return to the same position. Leave with position guarantee shall be granted only for reasons directly attributable to pregnancy or for the imminent and immediate adoption of a child. If the position has been eliminated, the provisions of Article 15 shall apply. The conditions regarding return to work shall be as stated in 11.4.1.
- 11.5.1 A parental leave with guaranteed return shall not be granted which in effect would extend the leave from one (1) school year into a succeeding school year.
- 11.5.2 No early return shall be permitted except at the sole discretion of the Human Resource Department. No extension shall be permitted, except after written verification by physician that the employee is physically unable to return to service. In such case, the leave may be extended only until the employee is physically able to return to duty, or until the end of the school year in which the leave was granted, whichever is sooner.
- 11.6 General Non-Compensatory Leave. The District, at its sole discretion, may grant leave without pay or benefits, up to one (1) year in length.
- 11.6.1 Reassignment upon termination of general non-compensatory leave will occur only when an appropriate vacancy is available; no new educational assistant shall be placed in a position that is an appropriate vacancy for an educational assistant whose leave has expired, has given proper notice of intent to return, and who is awaiting return.
- 11.6.2 If the educational assistant has properly notified the District of intent to return to active service following the leave, as described in 11.3.1, and no appropriate vacancy exists upon the termination of the leave, the educational assistant's name will be added to the list of educational assistants awaiting reinstatement, as described in Article 15.6.1, for up to twenty-four (24) months following the termination of the leave.
- 11.7 Professional Training Leave. An educational assistant who has been employed in this bargaining unit by the District on a full-time basis for at least two (2) full years is eligible to apply for professional training leave. Professional training leave is a leave for the purpose of acquiring additional training/education that will benefit the District.
- 11.7.1 Professional training leave is a leave without pay or benefits, except only that the District will continue payment of the Employer's share of insurance premium costs during the approved period of said leave at the same level as just prior to the leave. No other form of compensation or benefit applies.
- 11.7.2 The maximum length of such leave shall be the equivalent of one (1) school year. Granting of such leave is at the discretion of the District. Such leave is subject to the approval of the Superintendent both as to the length and scheduling of such leave, and as to the training content. Professional training leave is non-renewable for three (3) full years after any period of such leave, even if the leave was less than one (1) semester in length.
- 11.7.3 An employee who has been granted such leave, and for whom the health insurance premium contribution was made by the District during the period of leave, is required and is pledged to return to District service for a period of time at least equivalent to the actual length of time on such leave. If the employee is unwilling to meet this service obligation after the leave, **they** shall refund to the District the amount paid by the District in premium contribution for the employee during the leave.
- 11.7.4 An employee who has met the requirements and has been granted such leave, and is ready for return to service, shall be assigned to a position equivalent to the position held before the leave, or to the same position, unless **they** have become subject to layoff or termination for cause.

ARTICLE 12. INSURANCE BENEFITS

12.1 Active Employee Insurance.

12.1.1 Eligibility. Full-time employees and part-time employees regularly assigned to work a minimum of forty (40) hours per biweekly pay period are eligible for insurance benefits as described in this section.

12.1.2 Eligibility Waiting Period.

Regularly appointed service in the District of 30 continuous days are eligible for benefits included in the insurance program for District employees, on the first day of the month following 30 days of continuous regular benefit eligible service for District contribution to premium health cost for health and life insurance provided herein for District premium contribution for insurances described herein.

12.2 Insurance Coverage.

12.2.1 Health Insurance. Premium contributions for medical coverage shall be paid to the carrier selected by the District. Detailed descriptions of coverages, options, procedures, and eligibility requirements will be provided to employees upon request. Employees selecting a plan offered by a health maintenance organization (HMO) agree to accept any changes in benefits which the specific HMO implements.

12.2.2 Life Insurance. The Employer will pay the cost of life insurance coverage as stated in Article 12.3.1 for each eligible employee.

12.2.3 Dental Insurance. The Employer agrees to contribute up to \$40 per month to the premium cost for dental plan selected by the Employer for each employee who is eligible for such coverage. Employees who wish to enroll in family coverage may do so and pay the difference between the cost of the family coverage and the Employer contribution of \$40.

12.2.4 Long-Term Disability Insurance. The Employer will pay the cost of long-term disability insurance for employees working a minimum of sixty (60) hours biweekly. Coverages and carrier for long-term disability insurance will be determined by the District.

12.3 District Contributions to Insurance Benefits.

12.3.1 The District will contribute toward the premiums of specified insurance coverages per the following schedule for eligible employees:

Employees regularly assigned to work a biweekly minimum of:	Effective 1-1-24			
	Monthly District Contribution			
	<u>Single</u>	<u>Family</u>	<u>Dental</u>	<u>Life Insurance</u>
60 - 75 hours	\$743	\$1,405	\$40	\$50,000
40 hours, but less than 60 hours	\$372	\$703		\$50,000

Employees regularly assigned to work a biweekly minimum of:	Effective 1-1-25			
	Monthly District Contribution			
	<u>Single</u>	<u>Family</u>	<u>Dental</u>	<u>Life Insurance</u>
60 - 75 hours	\$825	\$1,475	\$40	\$50,000
40 hours, but less than 60 hours	\$413	\$770		\$50,000

ARTICLE 12. INSURANCE BENEFITS (continued)

Beginning January 1, 2026, any costs for the increase in premiums shall be shared in the following way:

Any premium increase shall be shared equally by the district and the employee. This will expire on December 31, 2026, or when it is replaced by the subsequent bargaining agreement, whichever occurs first.

12.3.2 District Contribution for Married Couples Covered before January 1, 2006. A full time educational assistant married to an educational assistant (benefit group 54), or a teacher (benefit group 51), or a non-licensed professional (benefit group 59), who are both employed by the District on a full-time basis, may, upon written application to and approval by the District's Benefits Office, consolidate their health care coverage as follows:

- One spouse shall be designated by the couple to receive family coverage in the health care plan chosen by the couple.
- The other spouse shall provide a written waiver of coverage to the District.
- The cost of the monthly single coverage premium in the plan selected by the couple, shall be contributed by the District toward the cost of family coverage, in addition to the premium contribution made for the spouse who carries the family coverage. No amount shall be paid to the carrier or the employee in excess of the actual premium cost for the family coverage selected.
- This provision shall be effective only as long as it does not affect the District's pre-tax spending account plan in a manner that would cause the plan to be considered a cafeteria plan, or would in any way conflict with IRS rules regarding the pre-tax spending accounts plan.

12.3.3 District Contribution for Married Couples Covered on or after January 1, 2006. A full-time educational assistant married to another District employee and who is covered under their spouse's health plan may waive the single or family contribution to health insurance and receive up to \$200 per month toward their spouse's family premium. The combination of District contributions cannot exceed the full cost of family coverage and cannot be applied in cases where the spouse is receiving health insurance through the District cafeteria benefits plan.

12.4 Employee Contributions to Insurance Coverages.

12.4.1 The premium cost for medical insurance dependent coverage for each eligible employee who elects such coverage, and who has been regularly employed by the District for the required waiting period, will be paid to the extent possible after the payment of the premiums specified above, as long as the total contribution of the District for all types of premium cost does not exceed the monthly limit stated in this section. The remaining portion of the premium cost for dependent coverage shall be paid by the employee by means of payroll deduction.

12.4.2 Any premium cost in excess of the total limit of monthly contribution by the District specified herein, or any optional coverages which may be available and elected by the employee, shall be paid in full by the employee by means of payroll deduction.

12.5 Flexible Spending Account.

12.5.1 It is the intent of the Employer to maintain, during the term of this Agreement, a plan for medical and child care expense accounts to be available to employees in this bargaining unit who are enrolled in Employer-paid premium contribution for health insurance for such expenses, within the established legal regulations and IRS requirements for such accounts.

ARTICLE 12. INSURANCE BENEFITS (continued)

12.6 Liability Insurance.

12.6.1 Employees are included as additional insureds on the liability policy of this District. The limits of liability under this policy are \$50,000 per individual and \$300,000 per occasion. Corporal punishment is not included under the terms of this coverage. The District reserves the right to become self-insured for liability claims.

12.6.2 Whenever appropriate coverage is available to the District, excess automobile liability coverage shall be maintained by the District to cover occasions when an educational assistant is specifically required to use his/her automobile on District business, and is eligible for mileage reimbursement. The limit of coverage shall be \$1,000,000. The coverage is in excess of basic limits of \$100,000 per person, \$300,000 per accident for bodily injury, and \$25,000 for property damage. The excess coverage assumes that all eligible educational assistants provide their own basic limits coverage as described above. Any educational assistant whose personal automobile is used on District business is required to carry the basic limits coverage herein described.

When appropriate coverage is not available, the provisions of M.S. §466.04 shall govern.

12.7 Retirement Benefits.

12.7.1 Benefit Eligibility for Employees who Retire Before Age Sixty-Five (65).

12.7.1.1 Employees must meet the following eligibility requirements prior to retirement in order to be eligible for any payment of any insurance premium contribution by the District after retirement:

A. Be eligible for pension benefits from Public Employee's Retirement Association of Minnesota (PERA), Saint Paul Teachers Retirement Association or other public employee retiree program at the time of retirement and have severed the employment relationship with the District; and

B. Must have completed fifteen (15) years of continuous employment with District immediately preceding retirement.

12.7.1.2 A retiree may not carry his/her spouse as a dependent if such spouse is also District retiree or District employee and eligible for and is enrolled in the District health insurance program, or in any other Employer-paid health insurance program.

12.7.1.3 Additional dependents beyond those designated to the District at the time of retirement may not be added at District expense after retirement.

12.7.1.4 The employee must make application through District procedures prior to the date of retirement in order to be eligible for any benefits provided in this section.

12.7.1.5 Employees terminated for cause will not be eligible for Employer contributions toward insurance premiums for either pre- or post-age 65 (65) coverage.

ARTICLE 12. INSURANCE BENEFITS (continued)

12.7.2 Employer Contribution Levels for Employees Retiring Before Age Sixty-Five (65).

12.7.2.1 Health Insurance Employer Contribution. Employees who meet the requirements in 12.7.1 will receive a District contribution toward health insurance until the employee reaches sixty-five (65) year of age as defined in this Subd.

- A. The District contribution toward health insurance premiums will equal the same dollar amount the District contributed for single or family coverage to the carrier in the employee's last month of active employment.
- B. In the event the District changes health insurance carriers, it will have no impact on the District contribution for such coverage.
- C. Any employee who is receiving family coverage premium contribution at date of retirement and later changes to single coverage will receive the dollar contribution to single coverage that was provided in the contract under which the retirement became effective.
- D. Employees hired on or after January 1, 2014, will not be eligible for any district contribution toward health insurance upon retirement.

12.7.2.2 Life Insurance Employer Contribution. The District will provide for early retirees who qualify under the conditions of 12.7.1, premium contributions for eligible retirees for \$5,000 of life insurance only until their 65th birthday. No life insurance will be provided, or premium contributions paid, for any retiree age sixty-five (65) or over.

12.7.3 Benefit Eligibility for Employees After Age Sixty-Five (65).

12.7.3.1 Employees hired into the District before January 1, 1996, who retired before age sixty-five (65) and are receiving benefits per 12.7.2 above are eligible, upon reaching age sixty-five (65), for Employer premium contributions for health insurance described in 12.7.4.

12.7.3.2 Employees hired into the District before January 1, 1996, who retire at age sixty-five (65) or older must have completed the eligibility requirements in 12.7.1 to receive District contributions toward post-age-65 health insurance premiums.

12.7.3.3 No employee hired on or after January 1, 1996, shall have or acquire in any way eligibility for Employer-paid health insurance premium contribution for coverage in retirement at age sixty-five (65) and over in 12.7.4. Employees hired on or after January 1, 1996, shall be eligible for only early retirement insurance premium contributions as provided in 12.7.2 and Deferred Compensation match in 12.7.5.

ARTICLE 12. INSURANCE BENEFITS (continued)

12.7.4 Employer Contribution Levels for Employees After Age Sixty-Five (65).

12.7.4.1 Employees hired into the District before January 1, 1996 and who meet the eligibility requirements in 12.7.3.1 or 12.7.3.2 are eligible for premium contributions for a Medicare Supplement health coverage policy selected by the District. Premium contributions for such policy will not exceed:

<u>Coverage Type</u>	<u>Single</u>	<u>Family</u>
Medicare Eligible	\$300 per month	\$400 per month
Non-Medicare Eligible	\$400 per month	\$500 per month

At no time shall any payment in any amount be made directly to the retiree.

Any premium cost in excess of the maximum contributions specified must be paid directly and in full by the retiree, or coverage will be discontinued.

12.7.5 Employees hired after January 1, 1996, are eligible to participate in an Employer matched Minnesota Deferred Compensation Plan or District approved 403(b) plan. Effective July 1, 2022, the District will match up to \$1,150 per year of consecutive active service.

Federal and state rules governing participation in the Minnesota Deferred Compensation Plan or District approved 403(b) plan shall apply. The employee, not the District, is solely responsible for determining his/her total maximum allowable annual contribution amount under IRS regulations.

The employee must initiate an application to participate in the 403(b) plan through the District's specified procedures.

Employees hired on or after January 1, 2014, shall be eligible for \$200 per year employer match in addition to the match amount provided in this section for employees hired after January 1, 1996.

Employees who have completed the service eligibility requirements in 12.7.1.1 and are hired after January 1, 2014, will receive a \$200 district contribution for each year of service toward an established health care savings plan upon retirement through the Minnesota Post Employment Health Care Savings Plan (HCSP) established under Minnesota Statutes, section 352.98 (Minn. Supp. 2001) and as outlined in the Minnesota State Retirement System's Trust and Plan Documents.

ARTICLE 13. SEVERANCE PAY PLAN

The District shall provide a 403(b) tax-deferred retirement program for sheltering severance pay and vacation pay as set forth in this section. District contributions to this plan shall be made to a District selected fund sponsor as described in this section and as described in the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay.

- 13.1 Eligibility. To be eligible for contributions to the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay, an educational assistant must meet the following requirements:
 - 13.1.1 The employee must be eligible for pension under the provisions of the PERA or Saint Paul Teachers Retirement Association (SPTRA).
 - 13.1.2 The employee must be voluntarily separated from District employment or have been subject to separation by layoff or retirement. Those employees who are discharged for cause, misconduct, inefficiency, incompetency or any other disciplinary reason are not eligible for this severance pay program.
 - 13.1.3 For the purpose of this program, the death of an employee shall be considered as separation of employment, and if the employee would have met all of the requirements set forth above at the time of his or her death, payment of the severance and vacation pay contributions shall be made to the employee's estate.
- 13.2 Severance Pay Plan. If an employee notifies the Human Resource Department three (3) months in advance of the date of retirement and requests severance pay and if the employee meets the eligibility requirements set forth in 13.1 above, he or she will be granted a contribution to the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay in an amount equal to \$100 pay for every seven and one half (7.5) hours of accrued, unused sick leave, to a maximum of \$18,500.
 - 13.2.1 If an employee notifies the Human Resource Department in less than three (3) months in advance of the date of retirement and requests severance pay and if the employee meets the eligibility requirement set forth above, he or she will be granted a contribution to the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay in an amount equal to \$85 pay for every seven and one-half (7.5) hours of accrued, unused sick leave to a maximum of \$18,500.
 - 13.2.2 If exigent circumstances exist, such as a sudden illness/injury of the employee or immediate family member necessitating immediate retirement, and if the employee meets the eligibility requirements set forth above, he or she will be granted a contribution to the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay defined in 13.2.1.
- 13.3 Pay for Earned, Unused Vacation. Employees who meet the eligibility requirements of 13.1, who qualify for severance pay per 13.2 of this article, and who retire with earned, unused vacation shall receive pay for such vacation. Payment of earned, unused vacation shall be made to the Severance Pay Plan.

ARTICLE 14. BASIC PAY RATES

14.1 Pay Schedule and Step Advancement.

14.1.1 The wages and salaries reflected in Appendix A, attached hereto, shall be a part of the Agreement.

14.1.1.1 Longevity Increments. **Effective July 1, 2023**, Longevity is a fixed hourly amount paid beyond the maximum step at the beginning of fifteen (15), twenty (20) or twenty-five (25) years of regular service in the District. The longevity increment shall be paid to all employees for all hours paid on the payroll, effective only at the beginning of a contract year. An employee does not have to have reached the top step of the schedule in order to be eligible for a longevity increment. See Appendix A.

14.1.2 Movement on Pay Schedule. After initial placement on the pay schedule by the District at the time of hire, an employee may not be advanced more than one (1) step for any year. Step advancement shall typically occur at the beginning of the work year.

14.1.3 Eligibility for Step Advancement. In order to be advanced one (1) step on the pay schedule, an employee must meet the following requirements:

A. **Paid on the payroll for a minimum of six hundred sixty (660) hours for full-time employees and prorated for less than full-time.**

B. If an employee is on an improvement plan, the employee must be on track with the components of the plan in order to receive a step increase.

14.2 Placement and Advancement on Educational Units.

14.2.1 Eligibility. Credit for educational advancement units for annual additional compensation above the base rate shall be available to all educational assistants. Amounts are set forth in Appendix A.

14.2.1.1 All coursework taken prior to an employee's employment with the District will be reviewed for eligibility for educational unit advancement in accordance with Article 14.4.1.

14.2.1.2 All coursework taken after beginning employment with the District must be preapproved as described in Article 14.4 in order to qualify for educational unit advancement.

14.2.2 Education Unit Placement/Advancement Upon Hire or Promotion.

14.2.2.1 Newly hired educational assistants who submit eligible credit verification within ninety (90) days of their date of employment as an educational assistant will receive educational unit advancement retroactive to the first day of work.

14.2.2.2 An educational assistant 1 who receives a promotion to an educational assistant 2 position who submits eligible credit verification within ninety (90) days of the promotion will receive educational unit advancement retroactive to his/her date of promotion.

14.2.2.3 Credit verification received after ninety (90) days of the date of employment or promotion will receive educational unit advancement within three (3) pay periods following submission of verification.

ARTICLE 14. BASIC PAY RATES (continued)

14.2.3 Educational Unit Advancement.

14.2.3.1 Coursework verification for educational unit advancement as described in Article 14.4, received in the Human Resource Department by September 30 shall apply effective with the first day of regular employment in the work year. Such requests received prior to September 30 will be implemented no later than the first full pay period in November. In no instance, however, shall retroactive adjustments be allowed that predate the completion of the coursework. Coursework verification received in official form subsequently in the work year shall apply effective the first day of the pay period following the date received by the Human Resource Department.

14.2.3.2 Requests for educational unit advancement received by the Human Resource Department after April 30 will be held for evaluation and will be applied if granted, in the subsequent school year.

14.3 Eligible Coursework.

14.3.1 Level 2 educational assistants hired into positions that require college degrees must submit an official transcript verifying completion of a degree program prior to beginning work. Level 2 educational assistant's hired into positions that do not require college degrees are eligible for placement on or advancement to the BA educational unit if they hold a Bachelor's Degree in education, psychology, liberal arts, communication, human relations, or an area that pertains to their current assignment. All college degrees must be from an approved institution as described in Article 14.4.1.1 in order to qualify for educational unit placement/advancement.

14.3.1.1 Credit for graduate or undergraduate course work shall apply on a one-for-one basis. For example, fifteen (15) graduate or undergraduate quarter credits shall equal fifteen (15) educational advancement units. If courses are taken under a semester credit system, the number of semester credits will be multiplied by 1.5 to equal the educational advancement units.

14.3.1.2 To be eligible for educational unit placement or educational unit advancement, all eligible course work must earn a C grade or better, Pass or Satisfactory.

14.3.2 Any appropriate, in-service/workshop course offered by the District shall apply as educational advancement units on a ten-to-one clock-hour basis.

14.3.3 Credit for in-service/workshop courses from organizations/institutions other than the District may also apply provided preapproval is obtained and completion verification is provided in accordance with Article 14.4.2. Such in-service/workshop coursework shall apply as educational advancement units on a ten-to-one clock-hour basis.

14.3.4 Sign language interpreters, upon verification of completion of appropriate certification as per **M.S. 122A.31**, are eligible to advance fifteen (15) units on the salary schedule. For EIPA certification this shall mean having achieved the certification with a score of **4.0**.

14.3.4.1 Sign Language Interpreter Certification Reimbursement. Sign Language Interpreters who are required to hold an EIPA, RID, NAD, or ACCI Certification will be reimbursed up to \$300 for membership costs.

14.3.4.2 Procedure for Submitting Reimbursement. Employees must submit a paid receipt to the Special Education Department in order to be reimbursed.

ARTICLE 14. BASIC PAY RATES (continued)

14.3.4.3 Sign language interpreters who hold both certification as designated in 14.3.4.1 above and a Bachelor's degree will receive an additional \$500 per year.

14.3.4.4 Educational Assistant Lifeguards and LPNs who are required to maintain certification will be reimbursed the cost for renewal of certification.

14.3.4.5 Educational Assistant deaf/blind interveners who are required to receive training upon time of hire will be paid at their normal hourly rate of pay for this training.

14.4 Coursework Verification for purposes of educational unit advancement. All necessary forms regarding verification and/or submission of coursework may be obtained through the Human Resource Department or online at www.hr.spps.org.

14.4.1 College Coursework.

14.4.1.1 Undergraduate or graduate college coursework must be earned at an accredited institution to be eligible for educational unit placement or advancement. The publication "Accredited Institutions of Post Secondary Education: Programs and Candidates" published by The American Council on Education is the authority listing of accredited institutions.

14.4.1.2 Any educational unit change will be effective the following pay period after receipt of any of the following "official" materials: 1) official transcripts; 2) original grade reports; 3) original certificates of eligible in-service credits 4) electronic copies of transcripts or grade reports accessed from the granting institution.

14.4.2 In-service/Workshop Courses.

14.4.2.1 The District Human Resource Department must pre-approve all in-service/ workshop courses offered outside Saint Paul Public Schools prior to the course being held. A specific form is available for such pre-approval from the Human Resource Department.

14.4.2.2 The employee must send verification of the completed in-service/workshop course to the Human Resource Department in order for the units to apply toward educational unit advancement.

14.4.2.3 Any eligible educational unit change will be effective the pay period following submission of appropriate verification, except as stated in Article 14.2.

14.4.3 The full evaluation of credits by the Human Resource Department will follow within the fiscal year within which the educational unit advancement is effected, and if an error is discovered which resulted in erroneous overpayment or underpayment to the educational assistant, the retroactive correction will be made by payroll adjustment. Erroneous schedule placement or payment shall not be corrected retroactively for a period of time of more than two (2) consecutive calendar years.

14.5 Correction of Compensation Errors. The District will provide printed pay stubs to employees upon request. The requested printed pay stubs will be mailed to each employee's home address on file with the Human Resource Department on each pay day. Once printed pay stubs have been selected by an employee, the employee shall continue to receive printed pay stubs until the employee informs the Payroll Department otherwise. Employees should routinely review their biweekly pay check and immediately document any errors or inquiries by contacting the District's Payroll Department. Failure to notify the payroll department in a timely manner, or failure to routinely review the accuracy of his/her biweekly compensation may result in lost compensation.

ARTICLE 14. BASIC PAY RATES (continued)

14.5.1 District Authority. When underpayment errors are identified, the District will review the nature of the error and shall reimburse the employee in full up to a maximum retroactive period of two (2) years. In the case of an overpayment in excess of fifty dollars \$50.00, the schedule and amount of deductions will be determined by mutual agreement between the District and the employee up to a maximum retroactive period of two (2) years.

14.6 Summer School.

14.6.1 Term of Employment. All employment in the summer school will terminate at the end of the summer school term. All pay rates for summer school shall be determined as though the pay schedule for the preceding school year remained effective through the entire summer school term. The District shall hire educational assistants for educational assistant positions before temporary employees, short-term employees or any other SPPS employees. Employees will be given their job title when offered a summer school position and the rate of pay prior to the start of summer session. Persons employed in summer school will be paid as though this Agreement remained in effect through the entire summer school term.

Educational Assistants will be placed in an ESY classroom most similar to the one in which they worked during the regular school year, whenever possible. Placement preference will be given to current employees.

14.6.2 Compensation. The summer school pay rate will be an hourly rate based on the pay schedule as shown in the Agreement that has been effective for the preceding school year (i.e., the pay rate for the entire 2012 summer school will be the rate that was in effect at the end of the 2011-12 school year), calculated on an hourly basis for less than a full day's work.

14.6.2.1 For educational assistants already employed by the District, the pay rate will be based on such employee's placement on step and level of the pay schedule at the end of the preceding school year, and shall remain unchanged throughout that entire summer school session. No additional benefits shall apply or be earned, beyond those provided for the normal ten (10) month work year.

14.6.2.2 For persons employed as educational assistants only for the summer school session, the pay rate will be an hourly rate based on placement at the first step of the appropriate level of the pay schedule in effect at the end of the preceding school year. The rate will be calculated on an hourly basis, and shall remain unchanged throughout the entire summer school session. No step advancement shall occur, even if the individual is employed for summer school in more than one (1) year. No benefits shall apply.

14.7 Special Education School Course. This duty may be assigned to the employee's work schedule at the discretion of the District. Every attempt will be made to first assign this duty to a member of the teacher assistant bargaining unit. If no teaching assistant is available to perform bus duty, the assignment will be offered first to the most senior special education educational assistant whose assignment would accommodate this duty. In the event there is a need to assign an Educational Assistant, the needs of the ASL interpreter's classroom duties will be taken into consideration prior to the assignment.

14.7.1 Training Requirements.

Educational assistants assigned to bus duty must complete the following training within 60 (sixty) days of being assigned to ride the bus:

- 1) Basic first aid
- 2) CPR
- 3) Bus safety policies and procedures

ARTICLE 14. BASIC PAY RATES (continued)

Training Requirements (continued)

This required training will be offered by the District. Employees who have taken this training from the American Red Cross are required to show evidence of completion. The Transportation Department will provide a form that must be completed by the organization that provided training.

Educational assistants who are assigned to bus duty are required to take training that is necessary to maintain first aid and CPR certification. Such training must be completed within 60 (sixty) days of expiration of certification. Employees who complete training through the District shall be offered either their regular hourly pay for the training or credit eligible for lane change for the time spent in training.

The Transportation Department may allow for more than 60 (sixty) days to complete training in some circumstances, depending upon the employee's situation and availability of training opportunities.

ARTICLE 15. SENIORITY

15.1 General Provisions. It is understood by the Federation and the District that the provisions of this article apply to employees who work sixty (60) or more hours per biweekly pay period covered by this Agreement who have completed the new employee probationary period. Part-time employees and new employees on original probation are not covered by the seniority provisions of this article.

The Human Resource Department will group similar positions into seniority groups. Seniority will be applicable only within a designated seniority group as described in the provisions of this article.

The following are the ten broad seniority groups for EAs. The District may add seniority groups as needed:

- | | |
|--|--|
| 1. Computers/Electronic Communication/Media | 6. ELL |
| 2. Counseling/Assessment | 7. Child Care/Discovery Club/ECFE |
| 3. Instructional/Classroom | 8. Adult Learning |
| 4. Home School Liaison/Comm. Outreach/Attendance | 9. Greeter/Hall Monitor/ISS/Van Driver |
| 5. Special Education | 10. Student Wellness |

In some instances, specific unique positions may be designated as excluded from general seniority applicability in a seniority group, because unique skills or training are required of that position. The Federation and the District will agree on the list of "excluded positions" by March 1 of each year. Employees who do not possess the specific unique requirements will have no seniority claim to the position even if otherwise "qualified" and more senior than the incumbent. Further, exemptions from layoff are allowed if, in the judgment of the Executive Director of Human Resources, a layoff would cause disruption to the educational process or jeopardize the functioning or funding of a particular position, program or school. Any position(s) considered excluded that are identified after March 1 will be mutually agreed on by the Human Resource Department and the Federation.

ARTICLE 15. SENIORITY (continued)

The Federation will be notified once Human Resources has finalized a list of EA positions being cut and employees who are currently in those positions. Employees in positions that are being cut will also be notified **in writing**. Updated seniority group lists will also be sent to the Federation by May 15.

Human Resources shall determine whether an employee is qualified to displace another employee or fill a vacancy. **The Federation will be present during the placement process and will address any discrepancies at that time.** Disputes regarding qualifications can be grieved up to Level 3 of the Grievance Procedure in Article 18. For grievance disputes that are not resolved at Level 3, the parties agree to nonbinding neutral mediation to assist in a mutual agreement.

When an employee's position is eliminated and/or an employee is displaced, Human Resources will use the following sequence to place the person in a vacancy or displace the least senior employee. Placement will be made if the employee is qualified and, in a bumping situation, if the employee has greater seniority, except for exempted positions as described above.

- Step 1: Place employee in vacancy in employee's seniority group at employee's level (1 or 2).
- Step 2: Place employee in vacancy in any seniority group at employee's level.
- Step 3: Employee displaces least senior employee in employee's seniority group at employee's level.

The fourth through sixth steps assume the displaced employee to be placed is Level 2 and is willing to demote to a Level 1 position.

- Step 4: Place employee in vacancy in employee's seniority group at lower level.
- Step 5: Place employee in vacancy in any seniority group at lower level.
- Step 6: Employee displaces least senior employee in employee's seniority group at lower level.

If an employee is ineligible for placement, the employee's name is placed on the reinstatement list.

15.2 DEFINITIONS. For the purposes of this article, terms are defined as follows:

- 15.2.1 Effective January 1, 2004, the seniority date is derived from the first day of regular service as an educational assistant and shall continue thereafter. Promotions, demotions, or changes from part-time to full-time or from level 1 to level 2 service as an educational assistant shall not change an individual's seniority date.
- 15.2.2 "Seniority Group" shall mean the designated grouping of positions established by the District to identify similar positions for which seniority may be applicable within the seniority group. Employees within a seniority group must be qualified in order to assert seniority rights.

ARTICLE 15. SENIORITY (continued)

- 15.2.3 "Qualified" shall mean that the employee has previous work experience as an educational assistant beyond probation within their seniority group and level in the District and that the employee, as determined by the Human Resource Department, has the acquired knowledge, skills and abilities required to hold a position different from the one for which the employee was hired.
- 15.2.4 "Bumping" shall mean the process by which a more senior qualified employee whose position has been reduced, may displace a less (the least) senior employee and claim the position.
- 15.2.5 "Layoff" shall mean an involuntary termination of employment with loss of compensation and benefits by the Employer whereby the total number of positions in either or both levels in a seniority group is reduced. Layoff may occur anytime within the calendar year.
- 15.2.6 "Demotion" as used in this article shall mean a change of assignment following layoff that involves a change from a level 2 to a level 1 position.

15.3 Seniority Ranking.

- 15.3.1 The District shall compile and maintain the listing of seniority dates of employees in accordance with the provisions of this article.
- 15.3.2 Seniority. The seniority date is derived from the first day of employment in in the District as an educational assistant as described in 15.2.1. The employee maintains this seniority date in that level regardless of seniority group as long as the employee remains continuously employed as an educational assistant in the District. A District-approved leave of absence is not considered a break in service.
- 15.3.3 Regular employees who provided at least a two week notice to the District who are rehired into an educational assistant position within one year after voluntarily terminating employment with the District shall have their seniority reinstated. The employee must notify Human Resource within one year of rehire and request to have seniority reinstated.
- 15.3.4 When seniority is identical for two (2) or more educational assistants in a seniority group, seniority shall be determined by the employee with the lowest employee number.

15.4 **Displacement due to a Reduction.** When a position is eliminated or hours are reduced an Educational Assistant may be displaced from a site/department. When a reduction occurs, the principal/department administrator will notify the employee about the reduction. Employees shall be reduced in reverse order of the employee's seniority (except for specific exclusions) within the level and seniority group. This notification shall be in writing with a copy to the employee and Human Resources.

15.4.1 **Reduction in Hours.**

When a position is reduced in hours per week the following steps shall be taken:

- a. The incumbent is offered the option of retaining the position. Employees working full-time (75) hours per biweekly period whose hours are reduced will have the opportunity to stay in their current position if they so choose. Employees electing to demote in this manner may return to a full-time position on the basis of seniority and qualification at the beginning of the following school year.
- b. If the incumbent declines the reduced position the Educational Assistant is considered displaced and will be expected to participate in the matching session and/or placement process to secure a position.

ARTICLE 15. SENIORITY (continued)

15.4.2 Displacement List.

Educational Assistants who are displaced will be placed on the displacement list and shall participate in the transfer process to secure a position for the next school year. Educational Assistants who have not secured a position through the transfer process will then participate in a matching session and/or placement process to secure a position.

15.4.3 Matching Session/Placement.

Displaced Educational Assistants not hired during the transfer process shall participate in a matching session to secure a position that most closely aligns with their skills, experience and interests. Educational Assistants will be provided with access to a list of known vacancies and a copy of the "Assessment Form" prior to the matching session. Educational Assistants will interview with sites during the matching session to secure a position. As Educational Assistants accept a position, they will verify that a match has been made with Human Resources.

Educational Assistants who for some reason are not able to attend the matching session will notify Human Resources and will complete the "Assessment Form" indicating their choices in priority of assignment. This form must be completed and returned to Human Resources within two weeks from receiving the assessment form. This information will be used when placing Educational Assistants into positions. If the positions selected on the Assessment Form are no longer available, the Educational Assistant will be placed in a position based on their seniority and experience.

Failure to submit a completed assessment form to Human Resources within the designated timeframe will disqualify the employee for recall/placement until the assessment has been submitted. The District will not be required to change any previous placements as a result of an employee failing to meet these requirements.

15.4.4 Educational Assistants shall have filed with Human Resources a current address, telephone number, and e-mail address. Inability of Human Resources to reach an employee because they failed to inform that office of an e-mail address, current number, and address shall void the employee's right to reassignment/placement until such information is received by Human Resources. The District will not be required to change any previous placements as a result of an employee failing to meet these requirements.

15.4.5 Positions Cut After June 30/Realignment.

Employees displaced as a result of the realignment process or whose hours or position have been cut after June 30 shall be required to complete and return the assessment form to Human Resources in order to be considered for placement into a qualified position. The District will not be required to change any previous placements as a result of an employee failing to meet these requirements.

15.5 Layoff Procedures.

15.5.1 Order of Layoff. When the District effects a layoff in a seniority group, employees shall be laid off in reverse order of the employees' seniority (except for specific exclusions) within level and seniority group. The employee having the least level seniority in the listed seniority group will be the first laid off. Layoffs in level 2 positions will be subject to the appropriate demotion procedures, described in 15.6.4.

15.5.2 Notice of Layoff. Layoffs shall be preceded by a notice to the affected employees of two (2) calendar weeks.

ARTICLE 15. SENIORITY (continued)

15.6 Bumping Procedures.

15.6.1 An employee whose position has been discontinued may displace the least senior employee at the same level within their seniority group, provided the employee is qualified, and provided no vacancy exists in any seniority group at the employee's current level for which the employee is qualified.

15.6.2 A level 2 employee whose position has been discontinued may bump the least senior level 1 employee within their seniority group, provided the employee has greater seniority than the level 1 employee, is qualified, and no vacancies for which the employee is qualified exist.

15.6.3 An employee may elect not to bump the least senior employee and to go on layoff and retain recall rights up to twenty-four (24) months as described in Section 15.6.1. If this option is elected, the right to bump into a position is waived and cannot be restored.

15.6.4 Employees who hold positions determined by the District to be excluded, as described in 15.1, may not be bumped by more senior employees who are displaced.

15.6.5 Sign Language Interpreters. Pre-certified sign language interpreters are responsible for obtaining certification by the end of the school year that aligns with the end of their provisional certification period per [Minnesota State Statute 122A.31](#).

15.6.6.1 If a pre-certified sign language interpreter has not obtained certification by the end of the school year, that interpreter will be cut from their position and seniority bumping procedures will apply.

15.6.6.2 If this movement results in an open sign language interpreter position, a sign language interpreter (who satisfies the law) who has been cut or placed on the recall list will be reinstated based on seniority.

15.7 Reinstatement.

15.7.1 Reinstatement Rights. Any employee laid off shall be placed on the District's official list of educational assistants awaiting reinstatement. No reinstatement rights shall exist beyond twenty-four (24) calendar months from the date of the layoff. No new employee shall be employed to fill a vacancy when a qualified employee in the appropriate level is on layoff and is available to fill the vacancy, except as described in 15.5.5. The Federation shall be sent a copy of the reinstatement list every August and upon request.

15.7.2 Waiver of Reinstatement Rights.

15.7.2.1 Upon receiving notice of layoff, the employee shall have the option to waive reinstatement rights to a vacancy that has a work-year duration (as defined in Article 7.7) that is different from the employee's work year at the time of the layoff. (For example, an employee who has been notified of layoff from a position with a ten [10] month work year may waive reinstatement rights to a vacancy that has a twelve [12] month work year. The employee would then only be called for a vacancy with a ten [10] month work year.)

- 15.7.2.2 The employee must provide written notification to Human Resources of their intent to waive reinstatement rights to a vacancy with an alternative work year within the two (2) week notice of layoff period. Once the employee waives such rights, the District is then released from any and all obligation to consider such employee for vacancies with work years different from the employee's work year at the time of the layoff. This waiver, once delivered to Human Resources, cannot be revoked or withdrawn by the employee during that period of layoff.
- 15.7.3 Recall to Equivalent Position. An employee who is on the reinstatement list shall be recalled in seniority order to positions within their seniority group at their level for which they are qualified. An employee shall be recalled to vacancies at their level in other seniority groups provided no qualified employees from that seniority group are awaiting recall and provided the employee is the most senior qualified on the reinstatement list.
- 15.7.4 Voluntary Demotion. Level 2 employees awaiting recall shall be offered level 1 vacancies for which they are qualified within their seniority group or level 1 vacancies in any seniority group provided they are qualified. A level 2 employee may elect to accept an offer to demote or may elect to remain on the reinstatement list to wait for a level 2 vacancy. An employee who elects to demote from a level 2 to a level 1 position shall retain reinstatement rights to a level 2 position for twenty-four (24) months as described in 15.6.1.
- 15.7.5 Excluded Positions. Employees awaiting reinstatement to vacancies shall have no rights to positions determined by the District to be excluded from these procedures, as described in 15.1.
- 15.7.6 Return from Leave of Absence. No employee returning from a leave of absence shall be assigned to fill a vacancy in a listed seniority group when a more senior and qualified employee in the appropriate level is on layoff from such seniority group and is available for the assignment. The employee wishing to return from leave of absence will be placed on the list of educational assistants awaiting reinstatement in order of seniority. This combined listing shall be used for the purpose of recall and reinstatement.
- 15.7.7 Return from Promotional Position. Employees who promote to a position in another bargaining unit and fail probation may request to be placed on the reinstatement list. Employees must request reinstatement within thirty (30) days of termination from their promotional position and may remain on the reinstatement list for up to twenty-four (24) months.
- 15.7.8 Employee Responsibilities. Employees shall have filed with the Human Resource Department a current address and telephone number. Failure to do so shall result in forfeiture of reinstatement rights, until such current address and telephone number are received in Human Resources. When the proper information is received, if the employee is still within the original twenty-four (24) month reinstatement rights period, then that employee's name will be restored to the appropriate remaining list of educational assistants awaiting reinstatement in appropriate order. No employee already reinstated shall be displaced.

ARTICLE 15. SENIORITY (continued)

- 15.7.9 Employee Notification of a Vacancy. An employee eligible for reinstatement to a position shall be contacted by the Human Resource Department by telephone and notified that a position is available. The employee being recalled must inform the Human Resource Department within forty-eight (48) hours after this notification of intention to accept the position or forfeit all reinstatement rights. Employees who cannot be contacted by telephone (i.e., phone not answered and no method of leaving a message is available) shall forfeit all rights to the vacancy. It is the employee's responsibility to either be available by phone or to have the appropriate device available whereby messages may be left. Failure of such notice to reach the employee shall not be the responsibility of the District.
- 15.7.10 Refusal of an Offer. Refusal of an offer of reinstatement at an employee's level for which the employee is qualified shall result in forfeiture of any further reinstatement rights. If an offer of demotion is made and the employee refuses the offer, no further offers of demotion are required to be made. If the employee so requests, and if the District approves, the laid-off employee who has refused an offer of reinstatement may be placed at the lowest seniority position (i.e., bottom of the layoff list), and may then have one (1) further opportunity for reinstatement to an available vacancy within the original twenty-four (24) month reinstatement rights period, but only after all others on that seniority group layoff list have had the opportunity of reinstatement.
- 15.7.11 Employees who are reinstated to a new seniority group will not hold seniority rights back to previous seniority groups.
- 15.7.12 Impact on Unemployment Benefits. A waiver of reinstatement rights or refusal to accept an offer of vacancy may impact an employee's unemployment benefits.
- 15.8 Demotions.
- 15.8.1 Demotion Salary Placement. An employee demoted to level 1 under these provisions shall be placed at the salary step that reflects the least possible loss of income from his/her previous level 2 position, but in no case shall the employee be placed on an educational advancement track for which **they** do not have sufficient preapproved educational advancement units. In no case shall placement on step or track result in an increase in biweekly salary.
- 15.8.2 Reinstatement to Level 2. If the employee is offered and accepts a level 2 position following demotion, salary placement shall be made using the District's promotion rule.
- 15.8.3 Level Seniority. In no case shall a level 1 educational assistant have seniority rights to claim Level 2 positions, except in instances of voluntary demotion with reinstatement rights as described in Section 15.6.4.
- 15.9 Building Reassignment. When ELL and Special Education department reassignments of educational assistants to a different school or program occur outside of the placement process for business options, the affected EA and the Federation will be notified of any changes for the following school year by August 1 or for mid-year reassignments two weeks prior to the affected change unless exigent circumstances exist.
- 15.10 Eligibility for the Educational Assistant Transfer Process: Educational Assistants (level 1 and level 2) are eligible to participate in the transfer process by meeting the following criteria:
- Educational assistants who have successfully completed their probationary period
 - Educational assistants who would like to move from a Level 1 to a Level 2 position
 - Educational assistants who would meet minimum job requirements. EA's may update their qualifications /certifications when they apply for the position.
 - Educational Assistants who would like to transfer to a different position, a different school/program/department

ARTICLE 15. SENIORITY (continued)

Educational Assistants are ineligible for this transfer process if they:

- Are on an improvement plan
- Have documented performance problems or issues of misconduct (within the last 12 months)
- Are in their probationary period

15.10.1 Application Process for EA Transfer Process:

- Positions will be posted internally for 5 business days.
- Educational Assistants who qualify for the transfer will apply to posted positions using the District's online application system
- Qualified Educational Assistants will be provided an interview only in this process
- If an internal Educational Assistant is not selected, the position will be posted externally

ARTICLE 16. PROBATION

- 16.1. New Employee Probation. A new employee shall remain on probation for a period of one (1) full duty year. During the probationary period, the employee may be disciplined or have his/her employment terminated at the discretion of the District, and without recourse to the grievance procedure. Extended absences of any kind (paid or unpaid) lasting one (1) month or more in duration will be excluded when calculating time toward the completion of any probationary period.
- 16.2. New Assignment Probation. An employee who has completed the one (1) full duty year initial probationary period and subsequently undertakes a new assignment in the same level in a new title within their current seniority group or in a seniority group in which **they** hold no seniority rights, will then serve a ninety (90) calendar-day probationary period. During this period the employee may be returned to the previous assignment or a similar and equivalent assignment at the discretion of the District, and without recourse to the grievance procedure.
- 16.2.1 An employee who has been placed in a new assignment in a seniority group in which **they** hold no seniority rights, after layoff from his/her position, will serve a ninety (90) calendar-day probationary period. During this period, the employee may be returned to layoff status, at the discretion of the District, and without recourse to the grievance procedure. The original layoff date shall govern the period of recall rights.
- 16.2.2 An employee who has not completed the full duty year of probation and has taken on a new assignment will serve no less than ninety (90) days new assignment probation, and no less than one (1) duty year total probationary period.
- 16.3. Promotional Probation. A level 1 educational assistant newly promoted to a level 2 position shall remain on probation for a period of six (6) duty months. During this probationary period, the employee may be demoted to an appropriate level 1 position, at the discretion of the District, and without recourse to the grievance procedure.

ARTICLE 17. DISCIPLINE AND DISCHARGE

- 17.1 The District shall have the right to impose disciplinary actions on employees including dismissal for unsatisfactory work or other just cause.
- 17.2 Disciplinary actions by the District shall include the following actions and will normally take the course of 1 - 2 - 3 - 4 except in cases of a serious magnitude such as theft, drinking while on duty, use of a controlled substance while on duty or other reasons of a similar serious magnitude:
- 1 - Oral reprimand;
 - 2 - Written reprimand;
 - 3 - Suspension without pay;
 - 4 - Discharge.
- 17.3 A written reprimand and/or suspension without pay is subject to review through the grievance procedure, including arbitration. Review of disciplinary actions shall be limited to the following discipline procedures excluding 17.3.1:
- 17.3.1 Oral reprimand. No review.

ARTICLE 17. DISCIPLINE AND DISCHARGE (continued)

- 17.3.2 Written reprimand. If a written reprimand is to be placed in an employee's file, the employee may elect to provide a written response which shall, if requested, be placed in the file along with the reprimand.
- 17.3.3 Suspension. Employees who are suspended without pay shall receive notice in writing, stating briefly the reason for suspension, and the length of the suspension.
- 17.3.4 Discharge. Employees who are being discharged shall receive notice in writing, stating briefly the reason for discharge.
- 17.3.4.1 Preliminary Review. Prior to issuing a disciplinary action of unpaid suspension, demotion or discharge, the supervisor will make a recommendation to his/her principal/administrator regarding proposed discipline. The principal/administrator shall then provide written notice of the charges to the employee and the union business agent and offer to meet with the employee prior to making a final determination of the proposed discipline. The employee shall have the opportunity to have union representation present and be provided the opportunity to speak on his/her behalf regarding the proposed action. If the employee is unable to meet with the principal/administrator, the employee and/or union will be given the opportunity to respond in writing.
- 17.3.4.2 Discharge is subject to review through the grievance procedure, including arbitration.

ARTICLE 18. GRIEVANCE PROCEDURE

- 18.1 Purpose. The purpose of this grievance procedure shall be to secure solutions to grievances equitably, expeditiously, and at the lowest administrative level.
- 18.2 Definitions.
- 18.2.1 "Grievance" shall mean an allegation that there has been an explicit violation, misinterpretation, or misapplication of the terms of this Agreement.
- 18.2.2 "Days" shall mean working days during the school year. During vacation breaks or the summer months, it shall mean weekdays, excluding holidays.
- 18.3 General Provisions.
- 18.3.1 An employee presenting a grievance may be represented at any or all levels of these procedures by a representative of the Federation. Beyond Level 1, the grievance must be carried by the Federation.
- 18.3.2 The parties recognize that the processing of grievances is limited by job duties of the employees and shall occur during normal working hours only when consistent with employee duties. In such a case, the grievant shall be allowed a reasonable amount of time without loss of pay when a grievance is reviewed by the Employer or an arbitrator during normal working hours. The employee and the Union Representative must notify and receive prior approval of the Human Resource Department.

ARTICLE 18. GRIEVANCE PROCEDURE (continued)

18.3.3 If a grievance is not presented within the time limits set forth herein, it shall be considered "waived." If a grievance is not appealed to the next level within the specified time limit or any agreed extension thereof, it shall be considered settled on the basis of the Employer's last answer.

18.3.4 If the District does not answer a grievance or an appeal thereof within the specified time limit, the Union may elect to process the grievance to the next level. The time limit in each level may be extended by mutual written agreement of the District and the Union in each level.

18.3.5 It is agreed by the Union and the District that if a specific grievance is determined by this grievance process, it shall not again be submitted for consideration under the provision of any other grievance procedure. It is further understood that if a specific grievance is submitted and determined by an arbitrator or by a recognized independent review process other than this procedure, it shall not again be submitted for review and arbitration under the procedures set forth in this article.

18.4 Rights of the Parties.

18.4.1 No recording device shall be utilized at Levels 1 through 3 of these procedures, and no person shall be present for the sole purpose of recording the discussion at these levels.

18.4.2 The parties shall have the right to stenographic assistance at their own expense at Level 4 (arbitration). By mutual consent, the cost of such transcript or recording may be equally shared by the parties.

18.5 In no case shall a teacher be the supervisor for purposes of determining the outcome of an alleged grievance.

18.6 Procedure Steps. A grievance shall be resolved in the following manner:

18.6.1 Level 1 Procedures. Either the employee claiming a grievance, and/or a Federation representative, or both, shall first discuss the matter with the principal or the employee's supervisor (or representative designated by the Director of Human Resources), with the objective of resolving the matter informally. This informal discussion shall take place within twenty (20) days of the occurrence giving rise to the grievance. The principal, program administrators, supervisor or designated representative shall give the Employer's Level 1 answer within ten (10) days following discussion of the matter.

Any grievance not appealed in writing to Level 2 by the Union within ten (10) days after receipt or due date of the Employer's Level 1 reply, shall be considered waived.

18.6.2 Level 2 Procedures. A grievance unresolved at Level 1 and appealed to Level 2 shall be submitted in writing to the appropriate supervisor within ten (10) days of the Level 1 reply or due date. Such statement of grievance shall set forth the nature of the grievance, the facts on which it is based, the provisions of the Agreement allegedly violated, and the remedy requested.

The principal/program administrator, supervisor or designated representative shall give the Employer's Level 2 answer in writing within ten (10) days following receipt of the written grievance. If the Level 1 informal procedures have not been followed, the principal shall have an additional five (5) days in which to schedule a review meeting before replying to the written grievance.

Any grievance not appealed in writing to Level 3 by Union within five (5) days after receipt or due date of the Employer's Level 2 reply, shall be considered waived.

ARTICLE 18. GRIEVANCE PROCEDURE (continued)

18.6.3 Level 3 Procedures. A grievance unresolved at Level 2 and appealed to Level 3, shall be submitted in writing within five (5) days after receipt or due date of the Employer's Level 2 reply. A Level 3 grievance shall be presented by the grievant and/or the Union and discussed at a review meeting within ten (10) days of receipt of the written Level grievance with the Superintendent. The District designated representative shall give the Union the Employer's answer in writing within ten (10) days after the review meeting.

Any grievance not appealed in writing to Level 4 by the Union within ten (10) days after receipt or due date of the District's Level 3 reply, shall be considered waived.

18.6.4 Level 4 Procedures. A grievance unresolved in Level 3 and appealed to Level 4 by the Union shall be submitted to arbitration subject to the provisions of PELRA. If a mutually-acceptable arbitrator cannot be agreed upon, the selection of an arbitrator shall be made from a list of five (5) names provided by the procedures of the Minnesota Bureau of Mediation Services at the request of the Union.

18.6.4.1 The arbitrator shall have no right to amend, modify, or disregard the terms and conditions of this Agreement. The arbitrator shall consider and decide only the specific issue(s) submitted in writing by the Employer and the Union, and shall have no authority to make decisions on any other issue not so submitted.

18.6.4.2 The arbitrator shall be without power to make decisions contrary to or inconsistent with the statutory rights and obligations of the parties, or modifying in any way the application of laws, rules or regulations having the force and effect of law. The arbitrator's decision shall be submitted in writing, with copies to both parties, and to the Bureau of Mediation Services within thirty (30) days following the close of the hearing or the submission of briefs by the parties, whichever be later, unless the parties agree to an extension. The decision shall be binding on both the Employer and the Union and shall be based solely on the arbitrator's interpretation or application of the terms of this Agreement and the facts of the grievance presented.

18.6.4.3 The fees and expenses for the arbitrator's services and proceedings shall be borne equally by the Employer and the Union. All other expenses shall be borne by the party incurring the expense. If either party desires a verbatim record of the proceedings, it may cause such a record to be made providing it pays for the record. If both parties desire a verbatim record of the proceedings, the cost shall be shared equally.

ARTICLE 19. MILEAGE

19.1 Mileage Allowance. Employees of the District, under policy adopted by the Board, may be reimbursed for the use of their automobiles for school business. The mileage allowance for eligible employees shall be established by the Board. The mileage reimbursement rate shall be indexed periodically to reflect the rate established by the IRS.

19.2 Reimbursement Procedures. An employee must keep a record of each trip made. Reimbursement shall be for the actual mileage driven in the performance of assigned duties as verified by the appropriate District administrator and in accordance with District Business Office policies and procedures.

ARTICLE 20. MANDATED AND VOLUNTARY SCHOOL REDESIGN IMPACTING THE TERMS AND CONDITIONS OF EMPLOYMENT

20.1 Introduction.

20.1.1 The District and the Union agree that one of the approaches to achieving the mutual goal of ensuring success for all students is to work together to redesign schools or implement innovative school reforms involving specific provisions governed by the Collective Bargaining Agreement. Both parties recognize that District Policy 101.00 (Racial Equity) obligates the District and Union to agree to initiatives aimed at raising achievement for all students while closing gaps among different groups of students and eliminating the racial predictability of disparate academic outcomes. Schools subject to the provisions of this Article must be able to choose their own staff, develop new cultures of successful performance and learning, redesign work rules, modify the length of the instructional day and year, modify scheduling, improve instruction programs and pedagogy, and recognize teacher and leader effectiveness in accordance with state and federal guidelines and statutes. This article will be used where applicable when a school redesign is required by the Board or by state and federal guidelines.

20.1.2 For the purposes of implementing this article, any school identified by the district under 20.5 is referenced as a "Redesigned School" regardless of other terminology used by the district, state or federal government to identify these schools.

20.1.3 Redesigned Schools shall remain within the District and employees shall maintain their representation by the Federation.

20.1.4 It is the intent of the Parties that teachers, educational assistants and administrators in these schools will work collaboratively to create effective learning environments for students in accordance with District Policy 101.00 (Racial Equity). Teachers, other school staff and parents shall have a voice in designing programs and determining work rules that are likely to be successful in such schools.

20.1.4.1 The parties agree to meet and discuss the inclusion of educational assistants within the first month of a redesign process being initiated by either the District or the teachers.

20.1.5 Schools required to initiate a comprehensive redesign under the Elementary and Secondary Education Act (ESEA) or applicable Minnesota State Law or Rule begin the process of redesign as directed by the Minnesota Department of Education or the United States Department of Education. In the event both parties agree that a change in federal or state law necessitates a reconsideration of this subdivision the parties are free to re-open negotiations on this article alone. This article shall remain in force until superseded by a new agreement on the requirements that must be met for a school to begin the process of restructuring.

20.1.6 Nothing within this Article restricts the Superintendent or Board of Education from voluntarily identifying any school as a Redesign School.

20.2 Status of Educational Assistants who work in Redesigned Schools.

20.2.1 All educational assistants who elect and are selected to work in redesigned schools shall maintain their full status as members of the Federation educational assistant bargaining unit and as employees of the Saint Paul Public Schools.

20.2.2 Educational assistants shall continue to receive the compensation set forth in this Agreement as well as all benefits called for in this Agreement and in Minnesota State Law (e.g. pension benefits), subject to possible adjustment as described below in section 20.4 of this article.

ARTICLE 20. MANDATED AND VOLUNTARY SCHOOL REDESIGN IMPACTING THE TERMS AND CONDITIONS OF EMPLOYMENT (continued)

20.2.3 Educational assistants shall continue to be subject to the rights, protections, obligations and duties applicable to employees under Minnesota State Law.

20.2.4 Educational assistants shall maintain and continue to accrue seniority as educational assistants within the District.

20.2.5 Educational assistants at redesigned schools shall be subject to overall seniority and layoff provisions of this Agreement and as defined in state law.

20.3 Assignment and Transfer.

20.3.1 When a school is designated as a Redesigned School and an approved Election to Work Agreement is in place, existing educational assistants will be invited to apply to remain in the school. The principal of the school and/or Superintendent shall have the authority to determine which educational assistant applicants will be accepted. The application and selection process will be clearly communicated in the Election to Work Agreement.

20.3.2 Educational assistants who request a transfer out of a Redesigned School shall be allowed to do so, and will be reassigned based upon seniority provisions as defined in the labor agreement.

No educational assistant on an Improvement Plan may transfer into or out of a Redesigned School except with permission of the Superintendent.

Upon transfer to another school, the educational assistant's compensation will revert to the compensation paid at a regular school or to whatever compensation is in place at the educational assistant's new school in the event that the transfer is to another Redesigned School.

20.3.3 Educational assistants at a school to be restructured who are not selected to staff the Redesigned School shall be transferred to another District position provided they are eligible as defined in the seniority provisions of the labor agreement.

20.4 Working Conditions in Redesigned Schools.

20.4.1 All provisions of this Agreement shall apply at Redesigned Schools and shall remain in full force and effect with the exception of the following provisions of this Agreement, which may be modified, through the process described below:

- a. Article 7, Employees' Basic Workday and Year
- b. Article 15, Seniority
- c. Article 16.2, New Assignment Probation
- d. Appendix A (Salary Schedule), provided that:
 - i. No educational assistant's compensation shall be below what is provided for in the labor agreement due to assignment to a Redesigned School
 - ii. Compensation enhancements may be offered.

20.4.2 Any dispute over the enforcement of a modification to one of the provisions listed in Subd. 1, above, made for a Redesigned School shall be subject to the Grievance Procedures as outlined in Article 18 of this Agreement.

20.4.3 The provisions of this article on Redesigned Schools are not intended to narrow or expand the rights of the District, the Union or educational assistants except as specifically set forth in this section.

ARTICLE 20. MANDATED AND VOLUNTARY SCHOOL REDESIGN IMPACTING THE TERMS AND CONDITIONS OF EMPLOYMENT (continued)

20.5 Process for Creation and Approval of Redesigned Schools.

20.5.1 Prior to electing to work at a Redesigned School, educational assistants shall be informed of plans for the school, including relevant information about working conditions and compensation. Educational assistants who wish to remain at a redesigned school shall sign an Election to Work Agreement that sets forth the working conditions at their school. The Election to Work Agreement shall include the following information:

- a. The vision and expected instructional program of the school
- b. The hours of the duty day as well as the expected degree of flexibility that will be required of staff
- c. The length of the duty year
- d. Any additional compensation program that will apply to the particular Redesigned School that is different from the standard compensation schedule

20.5.2 The Election to Work Agreement shall clearly state that educational assistants should expect year-to-year or even intra-year flexibility in aspects of their duties and program not covered by the Agreement, including but not limited to timing/scheduling of faculty meetings to respond to school conditions and/or the scheduling or manner of professional and staff development.

20.5.3 Notwithstanding the provisions of this section, Redesigned Schools shall, at a minimum, provide at least the number of student instructional days and the amount of instructional minutes as other District schools.

20.5.4 The Parties agree that the initial Election to Work Agreement shall be drafted through a collaborative process. This process shall begin no later than the day after the December Board of Education meeting of the school year prior to the school implementing a plan as a Redesigned School. The District shall create and present a final version of the Election to Work Agreement to affected staff as soon as possible but no later than February 15 of the school year prior to the school opening as a Redesigned School. The parties must mutually agree to the terms of the Election to Work Agreement. In the event that an Election to Work Agreement is not reached, other terms and conditions of the labor agreement remain in force.

20.5.5 Modifications to the Election to Work Agreement made in subsequent years will necessitate staff to sign a new Election to Work Agreement. The creation of subsequent Election to Work Agreements shall follow the procedure in Subd. 4 above.

20.6 Collaborative Review.

Redesigned Schools shall be evaluated on an annual basis through examination of student achievement data including, but not limited to, overall proficiency attainment disaggregated by race and other categories, student growth and achievement gap reduction and other appropriate measures of school success. This review shall be performed by a joint committee comprised of equal numbers of members of the District and the Union. This committee will also review Redesigned School practices, procedures, staffing and school leadership to identify practices and approaches that should be duplicated or avoided. This committee shall present a report to the Superintendent and to the Union's Executive Board no later than November of each school year following a year in which a school operated under an Election to Work Agreement.

ARTICLE 21. LABOR MANAGEMENT COMMITTEE

21.1 Labor Management Committee. The District and the Federation agree that it is in the best interest of educational assistants and District administrators to meet and discuss areas of concern or ideas for ways to improve what we are already doing. Therefore, the Federation and the District will work together, to meet regularly during the school year to discuss relevant work-related issues as needed. These discussions are intended to address issues quickly by bringing people relevant to the discussion together in a forum to talk. Either the Federation or the District can initiate these discussions. Both parties understand that to limit disruptions at the various work sites, participation in these discussions should be limited to small groups of people. This forum does not replace negotiations of contractual issues.

Issues that the parties agree to discuss during the term of this agreement include, but are not limited to:

- Communication of the EA work year calendar
- Professional Development
- Job descriptions for educational assistants
- Educational assistant substitutes
- Access to technology
- Career teacher program
- Sign language interpreters and after-school activities
- Summer School

21.2 Professional Development Days. The District and Federation jointly affirm the need and importance of staff development for educational assistants. In order for educational assistants to be partners in education, it is important that they are included in meaningful and inclusive staff development opportunities. Therefore, the parties agree to work together to discuss training topics and plan two Educational Assistant professional development days each school year: one (1) opening week and one (1) in the spring. The District and Federation agree that sufficient funding must be available to support any external costs for these professional development days. The District will be responsible for securing these funds.

The topics may include, but are not limited to:

- Leadership skills
- Effective problem solving
- Effective strategies to address racial disparities
- Family engagement training
- Positive behavior strategies
- Contract language
- Members rights to union representation

Individuals that will be required to attend are members of the EA bargaining unit unless other professional development is planned by their site administrator.

The trainings will be planned and organized by the SPFE EA members with assistance by SPPS staff for permits, location and necessary logistics. These trainings will be held during non-student contact days.

Discovery Club will offer at least the equivalent of the district EA professional development requirements, but will do so at times that do not disrupt or supersede student programming time. Professional development will be paid time and will not result in additional or replacement planning or prep time. Professional development offerings will be jointly planned with Discovery Clubs SPFE EA members, appointed by SPFE leadership, and Discovery Club management. Professional development will align with regulating partner Department of Human Services requirements.

ARTICLE 21. LABOR MANAGEMENT COMMITTEE (continued)

21.3 Sign Language Interpreter Professional Studies. Each year, the District shall fund up to **\$4,000** for professional studies training scheduled during a non-student contact day, to be counted toward the recertification process for sign language interpreters. **These trainings will be planned and organized by the SPFE leadership and members in collaboration with the final approval by the Office of Specialized Services.**

21.4 Development and Support for Restorative Practice in Schools. The parties have agreed to a process for establishing Restorative Practice Schools. Educational Assistants will be involved in the process of establishing restorative practice schools in all possible ways including:

1. Involvement in the creation of the site based plan and voting on the approval of the plan.
2. Participation in all restorative practice professional development, including staff meeting time used for those schools designated as restorative practice schools.

21.5 Saint Paul Federation of Educators Welcome Back Gathering. As part of our commitment to work together, the District agrees to provide paid time during opening week for all educational assistants to attend the annual Saint Paul Federation of Educators education support professionals welcome back gathering as a part of their opening week duties. This time will not be in conflict with any other duties. The parties will jointly decide on the time and location by April 1 of the previous school year and it will be communicated accordingly to avoid conflict with other opening week activities.

21.6 Labor Management Joint Training Sessions.

We have had a partnership for over 90 years. This language advances that partnership and recognizes the shared commitment between the Saint Paul Federation of Educators and the Saint Paul Public Schools to work together more effectively and efficiently to increase student achievement.

Both organizations believe a partnership will be beneficial for the children, families, and educators in Saint Paul, for the greater community, and for both organizations. A partnership between Saint Paul Public Schools and Saint Paul Federation of Educators is based on mutual strength, agreed and defined goals, strong communication, accountability, and shared potential.

To further these goals, the parties agree to hold, twice per year, joint union and management training sessions.

The purpose of these trainings is to build positive working relationships that increase the effectiveness and efficiency of our work, in the place where it matters most—the classrooms in our school buildings. The topics may include, but not be limited to:

- leadership skills;
- effective problem solving;
- identifying areas where stewards and principals can partner (budget details, implementing new laws, testing procedures);
- contract language (i.e. election to work agreements, peer assistance and review, workload clarification);
- fundamentals of the Teacher Tenure Act and Just Cause;
- the improvement plan process;
- the grievance process;
- member rights to union representation; and
- effective strategies to address racial disparities and close achievement gaps

ARTICLE 21. LABOR MANAGEMENT COMMITTEE (continued)

Individuals that will be required to attend are SPFE stewards, principals, human resource personnel, and supervisors of Educational Assistant and School and Community Support Professionals.

The trainings will be a maximum of two hours in length and will be jointly developed by the SPFE staff and SPPS staff. These trainings will be held outside of the regular school day.

In a ratification year, one of these two training obligations can be satisfied by a joint presentation of the final agreement to the above-mentioned individuals.

ARTICLE 22. STUDENT MENTAL HEALTH SUPPORTS

SECTION 1. STUDENT MENTAL HEALTH SUPPORTS

The District and the Federation agree that supporting student 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.

The District and Federation agree that it is part of everyone's role in the SPPS community to support student mental health and wellness. We do this by providing empathy, support and building authentic relationships with every student, even when the adults feel challenged. We also acknowledge that some students need additional support. Therefore, student mental health needs are best served by a continuum of services and supports.

The District and Federation agree to use the Centers for Disease Control and Prevention (CDC) definition of Mental Health Supports: "mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood, adolescence through adulthood."

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 **support** team at each school serving PreK **through 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

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.

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. If mental health support team positions are not filled by October 1, in consultation with district hiring subject matter experts, schools may repurpose that funding and work with district administration to access alternative services for the school year by temporarily contracting with outside community partners to meet student social, emotional, behavioral, mental, and chemical health needs, until such positions can be filled, and will keep postings for the positions open. Additionally, district School Support Leadership will assess needs in consultation with the impacted school mental health support teams and may temporarily re-allocate unfilled FTEs of student support personnel as identified in this section for up to the remainder of the school year. The Federation agrees not to file a grievance if the following positions are not filled due to a lack of acceptable applicants, as long as the district posts these positions and works to recruit and complete the hiring process in a timely manner.

ARTICLE 22. STUDENT MENTAL HEALTH SUPPORTS (continued)

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:

- Licensed General Education Social Workers: 1:500 staff to student ratio districtwide
- Licensed School Counselors: 1:250 staff to student ratio district wide.
- School Psychologists: 1:700 staff to student ratio district wide.
- Licensed School Nurses:
 - Health Office Staffing:
 - Elementary Sites: Minimum of full-time health office support for elementary schools. Health Assistants may be staffed in combination with a Licensed School Nurse, with at least one day of overlap.
 - Secondary and Transition Sites: Minimum of full-time health office support for secondary schools. 1.0 FTE Licensed School Nurse support for secondary schools with a student population over 500. Health Assistants may be staffed in combination with a Licensed School Nurse, with at least one day of overlap.
- Intervention Specialists: A minimum of one per elementary school and a 1:300 staff to student ratio for secondary and transition schools.

Subd. 1. Position titles. Mental health support teams will include: Intervention Specialists, Licensed School Social Workers, Licensed School Nurses, Health Assistants, Licensed School Psychologists, 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.

ARTICLE 22. STUDENT MENTAL HEALTH SUPPORTS (continued)

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 postgraduate preparation that includes coursework and practical experience relevant to both psychology and education.

Licensed School Nurses: Healthcare professionals who understand 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 may also assist in reducing in-school truancy.

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 for 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. In order to fulfill this purpose, Mental Health Support Teams shall be granted a minimum of two hours per month of uninterrupted time to meet during the work day. Members of the mental health team will collaboratively develop an agenda for each mental health team meeting to fulfill this purpose.

ARTICLE 22. STUDENT MENTAL HEALTH SUPPORTS (continued)

SECTION 3. MENTAL HEALTH TRAINING FOR EDUCATORS

The School Mental Health Support Team will provide onsite mental health and trauma informed training including de-escalation training each 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. Mental health support team members can request support from their designated department leads as needed.

ARTICLE 23. RECRUITMENT AND RETENTION OF EDUCATORS OF COLOR

The District will continue current practices in recruitment and retention of educators of color. In addition, the District will allocate \$20,000 per contract year for the purpose of providing support and development of members of color in School and Community Service Professional, Education Assistants and Teacher Affinity Groups. A committee comprised of equal members of the District and members of all bargaining units of the Federation will determine how the allocated money shall be used.

ARTICLE 24. EDUCATIONAL ASSISTANT REPRESENTATION ON BUILDING

Members of the Saint Paul Federation of Educators and the Saint Paul Public Schools agree that all Saint Paul students deserve a culturally relevant education. All staff deserve the opportunity to learn from each other on how to best serve Saint Paul students at every point of the educational process. Therefore, the parties agree that school administration will encourage participation on the "Equity Team" from at least one Educational Assistant in the building. Educational Assistants who attend "Equity Team" meetings will be paid their regular rate of pay for meeting time outside of their regular work hours.

ARTICLE 25. IMPROVEMENT PLAN PROCESS

The Federation and District jointly affirm that individual improvement plans are an appropriate method through which to identify job-related performance areas of concern for educational assistants and a way to provide help for area(s) in which an educational assistant needs improvement.

Educational assistants who are identified as needing assistance will be notified by their principal/program administrator that they are being considered for placement on an improvement plan. This notification will provide the principal/program administrator and educational assistant an informal opportunity to discuss performance issues so corrections may be made on an informal basis. If, at a date no earlier than six weeks after notification, an improvement plan is necessary, the educational assistant and principal/program administrator will meet to discuss and develop the components of the plan. The educational assistant has the right to Union representation at this meeting if **they** so choose.

1. When a supervisor identifies job-related performance areas of concern, **they** shall complete a formal performance evaluation of the employee. A meeting shall be scheduled with the employee and his/her union representative (if desired by the employee) and a Human Resources representative, at which time the performance evaluation shall be discussed. The employee must be given written notice of the meeting at least one (1) working day advance notice of the meeting in order to have time to contact a union representative. The notice shall inform the employee of their right to have a union representative present.
2. The supervisor, employee, union representative (if desired by the employee) and Human Resources representative shall jointly develop a written performance improvement plan that addresses the identified areas of concern with the understanding that the supervisor may implement a plan if no consensus can be reached.

ARTICLE 25. IMPROVEMENT PLAN PROCESS (continued)

3. Elements of a written improvement plan must include:
 - a) A statement of the required performance standards and each identified performance concern;
 - b) A statement of the actions the employee must take to meet expected performance for each identified performance concern;
 - c) The length of the improvement plan and the schedule of review meetings (at least monthly) between the supervisor and employee along with any other timelines related to specific concerns;
 - d) Identification of specific resources available to the employee to assist in meeting the improvement plan goals including, but not limited to, mentors, classes, feedback, modeling and employee assistance;
 - e) Identification of the next level supervisor; and
 - f) Signatures of the supervisor and employee indicating the plan has been discussed and reviewed along with the date of such discussion (but not necessarily indicating agreement).
4. If consensus is not reached on the written performance improvement plan, the employee may appeal components of and/or timelines related to the plan to the next level supervisor identified as part of the plan. If appealed, any timelines identified as part of the plan are held in abeyance until the completion of the appeal meeting.
 - a) Notice of the appeal must be sent in writing (including e-mail) within five (5) working days of the discussion meeting.
 - b) An appeal meeting shall be scheduled within ten (10) working days or as soon as administratively possible of receipt of the written appeal notice. The employee must be given written notice at least one (1) working day advance notice of the meeting in order to have time to contact a union representative. The notice shall inform the employee of their right to have a union representative present.
 - c) The appeal meeting shall be in the form of a “meet and confer” between the employee, the employee’s union representative (if desired by the employee), the employee’s supervisor, the next level supervisor, and a Human Resources representative.
 - d) Within ten (10) working days following the “meet and confer” the next level supervisor shall review the plan and make any appropriate adjustments. A final version of the written performance improvement plan shall be given to the employee. At a minimum the final plan should include appropriate adjustments to timelines in the original plan to reflect the appeal process.
5. At the end of the improvement plan, the supervisor shall formally evaluate the employee’s performance and make a determination of whether or not the elements of the plan have been met.
 - a) If the employee has not met the improvement plan expectations, a meeting will be held between the supervisor, the employee, the employee’s union representative (if desired by the employee), the next level supervisor and a Human Resources representative to discuss further options with the appropriate notices as described above. Options that shall be considered during the meeting include, but are not limited to, extension of the improvement plan and alternative work assignments.

An employee determined not to have met the improvement plan goals may be subject to progressive discipline pursuant to Article 17 Discipline and Discharge of the Labor Agreement.

ARTICLE 25. IMPROVEMENT PLAN PROCESS (continued)

ON TRACK

An employee is considered to be “on track” if they are making adequate progress, as determined by the District, toward meeting the goals of the performance improvement plan. It does not mean that an employee has to have met all of those goals. Ten-month employees will not be placed on an improvement plan after April 15. This does not apply to 12-month employees.

An educational assistant must be “on track” with his/her improvement plan as of June 1 or risk losing a step advancement. The principal/program administrator must also be “on track” in providing support and monitoring the improvement plan. “On track” means following the actions and adhering to the timelines outlined in the improvement plan. An educational assistant who is not on track by the end of the school year will not receive step advancement. If the principal/program administrator is not on track, a step increment cannot be withheld.

If an educational assistant is on track by the end of the school year or by October 15 of the next school year, **they** will receive the step increase retroactively to July 1 of that contract year. If the educational assistant continues to note on track after October 15, the step increase would be implemented proactively from the date the EA is on track.

Placement on an improvement plan is not grievable; however, an educational assistant may appeal the components or timelines of an improvement plan to the next level supervisor.

Throughout the duration of the improvement plan, the supervisor shall meet with the employee on a regular basis as outlined in the plan itself. The goal of these interim meetings is to identify the progress made by the employee and to identify any additional resources that may be available. A supervisor is considered to be “on track” if they have held regularly scheduled meetings with the employee to assess progress towards meeting the expectations of the employee’s performance improvement plan and if they have offered the necessary support to the employee (i.e., access to training, mentors, etc.) to assist the employee in meeting the performance expectations.

OTHER PROVISIONS

Although placement on an improvement plan is not grievable, an employee may grieve a disciplinary action or failure to reinstate a step increase.

ARTICLE 26. EDUCATIONAL ASSISTANT SUBSTITUTE PROGRAM

The District has \$150,000 available to use for short-term Educational Assistant substitutes.

SPPS and SPFE agree that any Educational Assistant assigned to serving special education students (refer to SPED seniority list) will be able to request a substitute when absent except for the following job titles at the following locations:

- Audiological Services at 271 Belvidere
- Spec Ed/LEP-10 month at 271 Belvidere
- Spec Ed/LEP-12 month at 271 Belvidere
- Spec EdNision-10 month at 271 Belvidere
- Behavior Intervention EA2 at 271 Belvidere

To achieve this, the District will utilize Teachers on Call (TOC) who will provide the necessary substitutes. Educational Assistants will utilize the AESOP system to submit their need for a substitute, with the following exceptions:

- Educational Assistants at Focus Beyond and Bridgeview will put sub requests into their program lead or supervisor. The program lead or supervisor will make substitute requests from TOC based on program needs for the day.
- LPN/Academic Support EAs will follow current procedures through the District Nurse manager.
- Interpreters for the Deaf will request substitutes who hold the appropriate certification following current procedure.

There are several restrictions that are required to enable this program to work:

1. Substitutes will be given the needed support to provide quality services to students.
2. Substitutes will not be able to engage in restrictive holds with students. Teachers on Call will not permit the substitutes to engage in these types of activities for liability concerns.
3. General EA substitutes will not be performing nursing duties which required specialized training such as tube feeding, provision of medication, or other services requiring the duties to be performed by an LPN, School Nurse, or medical designee.
4. To ensure the highest level of coverage, Educational Assistants should endeavor to submit their request for a substitute at least 24 hours in advance to enable Teachers On Call to engage a substitute. Same day substitutes will be filled as quickly as availability permits.
5. Site administrators or designees (leads or supervisors) will coordinate placement of subs and possible reassignment of other personnel for the day a substitute is needed.

ARTICLE 27. DISCOVERY CLUB WORK DAY AND ASSIGNMENTS

27.1 A full time Discovery Club EA1 (group leaders) works 6.5 hours/day (32.5 hours per week), including 30 minutes of no student contact for planning per day. Group leaders that plan for more than 1 group will be given additional planning time each day to be coordinated with site manager.

27.1.1 EA1 and EA2 Discovery Club assignments will be the responsibility of the Discovery Club Administration. Before the end of the second full week in August, all open EA1 or EA2 Discovery Club positions will be posted internally. Employees will be notified of positions via lotus notes Discovery Club group. The open positions will be announced to internal Discovery Club employees and posted for five (5) business days not including holidays before posting externally. EAs that have been cut from their site will be able to express their preferences for open positions and will be first to be awarded positions via seniority. Special assignment positions that include hours beyond 6.5 hours a day for EA1 staff will be posted and awarded via an interview and selection process. Positions that open up within the month of September and after the first of May will be posted via lotus notes for five (5) business days and internal candidates will be awarded positions before external candidates.

27.1.2 Any EA who works a split shift, will work 6 hours and will be paid an additional 30 minutes for the split for a total of 6.5 hours per day.

27.1.3 EAs that are required to work on days when there is an emergency school closing (i.e. snow days, cold days) will receive compensation in accordance to the District guidelines for snow/cold days.

27.1.4 Site Managers in conjunction with the program administrators, will approve work time as needed for Discovery Club program needs and assignments. Staff will be granted additional hours outside of their regular work hours to fill out behavior report forms when documentation cannot be reasonably completed during work hours.

27.1.5 Group leaders will receive 60 minutes for activity prepping and planning time per day (except when field trips suspend the regular day). Group leaders will get additional hours for any prep and planning time missed due to program needs, this time will be approved by their Site Manager or program administrators. Site Managers will also ~~to~~ do their best to organize schedules and rotations to give group leaders additional time to prep and planning time whenever possible.

ARTICLE 28. DISTRICT SPONSORED EDUCATOR LICENSURE PROGRAMS

Employees who resign from a bargaining unit position to participate in a St. Paul Public Schools sponsored educator licensure program (such as the St. Paul Urban Teacher Residency program), or who, while simultaneously working in the district, earn a licensure through an accredited program, will have rights back to an appropriate vacancy into the originating bargaining unit if the employee chooses to leave the program before completion, if the educator is denied a licensed position in Saint Paul Public Schools, or if an educator is denied tenure in St. Paul Public Schools after completion of the program. An educator who returns shall retain all rights of seniority, benefits, and progression on the salary schedule as though working during the period they participated in the program. Credits completed as a part of the program shall be considered as pre-approved by the district for purposes of lane changes. As additional educator licensure programs are being considered by SPPS, the

Federation and the District will meet and confer, before implementation, to ensure that members are able to return to their prior unit.

ARTICLE 29. FAMILY ENGAGEMENT: PARENT TEACHER HOME VISITS AND ACADEMIC PARENT TEACHER TEAMS

29.1 PARENT TEACHER HOME VISIT. The Teacher Home Visit Project was developed by parents in Sacramento, CA where it has been successfully implemented since 1998 and brought to Saint Paul by SPFT in 2010; The goals of the Teacher Home Visit Project are to build a stronger partnership between educators and parents, to promote Saint Paul Public Schools, and to work with parents to eliminate racial predictability of student outcomes. The Teacher Home Visit Project operates on a model where parents are seen as an asset to the educational process. By meeting parents in an area of their comfort, educators have more success in working with them in partnership around academics.

29.1.1 Educational Assistant participation in the Teacher Home Visit project requires the following commitments:

1. Attendance at four (4) hour Parent/Teacher Home Visit training;
2. For the first year a educational assistant participates: completing at least one (1) visit with a minimum of 3 families,
3. For all additional years an educational assistant participates: completing at least one (1) visit with a minimum of 8 families;
4. Attendance at fall and spring debrief session;
5. Document visits on project visit tracker;
6. An agreement to conduct visits that follow the model outlined in training:
 - Voluntary for educational assistants and parents
 - Conducted in pairs
 - Not solely targeting particular groups of students
 - Relation-based, focused on the hopes and dreams of the family-educational assistants or teachers bringing no papers

29.1.2 Educational Assistants who participate in the Home Visit Project shall be paid an additional \$50 stipend for each home visit conducted by the educational assistant. Payment of the stipends shall be made after the fall and spring debrief sessions.

29.1.3 This program is designed different and separate from EA jobs that include home visits as part of their regularly assigned duties.

29.1.4 The total amount of payments under this Appendix shall not exceed \$15,000 during the course of this agreement. In addition, no one educational assistant supporting grades prek-5 can earn in excess of \$1,500 during each school year. No one EA supporting grades 6-12 can earn in excess of \$2,000 during each school year. EAs who are interpreting for home visits can earn more than the individual limits listed; \$3,000 will be allocated for these purposes in addition to the \$15,000 during the course of this agreement.

29.1.5 The District shall meet with the project's local training/leadership team at the team's December and June meetings for the purpose of evaluation and leveraging home visiting work to promote common SPPS/SPFT parent engagement goals.

ARTICLE 29. FAMILY ENGAGEMENT: PARENT TEACHER HOME VISITS AND ACADEMIC PARENT TEACHER TEAMS (continued)

29.2 ACADEMIC PARENT-TEACHER TEAMS

29.2.1 The parties will continue to support Academic Parent-Teacher Teams at schools that choose to participate, subject to the annual availability of District allocated funds.

The Academic Parent-Teacher Team (APTT) is based on a model developed by the Creighton School District in Arizona. This model replaces the two traditional parent-teacher conferences with three group conferences throughout the year and one individual conference. During the group conferences, where teachers meet at one time with all the families in their classroom, each family is provided with data showing their child's performance indicators as well as the data for the class as a whole. Teachers then provide an in-depth coaching session on how to interpret the data in the context of overall classroom performance, school goals and state standards. Families are provided with strategies and tools to help support learning at home. Families then practice the strategies with their child's teacher's guidance. Together, with the teacher's support, each family sets specific academic goals for their child and makes a plan for how they will achieve them.

APTT, especially when combined with a home visit, has been shown to raise achievement, lower disciplinary referrals and suspensions, and increase family involvement.

29.2.2 An APTT Champion will be selected by the APTT Committee consisting of: the APTT coordinator; an SPFE representative; and a representative from the office of Family Engagement and Community Partnerships, in consultation with the school principal. The Champion will receive a stipend of \$2,500 for the year that teacher serves as Champion. The Champion shall work with the building Principal and APTT Coordinator to identify resources needed to implement the APTT model. A job description of the Champion position and responsibilities will be maintained by the APTT Coordinator subject to approval by the APTT Committee. In order to receive the stipend, Champions must complete the responsibilities outlined in the Champion job description. The APTT Committee will solicit and seek to incorporate the input of the APTT Champions.

29.2.3 The District will continue to provide one .75 APTT Coordinator position to coordinate implementation for the teachers implementing APTT. Both parties agree that PIC will be used to continue to assess additional supports needed before the end of this contract period.

29.2.4 Training for APTT will be held during the summer and fall. Participants will be paid according to Appendix A.†

29.9.5 The schedule for the following school year will be altered to allow for the APTT classroom conferences. These conferences will be scheduled using the parent teacher conference hours referenced in Article 7.7. Scheduling will be done based on the expected needs of the families at that school, child care and interpreter services where applicable and other considerations identified by the staff at the school. At least three (3) 75 minute APTT conferences plus one individual parent conference of at least twenty (20) minutes shall be scheduled.

29.9.6 The APTT Coordinator will work with the Office of Family Engagement and Community Partnerships to coordinate the needed logistical supports for APTT conferences (translations, interpreters, child care, materials, etc.). The cost of logistics and implementation (translations, interpreters, and child care) of the APTT model will be covered by the District's budget.

29.9.7 The District will meet with the APTT Coordinator, Champions, and training team at least once annually to evaluate the success of the APTT project including feedback on family

involvement, family satisfaction, family concerns and collaborate on communication and outreach strategies.

ARTICLE 30. ACCESS TO TECHNOLOGY

SECTION 1. Access to Technology Needed to Perform Job Duties

The District and the Federation will jointly create a list of what job codes will be eligible for laptops and/or iPads, and will offer technology to these positions starting with the 2022-2023 school year. The Federation and the District agree to meet at least once a year to discuss job codes and technology needs. More meetings could be requested to discuss specific issues. These devices will follow the same refresh cycle as other district issued devices.

In order to assist in regular family communication and interpretation, EA Multilingual employees will have access to one of the following or combination of Macbooks, iPads, smartphones, data hotspots and associated technology licenses; for example, district softphone solutions such as Google Voice, RingCentral, or similar tools. Access to these items will be determined by the group described in Section 1 paragraph 1.

In acknowledgement of ongoing technology needs and training, the district will provide Educational Assistants access to synchronous and asynchronous training. In addition, there will be an annual technology needs assessments, which will be developed and evaluated by the group described in Section 1 paragraph 1.

In order to assist in communicating with families, ECFE buses will be equipped with voice and text technology. Options could include cell phone, radio, hotspot + iPad.

ARTICLE 31. MULTILINGUAL STAFFING AND SERVICES

- 31.1 The District will establish a list of on-call interpreters for schools to access for both school-day and after-school interpreting needs, including parent teacher conferences. The interpreter's role is to facilitate spoken communication between two or more people who use different languages. Any school-based staff who are members of the Educational Assistant bargaining unit, who are not employed as interpreters but speak a second language can apply to be added to the on-call interpreter list. School-based staff shall not be pulled from their regularly scheduled duties to interpret except in the case of an emergency. On-call interpreters who interpret during breaks or for after-school events shall be paid the District interpreter rate for their services or their hourly rate of pay, whichever is greater. Employees who are not on this list should not be asked to interpret unless it is specifically part of their job description. The Special Education Department will continue to maintain a separate interpreter list of Special Education trained interpreters.
- 31.2 The District will establish a list of on-call translators for schools to access for written translation needs. The translator's role is to translate written communications into a different language. Any staff who are members of the Educational Assistant bargaining unit, who are not employed as translators but write a second language can apply to be added to the on-call translator list. School-based staff on this list shall not be pulled from their regularly scheduled duties to translate except in the case of an emergency. On-call translators who translate shall be paid the District interpreter rate for their services or their hourly rate of pay, whichever is greater. Employees who are not on this list should not be asked to translate unless it is specifically part of their job description. The Special Education Department will continue to maintain a separate translator list of Special Education trained translators.
- 31.3 The District shall work with middle and secondary schools to establish a district-wide model for parent teacher conferences that staggers building conference nights to ensure the maximum number of interpreters are available for parents at each school.

ARTICLE 32. AFFINITY GROUPS.

In addition to the established BIPOC Affinity Group, the District will also allocate \$20,000 per contract year for the purpose of providing support and development to be shared among any additional Affinity Groups. Affinity Groups are inclusive in nature and their creation should be mutually agreed upon by the Union and the District. A committee composed of equal members of the District and members of all bargaining units of the Federation will determine how the allocated money shall be used.

ARTICLE 33. Professional Development Facilitators for Joint SPPS/SPFE Professional Development Courses

Saint Paul Public Schools (SPPS) and St. Paul Federation of Educators (SPFE) agree on the importance of professional development and support of its educators. It is an essential component of strong student outcomes as well as the recruitment and retainment of excellent and diverse educators. It is also understood that the long standing partnership between SPPS and SPFE in providing high quality Professional Development is mutually beneficial.

Therefore, the parties agree to the following regarding Professional Development Facilitators who teach joint SPPS/SPFE Professional Development Courses:

1. SPFE will contract SPFE members to provide Professional Development.
2. SPFE will compensate the PD Facilitators for all preparation time at rates determined by SPFE.
3. SPPS and SPFE will equally split the rate of \$40 per hour.
4. District costs will not exceed \$30,000 across all contracts per fiscal year.
5. SPFE will invoice SPPS annually with appropriate documentation to receive 50% of total cost for the time the facilitator is teaching the course.

ARTICLE 34. DURATION

34.1 Term and Reopening Negotiations. This Agreement shall remain in full force and effect for a period commencing July 1, 2023 through June 30, 2025, except as otherwise specified herein. If either party desires to modify or amend this Agreement commencing on July 1, 2023, it shall give written notice of such intent no less than ninety (90) days prior to that date.

30.1.1 Appendices A and B, the pay schedules attached to this Agreement, shall be effective as indicated therein.

34.2 Effect. This Agreement constitutes the full and complete Agreement between the Board and the Federation as the exclusive representative of the educational assistants. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, District policies, rules or regulations concerning terms and conditions of employment which are inconsistent with these provisions.

34.3 Finality. Any matters relating to the current contract term, whether or not referred to in this Agreement, shall not be open for negotiation during this term of this Agreement except as stated in this Agreement.

34.4 Conformity To Law. All provisions of this Agreement are subject to the regulations and directives of the State Board of Education and the laws, rules, regulations, and orders of State and Federal governments and their agencies. Any provision of this Agreement found to be in violation of any such regulations, directives, laws, and orders shall not be applicable or performed or enforced, except to the extent permitted by law; all other provisions shall continue in effect.

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF EDUCATOR
LOCAL NO. 28

Chair, Board of Education

President
St. Paul Federation of Educators

Executive Chief of Human Resources

Lead Organizer
St. Paul Federation of Educators

Lead Negotiator
St. Paul Federation of Educators

Date

Date

APPENDICES

APPENDIX A SALARY SCHEDULES

YEAR 2 SALARY SCHEDULES EFFECTIVE: January 1, 2024

EA Level 1

LANE -->	Base	+30 units	+45 units	+60 units	+75 units	BA
STEP	1	2	3	4	5	6
6	\$21.10	\$21.49	\$21.88	\$22.40	\$22.58	\$22.95
7	\$21.93	\$22.32	\$22.74	\$23.27	\$23.42	\$23.80
8	\$22.38	\$22.77	\$23.19	\$23.74	\$23.95	\$24.32
9	\$23.41	\$23.80	\$24.28	\$24.86	\$25.07	\$25.48
10	\$24.47	\$24.84	\$25.35	\$25.97	\$26.19	\$26.61
11	\$25.88	\$26.34	\$26.87	\$27.50	\$27.69	\$28.16
12	\$26.47	\$26.92	\$27.46	\$28.12	\$28.30	\$28.78
13	\$27.31	\$27.77	\$28.33	\$29.01	\$29.20	\$29.68
14	\$28.10	\$28.57	\$29.16	\$30.10	\$30.28	\$30.79

EA Level 2

LANE -->	Base	+30 units	+45 units	+60 units	+75 units	BA
STEP	1	2	3	4	5	6
6	\$24.08	\$24.46	\$24.77	\$25.05	\$25.36	\$26.12
7	\$25.23	\$25.61	\$25.90	\$26.19	\$26.53	\$27.34
8	\$25.72	\$26.13	\$26.42	\$26.72	\$27.01	\$27.90
9	\$26.83	\$27.22	\$27.52	\$27.81	\$28.10	\$29.04
10	\$27.91	\$28.28	\$28.60	\$28.89	\$29.17	\$30.16
11	\$29.26	\$29.67	\$29.94	\$30.25	\$30.54	\$31.59
12	\$30.39	\$30.77	\$31.09	\$31.32	\$31.67	\$32.74
13	\$32.31	\$32.74	\$33.07	\$33.38	\$33.63	\$34.77
14	\$33.34	\$33.74	\$34.08	\$34.40	\$34.67	\$35.84
15	\$35.11	\$35.60	\$35.92	\$36.25	\$36.54	\$37.80

Longevity Increments

Effective July 1, 2023, longevity is a fixed hourly amount paid beyond the maximum step at the beginning of fifteen (15), twenty (20) or twenty-five (25) years of regular service in the District. The amount of longevity shall be **\$1.75** per hour for the fifteen (15) year increment and **\$2.25** per hour for the twenty (20) year increment, and **\$2.60** per hour for the twenty-five (25) year increment. The longevity increment shall be paid to all employees for all hours paid on the payroll, effective only at the beginning of a contract year. An employee does not have to have reached the top step of the schedule in order to be eligible for a longevity increment.

APPENDIX A SALARY SCHEDULES (continued)

YEAR 2 SALARY SCHEDULES EFFECTIVE: January 1, 2025

EA Level 1

LANE -->	Base	+30 units	+45 units	+60 units	+75 units	BA
STEP	1	2	3	4	5	6
6	\$21.94	\$22.35	\$22.76	\$23.30	\$23.48	\$23.87
7	\$22.81	\$23.21	\$23.65	\$24.20	\$24.36	\$24.75
8	\$23.28	\$23.68	\$24.12	\$24.69	\$24.91	\$25.29
9	\$24.35	\$24.75	\$25.25	\$25.85	\$26.07	\$26.50
10	\$25.45	\$25.83	\$26.36	\$27.01	\$27.24	\$27.67
11	\$26.92	\$27.39	\$27.94	\$28.60	\$28.80	\$29.29
12	\$27.53	\$28.00	\$28.56	\$29.24	\$29.43	\$29.93
13	\$28.40	\$28.88	\$29.46	\$30.17	\$30.37	\$30.87
14	\$29.22	\$29.71	\$30.33	\$31.30	\$31.49	\$32.02

EA Level 2

LANE -->	Base	+30 units	+45 units	+60 units	+75 units	BA
STEP	1	2	3	4	5	6
6	\$25.04	\$25.44	\$25.76	\$26.05	\$26.37	\$27.16
7	\$26.24	\$26.63	\$26.94	\$27.24	\$27.59	\$28.43
8	\$26.75	\$27.18	\$27.48	\$27.79	\$28.09	\$29.02
9	\$27.90	\$28.31	\$28.62	\$28.92	\$29.22	\$30.20
10	\$29.03	\$29.41	\$29.74	\$30.05	\$30.34	\$31.37
11	\$30.43	\$30.86	\$31.14	\$31.46	\$31.76	\$32.85
12	\$31.61	\$32.00	\$32.33	\$32.57	\$32.94	\$34.05
13	\$33.60	\$34.05	\$34.39	\$34.72	\$34.98	\$36.16
14	\$34.67	\$35.09	\$35.44	\$35.78	\$36.06	\$37.27
15	\$36.51	\$37.02	\$37.36	\$37.70	\$38.00	\$39.31

Longevity Increments

Effective July 1, 2023, longevity is a fixed hourly amount paid beyond the maximum step at the beginning of fifteen (15), twenty (20) or twenty-five (25) years of regular service in the District. The amount of longevity shall be **\$1.75** per hour for the fifteen (15) year increment and **\$2.25** per hour for the twenty (20) year increment, and **\$2.60** per hour for the twenty-five (25) year increment. The longevity increment shall be paid to all employees for all hours paid on the payroll, effective only at the beginning of a contract year. An employee does not have to have reached the top step of the schedule in order to be eligible for a longevity increment.

APPENDIX B

Professional Development Trainers Stipend

Educational Assistants will be asked to contribute to the Educational Assistant Professional Development Training days by offering training in an area of expertise. Educational Assistants who provide training on these days shall be paid a stipend of \$100 for their planning and preparation time. This stipend is in addition to the regular rate of pay for the day of the training.

APPENDIX C

Examples of Team Supports by Job Classification in a Multi-Tiered System of Support

TIER 3: Examples of Mental Health Supports	School Social Workers serving General Education Students:	Student Assistant Team (SAT) member; Support SAT interventions; Individual social skills instruction and counseling; Monitoring attendance and attendance plans for individual students. Follow up and support for students returning from intensive mental health programming
	School Social Workers serving Special Education Students:	Individual & group social skills instruction and counseling; Help create and support Behavior Intervention Plans; Refer students to community mental health services when appropriate. Follow up and support for students returning from intensive mental health programming
	School Counselors:	Individual social emotional counseling; Individual academic and career planning; crisis response & support, referrals to community or school based mental health therapy; Follow up and support for students returning from intensive mental health programming
	School Psychologists:	Student Assistant Team (SAT) member and support; Individual or group counseling
	School Nurses:	Student Assistant Team (SAT) member; Provide medication, if needed
	Behavioral Intervention Specialists:	Student Assistant Team (SAT) member
TIER 2: Examples of Mental Health Supports	School Social Workers serving General Education and Social Workers serving Special Education Students:	Check In Check Out, Mentoring program, small group social skill (Coping Cat, CBITS)
	School Counselors:	Evidence based small group counseling sessions (examples: Mindset Matters, Coping Cat, Student Success Skills, True Goals, Bring Out The Brilliance, Zones of Regulation); Targeted workshops for students needing additional support; Check In Check Out
	School Psychologists:	Group Counseling, Consult with Tier intervention teams, Check in Check Out
	School Nurses:	Follow-up care, collaborate with other Health Care Providers
	Behavioral Intervention Specialists:	Assess individual student situations and reasons for behavior and help connect student's with the appropriate licensed staff

**TIER 1:
Examples
of Mental
Health
Supports**

School Social Workers serving General Education Students:	Build relationships with students; Staff training around Mental Health and Trauma; Positive Behavior Interventions and Supports (PBIS) Team; Social Emotional Learning
School Social Workers serving Special Education Students:	Build relationships with students; Staff training around Mental Health, Trauma, and Special Education
School Counselors:	Build relationships with students; Core Counseling Curriculum for ALL students focus on social emotional learning, academics & college, career & life readiness; Elementary and middle school curriculum and support on bullying prevention; Elementary school curriculum on personal safety; Student Assistant Team member; Mental health training for staff & families
School Psychologists:	Build relationships with students; District Crisis Response Team; Positive Behavior Interventions and Supports (PBIS) Team; Social Emotional Learning
School Nurses:	Build relationships with students; District Crisis Response Team; Student check-in
Behavioral Intervention Specialists:	Build relationships with students; Positive Behavior Interventions and Supports (PBIS) Team

SCHEDULE C

The parties have agreed to the following Schedule C language and pay rates to be in effect at the beginning of the 2023-24 school year.

SCHEDULE C-1

Extracurricular Athletic

Salaries provided for coaches shall be payable at the end of each season and shall be paid in addition to the amount due for regular teaching duties performed. Seasons for athletic coaches shall end with the school months of November, March, and June, and for intramural coaches shall end with the school months of December, March, and June. Salaries for coaches shall be payable after all state tournament play is completed or absent state tournament play, in the months indicated above, and provided that the coach has assembled a team meeting the established requirements and such team has competed in all games, contests or meets scheduled to determine championships. The salaries specified herein shall not become payable until all duties of the athletic sport season shall be completed, including the submission of reports.

Coaching duties may be terminated at the end of any school year or be reassigned to other staff members. The total number of sports per year that may be handled by any one coach shall be limited to three, except with the written approval of the Superintendent or designee.

A person may not be employed as head coach for more than one of the following: football/basketball/hockey/volleyball in the same year, except with the written approval of the Superintendent. Coaches shall not be employed to coach more than one sport in the same season **and may not perform multiple coaching positions simultaneously (e.g., Head Coach/Assistant Coach).**

Pay Calculations

Base Unit = **\$420**

Head Coach pay will be determined by multiplying the Base Unit (BU) by the number of weeks of competition as listed by the Minnesota State High School League (MSHSL). The stipend will not be affected by the actual number of weeks a team completes.

Assistant Coaches pay will be 75% of Head Coach's pay.

Non-Coaching Athletic Positions

HS - Athletic Director 16.25 x BU = **\$6,825**

In addition to this stipend, athletic directors of senior high schools shall be released from one hour of teaching duties daily to discharge additional responsibilities of the athletic directorship.

HS - Athletic Equipment Manager 8.75 x BU = **\$3,675**

HS - Intramural Coordinator 4 x BU = **\$1,680**

HS - Cheerleader Coach (full year) 4 x BU = **\$1,680**

MS - Athletic Director 13.75 x BU = **\$5,775**

MS Athletic Directors may not coach and perform athletic director duties simultaneously. Approval of a plan and a replacement MS Athletic Director shall be made by the Middle School Principal and District Wide Athletic Administrator, prior to the start of any coaching assignment.

MS - Swimming Coordinator 6 x BU = **\$2,520**

HS - Gymnastics Spotter (not a coach) **2.5 x BU = \$1,050**

A teacher may be employed to assist the supervisor of athletics in conducting and supervising scholastic athletic games, meets, or schedules, such employment to be compensated at a rate per season not to exceed the BU (currently **\$420**).

SCHEDULE C (continued)

Each high school athletic director shall have available a budget of 2xBU per year which may be used to employ assistants to help in conducting/supervising athletic games, meets, or schedules. The following conditions apply:

- Payment shall be at the rate of .075 x BU = **\$31.50** per event.
- Payment shall be through the regular payroll system, at the end of the appropriate season as described in the introductory paragraph of Schedule C-2.
- Payment may not be made to the Athletic Director.

High school sports and their season length.

Fall Sport	Weeks		Winter Sport	Weeks		Spring Sport	Weeks
<i>Adapted Soccer</i>	12		<i>Adapted Floor Hockey</i>	17		<i>Adapted Bowling</i>	11
<i>Football</i>	15		<i>Alpine Skiing</i>	14		<i>Adapted Softball</i>	13
<i>XC - Boys</i>	12		<i>Nordic Skiing</i>	14		<i>Badminton</i>	11
<i>XC - Girls</i>	12		<i>Basketball - Boys</i>	18		<i>Baseball</i>	13
<i>Soccer - Boys</i>	12		<i>Basketball - Girls</i>	18		<i>Golf - Boys</i>	13
<i>Soccer - Girls</i>	12		<i>Gymnastics</i>	15		<i>Golf - Girls</i>	13
<i>Swimming - Girls</i>	14		<i>Hockey - Boys</i>	17		<i>Lacrosse - Boys</i>	11
<i>Tennis - Girls</i>	11		<i>Hockey - Girls</i>	17		<i>Lacrosse - Girls</i>	11
<i>Volleyball</i>	15		<i>Swimming - Boys</i>	14		<i>Softball</i>	13
			<i>Wrestling</i>	15		<i>Tennis - Boys</i>	11
			Dance Team	17		<i>Track & Field</i>	13
						Volleyball – Boys	13

Middle school sports and their season lengths:

Fall Sport	Weeks		Winter Sport	Weeks		Spring Sport	Weeks
<i>FLAG Football</i>	8		<i>Basketball - Boys</i>	8		<i>Badminton</i>	8
<i>Soccer - Boys</i>	8		<i>Basketball - Girls</i>	8		<i>Baseball</i>	8
<i>Soccer - Girls</i>	8		<i>Wrestling</i>	8		<i>Softball</i>	8
<i>Volleyball</i>	8					<i>Track & Field</i>	8

All Middle School sports last eight weeks and coaches will be paid by multiplying the Base Unit by 8.

Number of Coaches per Sport Determination. All sports will be designated by one of three tiers.

Tier 1: Tier 1 sports have many specialized requirements and require more coaches.

These are: Football, Track & Field.

Varsity Football will have a Head Coach and four assistant coaches. These five coaches will be responsible for both varsity and JV competition. There will also be an additional two coaches for each lower level team that practices on its own and has its own schedule of games.

Track and Field will have a Head Coach and four assistant coaches. These five coaches will be responsible for both girls and boys track and field at all levels and competitions.

Tier 2: Tier 2 will require a Head Varsity coach, an Assistant Coach and a coach for each lower level team.

These are: Soccer (Adapted, Boys, Girls), Tennis (Boys, Girls), Volleyball (**Boys, Girls**), Adapted Floor Hockey, Basketball (Boys, Girls), Ice Hockey (Boys, Girls), Wrestling, Softball (Adapted, Girls), Badminton, Baseball, Lacrosse (Boys, Girls), **Dance Team (Girls)**

Tier 3: Tier 3 will require a Head Varsity coach and an Assistant. Tier 3 sports have one team for all levels.

These are: Cross Country (Boys, Girls), Swimming (Boys, Girls), Skiing (Alpine, Nordic), Gymnastics, Adapted Bowling, Golf (Boys, Girls)

Determining Number of Teams: Each sport will have a minimum and maximum number of participants as recommended by the district. This min/max will help determine the number of teams at a school. The purpose of the maximum number is not to leave student athletes out of participation, but to give guidance on when an additional team might be needed at a school and shall not be subject to the grievance procedure.

FALL SPORT	Minimum#/ team	Maximum #/team
<i>Adapted Soccer</i>	7	15
<i>Football</i>	Varsity/JV-22, B/9th-15	50
<i>XC - Boys</i>	7	
<i>XC - Girls</i>	7	
<i>Soccer - Boys</i>	15	22
<i>Soccer - Girls</i>	15	22
<i>Swimming - Girls</i>	10	
<i>Tennis - Girls</i>	10	
<i>Volleyball</i>	12	25
WINTER SPORT	Minimum#/ team	Maximum #/team
<i>Adapted FI Hock</i>	6	18
<i>Alpine Skiing</i>	8	45
<i>Nordic Skiing</i>	10	45
<i>Basketball - Boys</i>	10	15
<i>Basketball - Girls</i>	10	15
<i>Gymnastics</i>	12	
<i>Hockey - Boys</i>	Varsity 15, JV 10	20
<i>Hockey - Girls</i>	Varsity 15, JV 10	20
<i>Swimming - Boys</i>	10	
<i>Wrestling</i>	7	28
Dance Team	High Kick 5; Jazz 5	High Kick 34; Jazz 26
SPRING SPORT	Minimum#/team	Maximum #/team

<i>Adapted Bowling</i>	1	No Limit
<i>Adapted Softball</i>	9	18
<i>Badminton</i>	7	20
<i>Baseball</i>	Varsity 15, JV/9th 12	
<i>Golf - Boys</i>	6	
<i>Golf - Girls</i>	6	
<i>Lacrosse - Boys</i>	16	25
<i>Lacrosse - Girls</i>	16	25
<i>Softball</i>	12	
<i>Tennis - Boys</i>	10	
<i>Track & Field</i>	10	no limit
Volleyball	10	25
	MIDDLE SCHOOL	
FALL SPORT	Minimum#/team	Maximum #/team
<i>FLAG Football</i>	11	
<i>Soccer - Boys</i>	11	25
<i>Soccer - Girls</i>	11	25
<i>Volleyball</i>	12	25
WINTER SPORT	Minimum#/team	Maximum #/team
<i>Basketball - Boys</i>	5	18
<i>Basketball - Girls</i>	5	18
<i>Wrestling</i>	7	30
SPRING SPORT	Minimum#/team	Maximum #/team
<i>Badminton</i>	6	25
<i>Baseball</i>	9	
<i>Softball</i>	9	
<i>Track & Field</i>	10	no limit

Rest of Article remains unchanged except for format and the calculated stipends resulting from the changed BU.

EXTRACURRICULAR ACTIVITIES

Teachers shall be paid additional stipends, to be called extracurricular pay, for additional activities carried on outside their regular duties and outside the regular school day according to rules and regulations established by the Board, provided that such stipends shall not be paid if a teacher's day or class load has been decreased because of such activities except as provided herein. Any extracurricular assignment and stipend may be terminated at the end of any school year and/or reassigned to another staff member. Any teacher may reject an assignment for which extracurricular pay is given.

SCHEDULE C-2

Extracurricular Non-Athletic

Payment of Schedule C-1 stipends shall be made within three (3) weeks of the end of the District's first and/or second semester, depending upon the completion date of the activity. The supervision of an extracurricular activity may be divided among teachers, but the total payment shall not exceed the amount set forth below. The payment for an extracurricular activity may vary depending upon the amount of work involved, but no payment shall be made in excess of the amount specified below.

Pay Calculations

Base Unit = **\$420**

The Base Unit will increase annually by the same percent as regular pay.

It is understood that there will not always be a licensed staff person who will volunteer to perform these duties. If anyone performs these duties in addition to their regular job duties they will be compensated according to this schedule. This includes EAs and SCSPs.

Job	Level/Notes	Formula
Cafeteria Supervisor	May be paid on an hourly basis for time worked. Formula: stipend divided by number of days lunch is served during the school year = rate for one-half hour duty.	5.75 x BU= \$2,415
Class Advisor	Sophomore Class	1.25 x BU= \$525
	Junior Class	3.75 x BU= \$1,575
	Senior Class	3.75 x BU= \$1,575
Chaperone (outside the duty day)	Hourly	(0.075 x BU)/hr= \$31.50
Debate Coach	Middle School	.75 x (17 x BU)= \$5,355
	HS - Head Debate Coach	17 x BU= \$7,140
	HS - Asst. Debate Coach	.75 x (17 x BU)= \$5,355

Destination ImagiNation Team Coach*	<p>The minimum requirements for this stipend are:</p> <ul style="list-style-type: none"> • ne to three teams, formally competing in the full official school year season inter-district competition and tournament play. • he activities occur outside the professional workday for teachers. • fter the first four (4) weeks of the season, the position and payment will be discontinued if full team competition is not to be completed. 	3 x BU = \$1,260
Drivers Education Teacher (See Article 9, Section 6 for governing conditions)	Hourly	(0.075 x BU)/hr= \$31.50/hr
Field Trip: School sponsored overnight field trip (not compensated by other means)	Nightly	0.25 x BU= \$105
High School Future Educators of Saint Paul Coordinator	HS	7.5 x BU= \$3,150
Hmong Dual Language Teacher		11 x BU= \$4,620

Locker Manager	Per student	0.00439 x BU per student Minimum = 1 BU= \$420 No maximum
Mathematics Team Coach	Middle School: A minimum requirement for this stipend is at least 10 participants, and at least six scheduled events	3 x BU= \$1,260
	High School: A minimum requirement for this stipend is at least 10 participants, and at least six scheduled events	5.25 x BU= \$2,205
Mathematics Team Assistant Coach	A minimum requirement for this stipend is at least 15 participants after the first four (4) weeks of the season, and that the position and payment will be discontinued if participation is less than 15 students.	(.75 x 5.25) x BU= \$1,653.75
Senior High National Honor Society Coordinator		7.5 x BU= \$3,150
North Central Association Coordinator		3 x BU= \$1,260

School Fund Bursar Middle School	MS	5.25 x BU= \$2,205
	HS	12.6 x BU= \$5,292
School Newspaper	HS: Business Mgr.	2.5 x BU x 0.10 x #issues Maximum 10 issues
	HS: Editorial Mgr.	10 x BU x 0.10 x #issues

		Maximum 10 issues
School Patrol Supervisor	Elementary	5.75 x BU= \$2,415
Science Olympiad Coach	The minimum requirements for this stipend are: <ul style="list-style-type: none"> • Compete in the full official school year season inter-district competition and tournament play. • The activities occur outside the professional workday for teachers. • After the first four (4) weeks of the season, the position and payment will be discontinued if full team competition is not to be completed. 	3 x BU= \$1,260
Science Safety Manager	Secondary	1.5 x BU= \$630
GSA Program Advisor	Secondary	3.75 x BU= \$1,575
SADD Program Advisor	Secondary	3.75 x BU= \$1,575
Speech Activities Coach	HS - entrance in festival or equivalent and District Speech Festival	0.75 x BU x #events Max of 7, one of which is the District Speech Festival \$315 per event Max \$2,205
Student Council Director	Secondary	7.5 x BU= \$3,150
Technological Instructional Equipment Manager	Person manages inventory of all	0.0025 x BU x #students Minimum = BU

	<p>video/audio equipment not managed by Facilities. Examples are setting up speakers and projectors for meetings or programs.</p> <p>The per student basis for the yearly stipend for this function shall be determined for each school based on the official enrollment figures published by the District each October.</p>	No Max
iPad Manager (work outside regular day)	The per student basis for the yearly stipend for this function shall be determined for each school based on the official enrollment figures published by the District each October.	$0.01 \times \text{BU} \times \#\text{students}$ Minimum = 4 x BU No Max
Textbook Distributor	The per student basis for the yearly stipend for this function shall be determined for each school based on the official enrollment figures published by the District each October.	$0.005 \times \text{BU} \times \#\text{students}$ Minimum = 1.5 x BU \$630
Test Coordinator	The per student basis for the yearly stipend for this function shall be determined for each school based on the official enrollment figures published by the District each October.	$0.01 \times \text{BU} \times \#\text{students}$ Minimum = 3 x BU No Max
Yearbook	HS - Business Manager	$2.5 \times \text{BU} = \mathbf{\$1,050}$
	HS - Editorial Manager	$7.5 \times \text{BU} = \mathbf{\$3,150}$
Robotics Coach	Head Coach	$10 \times \text{BU} = \mathbf{\$4,200}$
	Asst. Coach	$7.5 \times \text{BU} = \mathbf{\$3,150}$
FFA Advisor		$5 \times \text{BU} = \mathbf{\$2,100}$
WEB Coordinator		$7.5 \times \text{BU} = \mathbf{\$3,150}$

Link Crew Advisor		7.5 x BU= \$3,150
TECHNOVATION Challenge Coach	This is a Statewide, National, and International competition that works to get girls involved in STEM.	7.5 x BU= \$3,150
Youth in Government Coach		5 x BU= \$2,100
Youth Affinity Group Advisor	Examples GSA, Students of Color	5 x BU= \$2,100
Non-specific after-hours extra-curricular advisor	This position is not covered in any other part of Schedule C. This position provides for newly needed extra-curricular positions as determined by the principal. All hours must be pre-approved by the principal.	(0.075 x BU)/hr \$31.50/hr

*The existence of this stipend for coaches of the extra-curricular official competition activity is not intended to preclude or replace Destination ImagiNation activities which occur in many schools on a smaller scale or within students' school day and/or the teachers' professional workday.

EXTRACURRICULAR ACTIVITIES

Teachers shall be paid additional stipends, to be called extracurricular pay, for additional activities carried on outside their regular duties and outside the regular school day according to rules and regulations established by the Board, provided that such stipends shall not be paid if a teacher's day or class load has been decreased because of such activities except as provided herein. Any extracurricular assignment and stipend may be terminated at the end of any school year and/or reassigned to another staff member. Any teacher may reject an assignment for which extracurricular pay is given.

SCHEDULE C-3

Extracurricular Performing Arts

Payment of Schedule C-3 stipends shall be made within three (3) weeks of the end of the District's first and/or second semester, depending upon the completion date of the activity. The supervision of an extracurricular activity may be divided among teachers, but the total payment shall not exceed the amount set forth below. The payment for an extracurricular activity may vary depending upon the amount of work involved, but no payment shall be made in excess of the amount specified below.

Base Unit = **\$420**

Extracurricular Position	Responsibilities	Stipend Formula
Talent Show Coordinator	Auditions, produces and dress rehearses a talent/performance show outside of the school day with students. Examples; Performance Night, Harding Idol, etc.	0.5 x BU = \$210 Maximum 1 per semester.

Performance Stipend	Work any performance, exhibition, or showcase outside of the school day in any role whose description in Schedule C-3 includes this stipend. This includes in-person or virtual set up and take down, pre-performance warm up, etc.	.375 x BU = \$157.50 Maximum of 6 performances per production. Additional performances must be approved by principal.
Event Stage Manager	Managing the lights, sound, curtains, etc. for the stage/auditorium for a performance/event that occurs outside of the school day. May also supervise Stage/Tech Crew Students	.2 x BU = \$84 per performance. This stipend is only for performances that do not have a Technical Director.
Pep Band Director	Prepare and supervise the Pep Band to play at different athletic events, parades, and community events.	.375 x BU per event = \$157.50 Maximum of 6 performances per athletic season. Additional performances must be approved by principal.
Instrument Inventory Manager	Check in/out inventory, manage rental agreements/donations, maintain instruments, arrange repairs, inspect/clean/play/test instruments at year end, add and remove inventory, maintain Destiny records.	0.01 x BU x #instrumental students = (\$4.20 per student) Minimum = 1 BU Paid on a per instrumental music student basis.
Extra Curricular Ensembles (Jazz Band, Jazz Choir, Chamber Ensembles, MSHSL Solo/Ensemble Contests, Improv Troupe, Dance Group, Marching Band, etc.)	3-6 hours per week over an entire school year Auditions, produces, directs, and rehearses in preparation of performances. Will be paid at the per "Performance Stipend" for each performance. Maximum of 6 performances per semester. Additional performances must be approved by principal.	13 x BU = \$5,460

Extra Curricular Ensembles (Jazz Band, Jazz Choir, Chamber Ensembles, MSHSL Solo/Ensemble Contests, Improv Troupe, Dance Group, Marching Band, etc.)	Over 6 hours per week over an entire school year Auditions, produces, directs, and rehearses in preparation of performances. Will be paid at the per "Performance Stipend" for each performance. Maximum of 6 performances per semester. Additional performances must be approved by principal.	21 x BU = \$8,820
--	---	--------------------------

For the following stipends, each educator may receive up to one stipend per production for work that occurs outside of contract hours. For productions where all rehearsals occur during contract hours, an educator would only be eligible for the "Performance Stipend" for each performance.

Extracurricular Position	Responsibilities	Stipend Formula for Full Musical Production or Play (Full Length Broadway Musical or Play; over 2 hours in length)	Stipend Formula for Modified Musical Production or Play (Broadway Junior, shortened production, one-act play, or Musical Variety Show; 1-2 hours in length)	Stipend Formula for Short Musical Production or Plays (30-59 minutes in length)
Director of Musical	Auditions, produces, directs, rehearses a musical (including technical/dress rehearsals). Supervises technical director, choreographer, and vocal music directors.	14 x BU = \$5,880 Director of Musical will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal	8.5 X BU = \$3,570 Director of Musical will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal	

<p>Vocal Music Director of Musical</p>	<p>Works alongside the Musical Director in providing vocal music direction for a musical. Vocal director assists with auditions, rehearsals, dress/technical rehearsals and performances as well.</p>	<p>7 x BU =\$2,940 This person will also be paid at the per “Performance Stipend” for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal</p>	<p>4.5 X BU =\$1,890 This person will also be paid at the per “Performance Stipend” for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal</p>	
<p>Musical Choreographer</p>	<p>Works alongside Musical Director, auditions, creates original/compatible choreography, and rehearses the musical (including technical/dress rehearsals).</p>	<p>7 x BU =\$2,940 At the discretion of the Director and approval of the principal, the musical choreographer will also be paid at the per “Performance Stipend” for each performance of the musical. This will be a Maximum of 6 performances per production. Additional performances must be approved by the principal.</p>	<p>4.5X BU =\$1,890 At the discretion of the Director and approval of the principal, the musical choreographer will also be paid at the per “Performance Stipend” for each performance of the musical. This will be a Maximum of 6 performances per production. Additional performances must be approved by the principal.</p>	
<p>Musical Accompanist</p>	<p>Works with the Musical Director and/or the Vocal Musical Director to accompany singers and dancers during rehearsals and performances.</p>	<p>7 x BU =\$2,940 At the discretion of the Director, the Musical Accompanist will also be paid at the per “Performance Stipend” for each performance of the musical or play. This will be a Maximum of 6 Performances per production. Additional performances must be approved by the principal.</p>	<p>4.5X BU =\$1,890 At the discretion of the Director, the Musical Accompanist will also be paid at the per “Performance Stipend” for each performance of the musical or play. This will be a Maximum of 6 Performances per production. Additional performances must be approved by the principal.</p>	

<p>Technical Director</p>	<p>Works alongside the musical or play directors. Provides theatrical technical direction and support for lights, sound, sets, costumes, props, and other production areas. May also supervise Stage/Tech Crew Students.</p>	<p>7 x BU =\$2,940 At the discretion of the Director and approval of the principal, the technical director will also be paid at the per “Performance Stipend” for each performance of the musical or play. This will be a Maximum of 6 Performances per production. Additional performances must be approved by the principal.</p>	<p>4.5 X BU =\$1,890 At the discretion of the Director and approval of the principal, the technical director will also be paid at the per “Performance Stipend” for each performance of the musical or play. This will be a Maximum of 6 Performances per production. Additional performances must be approved by the principal.</p>	
<p>Pit Orchestra Advisor for Musical</p>	<p>Advises the student pit conductor and supports the pit orchestra through auditions, rehearsals, dress rehearsals, and performances.</p>	<p>1x BU =\$840 At the discretion of the Director and approval of the principal, the Pit Orchestra Advisor will also be paid at the per “Performance Stipend” for each performance of the musical or play. This will be a Maximum of 6 Performances per production. Additional performances must be approved by the principal.</p>	<p>1.5X BU =\$630 At the discretion of the Director and approval of the principal, the Pit Orchestra Advisor will also be paid at the per “Performance Stipend” for each performance of the musical or play. This will be a Maximum of 6 Performances per production. Additional performances must be approved by the principal.</p>	

Pit Orchestra Conductor for Musical	<p>Works alongside the Musical Director in providing pit orchestra music direction for a musical. Pit Orchestra Conductor assists with auditions, rehearsals, dress/technical rehearsals and performances as well.</p> <p>Pit Orchestra Conductor will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.</p>	<p>7 x BU = \$2,940 Pit Orchestra Conductor will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.</p>	<p>4.5 X BU = \$1,890 Pit Orchestra Conductor will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.</p>	
Director of Play	<p>Auditions, produces, directs, and rehearses a play (non musical) outside the school day. Supervises technical director.</p>	<p>10 x BU = \$4,200 Director of Play will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.</p>	<p>6X BU = \$2,520 Director of Play will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.</p>	
Short Musical Production or Play Assistant	<p>Assistants to Short Musical Production or Play (choreographer, costumes, accompanist, etc)</p>			<p>0.5 X BU = \$210</p>

ADDITIONAL INFORMATION

(Not Part of Agreement)

Leave of Absence Information

Access to School Lunch

MEMORANDUM OF AGREEMENT

Educational Assistant to Licensed Teacher Pathway

Multilingual Staffing and Services

Discovery Club Work on Inclement Weather After-School Activities Cancellation Days

Restorative Practices

Site Councils

Mental Health Support Teams

E-Learning Plan for Inclement Weather

STATEMENT OF INTENT

School Safety and School Climate

Sick Leave Donation

District Match

Commitment to School Integration

Enrollment Preference

Commitment to Healthy Green Public Schools

Commitment to Public Transit for SPPS Employees

Commitment to Staff Inclusion within Gender Policy

ADDITIONAL INFORMATION

(Not Part of Agreement)

Leave of Absence Forms are available online at www.spps.org/Forms.

Access to School Lunch

Beginning July 1, 2017, the United States Department of Agriculture (USDA) requires all School Food Authorities (SFAs) to have a written and clearly communicated meal charge policy and procedure, which must be distributed to staff and households at the start of each school year. The policy must articulate how students will be charged for meals, if/when alternate meals will be served, limits on meal charges, and how debt will be collected. Per USDA guidance, the specific policy and procedure are at the discretion of each SFA.

Driven by Nutrition Services vision to eliminate hunger and provide every student with healthy options and positive engagement through exceptional food, the District will:

1. Establish a representative policy committee including Teachers, Educational Assistants, parents, content experts from community, Nutrition Services and District Policy Staff.
2. Establish a clear and consistent policy and procedure that meets the needs of SPPS students.
3. Support our students and staff by communicating openly, honestly, directly and respectfully.

MEMORANDUM OF AGREEMENT
Educational Assistant to Licensed Teacher Pathway

This Memorandum of Agreement is by and between the Board of Education, Independent School District No. 625 (hereinafter "District") and the Saint Paul Federation of Educators, Local No. 28 (hereinafter "Federation") exclusive representative of members of the Educational Assistant and School and Community Service Professional bargaining units. It is entered into for the sole purpose of establishing opportunities for Educational Assistants and School and Community Service Professionals to advance their career and become teachers (as defined by the SPFT Teacher Contract) in Saint Paul Public Schools.

Both the District and the Federation hold the intention that individuals approved for a paid leave (Item 1 below) who are offered a teaching contract, commit to working in the District if a position is available, for at least three (3) years after completion of their licensure program.

The District and the Federation agree that Educational Assistants and School and Community Service Professionals are an integral part of the Saint Paul Public School community and that providing them with assistance to become classroom teachers in Saint Paul Public Schools can strengthen and help diversify the teaching force. To that end, the parties have agreed to the following:

1. Each fall a combination of Educational Assistants and School and Community Service Professionals up to a combined total of five (5) and each spring a combination of Educational Assistants and School and Community Service Professionals up to a combined total of five (5) who are completing course work for a teaching license will be granted a paid leave, with rights to return, to complete their student teaching. Leaves of absence requests will be approved by the Superintendent. Employees who are seeking a license in a hard-to-staff license area will be given preference for a leave. Nothing will preclude an Educational Assistant from requesting an unpaid leave of absence per Article 11 or a School and Community Service Professional from requesting an unpaid leave of absence per Article 10.
2. Full-time Educational Assistants and School and Community Service Professionals will be eligible to apply for one of ten (10) \$2,500 yearly stipends to be used toward classes required to achieve a teaching license. Preference will be given to employees seeking a license in a hard-to-staff license area.
3. An Educational Assistant and School and Community Service Professional Labor Management Committee will be formed for the purpose of determining the requirements for the stipend and develop a stipend application. Requirements will include the completion of at least 2 years of service within Saint Paul Public Schools prior to applying. This committee will also review and select stipend recipients in the fall and spring of each school year.

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF EDUCATOR
LOCAL NO. 28

Chair, Board of Education

President
St. Paul Federation of Educators

Executive Chief of Human Resources

Lead Organizer
St. Paul Federation of Educators

Lead Negotiator
St. Paul Federation of Educators

Date

Date

MEMORANDUM OF AGREEMENT Multilingual Staffing and Services

This Memorandum of Agreement is by and between the Board of Education, Independent School District No. 625 (hereinafter "District"); and the Saint Paul Federation of Educators, Local No. 28 (hereinafter "Federation") exclusive representative for Teachers, Educational Assistants (EAs) and School and Community Service Professionals (SCSPs). It is entered into for the sole purpose of establishing requirements related to the staff who provide services for multilingual students and families.

The parties recognize and intend on realizing the following legal requirements through the implementation of this agreement:

- Public School Districts are required to communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.
- Schools must respond to a parent's request for language assistance.
- Schools must provide translation and interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

The parties agree that employing more staff who possess world language fluency in more of the native languages spoken by our students and families would improve our ability to meet student needs and build family and community engagement that is respectful and culturally relevant. To that end, the parties have agreed to the following:

The District will hire additional Bilingual Educational Assistants (EA1 or EA2s) to be assigned to school and program sites to work with students and families. Increasing the FTEs of current Bilingual Educational Assistants is also acceptable, in lieu of an equal number of new FTEs. SPPS will also maintain the current number of Bilingual Educational Assistants. Candidates for these additional positions shall possess written, spoken, or both (however, written is required in EA2 only) world language fluency in one or more non-English languages spoken by students and families served by Saint Paul Public Schools. The languages required will be established based on the recommendation of the EL PIC, a joint collaboration of the District and the Federation. In the event that candidates are not immediately available to fill all new positions called for by this Agreement, open postings for the remaining fully-funded positions shall be considered sufficient District compliance with the terms of this Agreement until such time as suitable candidates for all positions can be identified and hired. When Bilingual Educational Assistants are split between schools, the school will share the EA's schedules with parents so parents know when they are available at the school.

MEMORANDUM OF UNDERSTANDING
Discovery Club Work on Inclement Weather After School Activities Cancellation Days

Discovery Club Educational Assistants will not be required to work on days when after school activities are canceled due to inclement weather. If a Discovery Club Educational Assistant chooses to not report for work due to inclement weather, must request time off 30 minutes prior to their scheduled work time.

EA staff will be allowed to use available Personal Days or Vacation Days for missed work time on a rotating seniority basis pending approval by their Site Supervisor. All seniority rotations will renew annually. Educational Assistants who do not get approval or do not have enough Personal Days or Vacation Days available and choose to take time off, will not be paid for their missed time.

If a Discovery Club Educational Assistant reports for any portion of their shift when after school activities are cancelled due to weather; they will be paid for the entirety of their shift. Based on the needs of the program, and at the discretion of the employer, Discovery Club Educational Assistants may be released from their duties before their shift is over on days when after school activities and programs are cancelled per the District Winter Weather Plan policy.

This Memorandum of Agreement shall be in effect for the duration of the 2019-2021 labor agreement.

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF EDUCATOR
LOCAL NO. 28

Chair, Board of Education

President
St. Paul Federation of Educators

Executive Chief of Human Resources

Lead Organizer
St. Paul Federation of Educators

Date

Lead Negotiator
St. Paul Federation of Educators

Date

**MEMORANDUM OF AGREEMENT
Regarding: Restorative Practices**

Restorative Practices are a transformative approach to shifting school climate through a lens of equity and social justice. Restorative Practices at their center seek to create equitable, inclusive relationships and restore those relationships when harm occurs.

The District and the Federation acknowledge the importance of creating a positive climate and culture in every school that is conducive to learning. All stakeholders, (staff, families, students and community members) play a role in creating this positive school climate. We are committed to creating safe, inclusive, and positive environments that support academic, behavioral, and social-emotional success for all students.

The District and the Federation believe that:

- Given the diversity of Saint Paul Public Schools, no one approach can meet the needs of every school. Students and schools are well served when there is a multi-tiered system of support to meet the needs of the staff, students and families, utilizing culturally relevant PBIS Framework, Trauma Informed Practices and a menu of Social Emotional Learning (SEL) supports.
- Staff and students must experience emotional and physical safety in our schools.
- Building and nurturing strong relationships is foundational to all our work.
- School communities are happier, more cooperative, productive, and likely to experience positive changes in behavior when all members of that community work together to problem solve and have a voice in decisions.
- A restorative school culture values the education of the whole child, prioritizes the establishment of a relational community and re-affirmation of connection particularly when harm occurs and promotes multiple perspectives by empowering parents/family, students, and educators to view themselves as and to act as leaders.
- Barriers to learning in our schools can only be solved when all involved share responsibility and are prepared to work together. Moreover, Restorative Practices are ways for a school community to build relationships, problem solve, and learn. In this approach, relationships are the most important way we learn about the world and ourselves. A Restorative Practice school and community embody in both belief and practice that:
 - Everyone in the school community is good, wise, and powerful.
 - We are all connected to one another.
 - All of us want to be in good, healthy relationships with others.
 - We all have talents and gifts we bring to school.

It takes personal commitment, time, habits, and support to build and maintain positive practices, impulses and mindsets that nurture positive relationships.

SECTION 1. Exploration, Commitment and Practices that move towards District-Wide Restorative Culture

The District and the Federation share the value of restorative culture in our schools and believe that transformational shifts to include multiple perspectives and cultural means to restore relationships and community holds significant promise as a means to achieving safe, culturally respectful, equitable and just places.

MOA Regarding: Restorative Practices (continued)

The district commits to have all senior leaders participate in the following professional restorative practice experiences either all at once, or one day quarterly during the 2020-21 school year:

- Circle 1: 4 days Introduction to Community Building Circles, inclusive of Introduction to the Restorative Questions.

The parties have agreed to a process for development and support for the implementation of restorative practices in SPPS schools for the 2016-2017 (6), 2017-2018 (3), and 2018-2019 (3) school years. The parties further agree that the sustained support for 3 years of funding for each of those sites demonstrates a commitment to measuring movement towards whole school implementation via sound evaluation methods and an equity of experience for each community.

The District will fully fund: a 1.0 FTE Licensed staff to be the Restorative Practices Program Coordinator to work in a collaborative partnership with SPFE, all district employee groups, and schools in restorative practice development. The Restorative Practices Coordinator will report to the designated district administrator.

The Restorative Practice Program Coordinator and the Saint Paul Federation of Educators' Professional Development Leadership Team will work collaboratively with local restorative practice community experts to continue to develop curriculum and training modules for the following purposes:

- To train school communities implementing restorative practices,
- To train individual educators who would like to implement restorative practices in their classrooms,
- To train parents and community members on restorative practices,
- To train trainers within SPPS and from community partners to conduct trainings for the above listed purposes.

Saint Paul Public Schools will establish a budget of \$250 per staff member for buildings in RP Pilot or RP Sites for onboarding and professional development, up to \$125,000. These funds will be overseen jointly by the Office of School Support and the Saint Paul Federation of Educators.

The District will fund the necessary materials, community partnerships (e.g. circle keepers), evaluation supports and other logistical coordination to ensure the delivery of all approved restorative practice trainings for the 2018-2019, 2019-2020, and 2020-2021 school years. Saint Paul Federation of Educators will develop and offer a series of training courses to support the transition from teacher and licensed staff, SCSP or EA to RP coach and/or circle keeper during the 2018-2019, 2019-2020, and 2020-2021 school years. The Saint Paul Federation of Educators also commits to offer 100 hours in RP training each school year at some cost to attendees, and with trainer, location, and material costs at SPFE's expense.

The district will allocate \$40,000 to compensate trained circle keepers to provide the necessary support when significant harm occurs at a school site or the need for healthier patterns or habits of professional community are warranted.

The Federation and District will convene monthly over the course of the 2019-20 and 2020-21 school year to determine the protocols, practices, staffing needs, as well as human resources needs with Restorative Practices.

MOA Regarding: Restorative Practices (continued)

SECTION 2. Continued District Support for Current Restorative Practices Sites

The parties have agreed to the following:

- Current pilot sites will submit a renewal application yearly and seek approval of plan by the Restorative Practice Steering Committee.
- All budget allocations will be determined by the last week in March each year.
- Implementation plans will be reviewed and approved by the Restorative Practice Steering Committee.
- Pilot schools in Year 2 and 3 may dedicate “building time” on professional development days with work in alignment to their RP implementation plan. If identified implementation plans involve professional development that can be achieved outside of these days, it is at the discretion of the RP site lead and Principal.

During the 2019-2020 school year, the District will maintain support for six (6) pilot sites in the amount of \$900,000 and in 2020-2021, three (3) pilot sites in the amount of \$450,000 will be maintained. The allocated funds will be awarded for the express purpose of supporting restorative practice implementation plans. (See table below)

School Year	Description	Total Cost/Detail
2019-2020	Support for 6 continuing pilot sites Expand the role of RP across SPPS through strategic alignment with the district Strategic Plan. Annual budget process will occur with final approval by the BOE.	\$900,000
2020-2021	Support for 3 continuing pilot sites	\$450,000

Beginning in 2020-21 school year, the district will be committed to the following;

- To ensure Restorative Practices readiness and initial implementation, the District will provide up to \$20,000 to assist up to 2 buildings each year; money will be allocated on a weighted basis depending on the number of staff, to build the capacity and skills of existing staff to implement and modify their practices, and is contingent upon available funding.
- Maintaining an RP Coordinator for sites that have had 3 years of RP implementation, demonstrated an active commitment to implementing principles-centered, whole school restorative practices by participating in annual reflection and evaluation processes and reaching fidelity of implementation thresholds. Additionally, the school principal, assistant superintendent, district RP coordinator and external program evaluator will make the final staffing decision, contingent upon available funding.
- Providing a RP Coordinator for 3 years at sites that have completed the district readiness process, contingent upon available funding.

The District commits to:

MOA Regarding: Restorative Practices (continued)

- Applying for a Mid-Phase Education Innovation Research Grant from the Federal Department of Education, when RFP is posted.
- Applying for two additional grants annually (each being for at least \$100,000) to invest in and grow Restorative Practices in our district, including but not limited to a Mid-Phase Education Innovation Research Grant from the Federal Department of Education. Quarterly meetings with the president of SPFE, Director of Office of School Supports, and leadership of the Grants Office of SPPS will occur for the purpose of reviewing prospective grant opportunities.

SECTION 3. Restorative Practice Steering Committee.

The Federation and the District will maintain the Restorative Practice Steering Committee.

- The committee will be comprised of no more than 15 individuals; no more than eight (8) appointed by the Federation and no more than seven (7) appointed by the District, with a minimum of five (5) secondary students appointed in total. Appointees shall include but not be limited to teachers, principals, students, family members, and community members.
- Notwithstanding the limit of 15 above, the committee composition may, subject to mutual agreement by the Federation and the District, grow to include representation from each pilot school site with appointees to be determined by each individual site, inclusive of student representation from each site.
- This committee, supported by the District and Federation, will work to develop:
 - A district-wide working definition of restorative practices inclusive of multiple perspectives from racial equity, gender inclusion, school climate and cultural relevance.
 - Create a long-term sustainable plan for the implementation and use of restorative practice.
 - Seek ways to align and increase the effective use not only of restorative practice, but also of other tools and techniques that together can most effectively improve the relationships between students and adults.
 - Empower the adults within the buildings to be leaders and create a system that supports a safe and positive learning environment.
 - Identify and share best practices learned from Pilot Sites on the implementation of restorative practices in future sites.
- The restorative practices steering committee will present draft policy language for Saint Paul Public Schools in the summer of 2020 to Senior Leadership. This draft policy language will ~~that~~ articulate a district wide commitment to exploring, installing and implementing restorative practices system wide.
- The restorative practice (RP) steering committee will be funded with a \$5,000 yearly budget.

MOA Regarding: Restorative Practices (continued)

The District and the Federation agree that this MOA shall remain in effect until the parties agree to discontinue it.

This Memorandum of Agreement shall be in effect for the duration of the 2019-2021 labor agreement.

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF EDUCATOR
LOCAL NO. 28

Chair, Board of Education

President
St. Paul Federation of Educators

Executive Chief of Human Resources

Lead Organizer
St. Paul Federation of Educators

Lead Negotiator
St. Paul Federation of Educators

Date

Date

MEMORANDUM OF AGREEMENT
Regarding: Site Councils

Strengthening family and school relationships is an important component of fostering a healthy, positive and productive school community and transforming schools. By including families and staff in conversations about their school, we can improve our ability to ensure our schools are reflective of and responsive to the communities we serve.

Through site councils or other existing leadership groups within the school, which include school staff, parents, students and other community members in key decisions, site-based improvements can create more effective learning environments for all children.

Site councils:

- Help shape and support the school's mission;
- Help monitor and provide input for the School Continuous Improvement Plan (SCIP);
- Drive school change and develop conditions for success;
- Have input into the selection of school staff and principal;
- Help identify priorities and explain the school budget to the community.

Committee Composition. Membership shall be comprised of four major constituencies, with a minimum of 8 members. The number of core members may increase with approval of the committee. Members are asked to serve two-year terms.

- Three parents/community representatives who are not employees of the school selected by the parent group, if no parent group exists, then by nomination from parents at the site;
- The school principal;
- Three SPFE bargaining unit members selected by SPFE
- One additional building staff member selected by the building staff.

In order for our schools to be responsive to the community and work collaboratively, school leaders will leverage the following strategies to create opportunities for parents and school staff to create an inclusive school community:

Inclusive Decision Making:

- Site councils will meet monthly at a minimum and collaboratively develop an agenda for each meeting.
- Use the district's and school's mission and vision to define and establish roles
- Acknowledge the role site-based leadership groups have in monitoring and supporting the school's goals as identified in the School Continuous Improvement Plan (SCIP)
- Schools will recruit parents, teachers, administrators, and community members to be involved on the site council or another school-based leadership body
- While site councils may not have the power to make final decisions on all matters, they serve in an advisory capacity to the school principal and, in some cases, the district administration. Additionally, input and recommendations of the site councils will be considered in the decision-making process.
- Establish regular and accessible communication between the school and the broader community, including updates after each site council meeting.
- Provide opportunities (e.g. forum, etc.) to ensure open communication and collaboration among parents, teachers, administrators, and community members.

Budget/Staffing:

- Promote collaboration and create opportunities for input into hiring decisions
- Clarify budget allocations and decisions through annual and semiannual updates
 - Identify existing collective bargaining decisions (e.g. ratios, caseloads, etc.) and explain how they align with school allocations.
 - Provide updates on current school staffing, vacancies, and recruitment efforts.
 - Provide updates on current discretionary spending at the building level.

Instructional Leadership/Staff Development

- Review and evaluate school improvement efforts
 - Updates to community that include perspectives of community member voices.
 - Foster a cohesive and dynamic focus on school improvement efforts including elements of academics and school culture.
 - Identify, support, and coordinate site-specific professional development opportunities.
- Leverage and encourage the use of family engagement frameworks (e.g. Academic Parent-Teacher Teams (APTT), Parent/Teacher Home Visits (PTHV) projects).

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF EDUCATOR
LOCAL NO. 28

Chair, Board of Education

President
St. Paul Federation of Educators

Executive Chief of Human Resources

Lead Organizer
St. Paul Federation of Educators

Lead Negotiator
St. Paul Federation of Educators

Date

Date

**MEMORANDUM OF AGREEMENT
Mental Health Support Teams**

Beginning with the 2024-25 school year, the parties agree to form a joint workgroup to discuss issues impacting the Mental Health Support Teams.

These issues may include, but are not limited to:

1. Staffing allocations
2. Collaboration among mental health support team members
3. Chemical health needs of students
4. Discuss role of school based mental health and chemical health partners
5. Review pertinent data
6. Make recommendations for needed professional development
7. Provide information to inform the work of the district C.A.R.E team
8. Explore opportunities for paid internships for existing SPPS employees seeking initial or additional licensure in mental and chemical health support positions

This workgroup will be co-chaired by SPFE and SPPS and the parties will jointly develop criteria for staff participation in the group. The workgroup will meet monthly and report out to Gen Ed PIC quarterly at PIC Meetings.

At the end of this agreement, the Parties agree to review and assess. This Memorandum of Agreement shall be effective upon ratification, and shall remain in effect until a successor agreement is ratified by both parties. Any changes must be agreed to by both parties, otherwise the agreement maintains status quo.

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF
EDUCATORS LOCAL NO. 28

Chair, Board of Education

President

Executive Chief of Human Resources

Lead Organizer

Lead Negotiator

Date

Date

MEMORANDUM OF UNDERSTANDING
E-Learning Plan for Inclement Weather

This Memorandum of Agreement is by and between Independent School District No. 625 (hereinafter “the District”) and the Saint Paul Federation of Educators (hereinafter “the Federation”), exclusive representative for members of the Licensed Staff Bargaining Unit, Educational Assistant Bargaining Unit, and School and Community Support Professionals Bargaining Unit. It is entered into for the specific purpose of establishing an e-learning plan for inclement weather.

WHEREAS Minnesota Statute 120A.414 stipulates that “A school board, including the board of a charter school, may adopt an e-learning day plan after meeting and negotiating with the exclusive representative of the teachers”

WHEREAS inclement weather may require e-learning to ensure the district maintains the instructional hours required by the state;

It is hereby understood by and between the District and the Union as follows:

1. Instituting E-Learning days

- a. For the first two days of inclement weather in which the District decides to cancel school, they shall implement a paid non-instructional day for impacted-employees.
 - i. For future days of inclement weather, the decision to use an E-Learning day or a non-instructional day is at the discretion of the District.

2. E-Learning day educator practices.

- a. Educators shall work from home or on site, per educator preference.
- b. Educators will share directions on assigned E-Learning activities with students by the beginning of each class period, in the appropriate learning management system.
- c. Teachers will provide content that is an extension or enrichment (formative).-Teachers will provide flexibility with due dates of assigned E-Learning activities.
- d. Secondary classes will follow the regular bell schedule with a Google Meet at the beginning of the period. Elementary classes will have a Google Meet at the normal school start time, with additional learning activities as determined by the teacher. Teachers will use their professional judgement to provide a blend by synchronous and asynchronous instruction.
- e. Teachers will take attendance in Campus based on student participation in Google Meets, Schoology assignments or discussion, or email.
- f. Educators shall be accessible for support of student learning during regular school hours by email, phone or online conference tools provided by the district.
- g. Educators will provide accommodations for students with 504/IEP.

3. Educator E-Learning day attendance

- a. Educators who have arranged for a sick or personal day on a school day that becomes an e-Learning day can rescind their absence to be credited their day of leave back if they complete the following actions by one hour and fifteen minutes before the normal school start time:
 - i. Email their school administration notifying them of the change.
 - ii. Cancel the sub request in the substitute request system if the employee works in a position that requires a substitute.

MOU re: E-Learning Plan for Inclement Weather (continued)

This agreement will be effective upon ratification and shall remain in effect until a successor agreement is ratified by both parties. Any changes must be agreed by both parties; otherwise, the agreement maintains status quo.

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF
EDUCATORS LOCAL NO. 28

Chair, Board of Education

President

Executive Chief of Human Resources

Lead Organizer

Lead Negotiator

Date

Date

STATEMENT OF INTENT
SCHOOL SAFETY AND SCHOOL CLIMATE STATEMENT OF INTENT

SCHOOL CLIMATE

The District and Federation jointly affirm that maintaining an engaging, safe and secure environment is essential for teaching and learning to occur. Students cannot function effectively if they do not feel safe in schools and do not have positive relationships with the teachers and other adults in the building. Teachers cannot provide the highest level of instruction and engagement to promote increased student achievement if there are frequent disruptions by students. We jointly recognize the need to work toward safe schools that are free from weapons, drugs, bullying, violence, prejudice, discrimination, and disruption. To that end, the District and Federation are committed to positive and consistent discipline protocols within our schools. We acknowledge that consequences must exist for behaviors that threaten the safety of others and interfere with learning. Together we are committed to promoting practices that support positive relationships and strengthen school climate to minimize interruptions in student learning. The District affirms its intent that the principles and procedures established in the Student Behavior Handbook: Rights and Responsibilities shall be applied consistently and equitably throughout Saint Paul Public Schools. The Federation affirms its support for the implementation of positive behavioral interventions and supports consistent with the Student Behavior Handbook: Rights and Responsibilities.

To foster systemic implementation of positive behavior interventions and supports, the District will provide assistance to schools in the development, implementation, and evaluation of school wide approaches. School principals and SPFT building stewards will create School Climate Improvement Teams (SCITs) (distinct from Pupil Problem Committee) in each school. Any existing or otherwise named committee that functions as described in this statement shall satisfy the requirement that a building has a SCIT. Examples of such teams include, but are not limited to the School Climate Improvement Teams (SCIT), Student Assistance Teams, and Positive Behavior Interventions and Supports Teams.

These teams will be composed of teachers, a licensed administrator (the principal or assistant principals), Educational Assistants, and other staff members in the building and may include students as appropriate. Students, parents and members of the community may be nominated by educational assistants and administration. Student, parent and community membership of the committee must be proportionate to and representative of the student population served by the building. Student, parent and community members of these committees may be present at all meetings of the committee except those portions of meetings where private student data is discussed. Any interested staff member should be given the opportunity to participate on the team, although the principal may limit the size of the team to ensure the team functions as intended. Membership on this committee will fulfill the requirement for committee participation for professional staff members.

STATEMENT OF INTENT
SCHOOL SAFETY AND SCHOOL CLIMATE STATEMENT OF INTENT (continued)

This school level team will be charged with the following tasks:

1. Develop site-specific plans to promote a positive school climate and high standards of student conduct;
2. Review data on school wide behavior trends, identify root causes, potential solutions and interventions, and recommend improvement to the building-wide plan;
3. Monitor the application and provide feedback to district administration on enforcement of the responses detailed in the Student Behavior Handbook: Rights and Responsibilities (boe.spps.org/POLICYMANUAL) and site specific discipline protocols, the Student Conduct Guide and site-specific procedures to ensure that all staff, administrators, teachers, educational assistants and others consistently maintain high standards and expectations for all students. Educational Assistants who believe appropriate action was not taken may take their concerns to the team for further discussion. As a last resort, if the team and the principal cannot resolve the issue, the matter may be appealed through the grievance procedure up to the Superintendent for final resolution.

SCITs may meet over the summer months to prepare for the upcoming school year. Educational Assistants who participate in summer SCIT meetings outside of the contract year will be paid their hourly rate up to a District-wide maximum of \$1,500.

In order to support, maintain, and reinforce a positive school climate, the Federation acknowledges the importance of consistent, collective action by its members in each building.

In accordance with Student Behavior Handbook: Rights and Responsibilities all staff will teach, model, practice, and reinforce expected behaviors throughout the school year. Additionally, members will follow site-specific policies and plans to promote high standards of student conduct.

The District and Federation agree to annually review aggregate data on student conduct at a Spring meeting of the Professional Issues Committee and to discuss ways to strengthen and improve system wide implementation.

NOTIFICATION OF VIOLENT STUDENT BEHAVIOR

The District will comply with all applicable laws and regulations relating to the notification of staff about violent student behavior.

STATEMENT OF AGREEMENT
Sick Leave Donation

The District agrees to make Sick Leave Donation forms available at Retirement Seminars sponsored by SPPS and online on the SPPS Benefits Overview page.

STATEMENT OF AGREEMENT
District Match

The District will send a letter to each current eligible participant who is not currently receiving 403b or 457 district match along with the correct form and instructions to elect the district match.

STATEMENT OF INTENT
Enrollment Preference

The District and SPFE value racial, geographic and socio-economic integration and equitable school choice. When district employees choose to enroll their children in the Saint Paul Public Schools it sends a strong message to the rest of our community about the excellence of our schools. In recognition of the service that district employees provide, the District will make reasonable efforts to accommodate a School Enrollment Choice Preference for all district employees.

In alignment with the 2021-2022 school choice year, District administration will work with the Board of Education (BOE) policy work group to recommend a District Policy that provides a school choice enrollment preference for all district employees. At such time as a BOE policy is adopted, the SPFE Teacher Contract enrollment preference will sunset.

In the case that BOE does not adopt a policy for school choice enrollment preference for all district employees, EAs and SCSPs will be given this preference along with teachers for school year 2021-2022. Current contract language given enrollment preference to members of the teachers unit, will continue for the 2020-2021 school year school choice enrollment process.

STATEMENT OF INTENT

Commitment to School Integration

The Board of Education, Independent School District No. 625 (hereinafter "District"); and the Saint Paul Federation of Educators, Local No. 28 (hereinafter "Federation") exclusive representative for teachers, educational assistants, and school and community service professionals convened an Integration Task Force from November 2016 - December 2017 to make recommendations about the integration of the St. Paul Public Schools. The Integration Task Force released a report with recommendations in December of 2017.

1. Saint Paul Public Schools and SPFE agree to the belief that Integration is the inclusion of different racial, socioeconomic and ethnic groups to remove the legal and social barriers that perpetuate disparities in student achievement. Integration values multiple perspectives and practices within curriculum, staffing, and decision making, within the school and district that serve the purpose of eliminating educational inequities. Integration is more than just diversity and racial desegregation (count the people); it is inclusion and belonging (the people count). It is foundational for equal and equitable access to educational resources for all students.

2. The parties agree to continue the work of the Integration Task Force by creating a project work team that will focus on incorporating the recommendations from the Integration Task Force report into the District's Operational Plan, Envision SPPS. The work team will begin its work by April 30, 2020. The project work team will be composed of a number of members to be mutually agreed upon by the parties with the Board appointing half the members and the Federation appointing half the members subject to the requirement that the majority of the members of the committee will be parents, community members, and representatives of organizations concerned with issues of racial equity and school integration. The immediate charge of this work team will be:

- a. Community Engagement: To establish a community engagement plan to share the Integration Task Force report and gather community feedback and input on next steps by December 31, 2020.
- b. District Engagement: To work with the Board of Education, District administration, and District staff to do a thorough review of the Integration Task Force report and identify areas of agreement from the findings (pages 7-9 of the report) and recommendations (pages 24-30 of the report) that can be implemented in SPPS by December 31, 2020.
- c. Strategic Planning: To create a long-range plan with time frames based on the community engagement and district engagement meetings to integrate SPPS and individual schools. An update on the work of the work team will be presented to the School Board and SPFE Executive Board prior to the end of the 2020-2021 school year.

STATEMENT OF INTENT
Commitment to Healthy Green Public Schools

Climate change is an urgent crisis facing our community and the world at large. All members of the Saint Paul Public Schools community deserve public investments and strong action toward climate justice. Saint Paul Public Schools is working to leverage available funds to improve our environmental impact and should continue to do so. The Saint Paul Public Schools Board of Education is committed to this vision for our schools and our community and is excited to collaborate with the Saint Paul Federation of Educators, who have been consistent advocates for their workers and our students on this issue.

The Board of Education, Independent School District No. 625 and the Saint Paul Federation of Educators Local No. 28, exclusive representative for teachers, educational assistants, and school and community service professionals agree to create a Climate Committee that will meet at least four times per year to discuss ways by which we can collaborate to jointly advocate for policies that cultivate a safer environment for our community and monitor the progress on our shared efforts.

This letter of intent will commence in Spring 2024 with preplanning and begin meeting in fall 2024 continuing through December 2025 unless the SPPS Board of Education and SPFE mutually agree to continue. The Climate Committee may include members outside of the parties of this agreement to best represent the full set of stakeholders on this important topic.

STATEMENT OF INTENT
Commitment to Public Transit for SPPS Employees

Understanding the desire to increase employee access to public transportation, to encourage a deeper investment in our public transit infrastructure, to decrease Saint Paul Public School's impact on our environment, and with the acknowledgement that fully subsidizing the use of public transit is cost-prohibitive for the District, the Board of Education, Independent School District No. 625 extends their desire to support efforts by the Saint Paul Federation of Educators to decrease transportation costs for our employees through collaborative advocacy.

The Board of Education, Independent School District No. 625 and the Saint Paul Federation of Educators Local No. 28, exclusive representative for teachers, educational assistants, and school and community service professionals agree to collaborate on and execute together a strategy to request incentives for public educators to access public transit. This letter of intent will commence in Spring 2024 with preplanning and begin meeting in fall 2024 through at least the 2026 Fiscal Year and may be continued with mutual agreement between The School Board and the Saint Paul Federation of Educators.

STATEMENT OF INTENT
Commitment to Staff Inclusion within Gender Policy

The Board of Education, Independent School District No. 625 recognizes the importance of inclusive policies that protect and support students and staff's individual identities. As such, the Board recognizes the need to update and maintain policies such as the district's Gender Inclusion Policy (Policy 500.00) to include language around staff. A clear procedure to change the following in SPPS systems to accurately reflect who they are: name, pronouns, gender identity, and marital status will be communicated to staff and will be accessible on the District Website and linked within the Gender Inclusion Policy (Policy 500.00).

The Board of Education, Independent School District No. 625 agrees to update and maintain the district's Gender Inclusion Policy (Policy 500.00) to include staff and a link to the procedure for staff name, pronoun or identity changes. The Board of Education agrees to bring this to the Board's Policy Committee to begin Spring 2024 and to be completed by the end of the calendar year (2024).

FOR INFORMATION PURPOSES ONLY

(Not Part of Agreement)

Educational Assistant General Job Description

Accessing and Reviewing Personnel Files

EDUCATIONAL ASSISTANT GENERAL JOB DESCRIPTION

December 19, 1997

Educational assistant is a generic employment classification or title that includes a variety of skilled paraprofessional staff. The minimum qualifications for each job classification in this staff area vary considerably. A teaching license regulated by the Minnesota Department of Education is not required. The educational background for this classification is typically a high school diploma or GED with college-level course work often preferred; minimum qualifications are determined by the nature of the duties assigned.

Educational assistants receive their supervision and direction from teachers, program supervisors and administrators.

Educational assistants are employed in a variety of functional roles. For example, they are employed to interpret for deaf/hard of hearing persons, assist licensed staff members with bilingual/bicultural instruction, assist with specific behavior management techniques for children who have special needs, coordinate extended day/year programs, assist in multicultural programs, or as resource people for educational television, community resource and home-school liaison staff, and so forth. There are over 200 separate job descriptions for educational assistants.

Educational assistants are an essential and significant component of the School District's educational community. They perform services not provided by other employee groups to assist the Board of Education in achieving its goals for learners.

In the Saint Paul Public School District, the broad classification of educational assistants is further separated into two levels, Level 1 and Level 2. A Level 2 educational assistant is typically distinguished from Level 1 by one or more of the following factors:

1. The complexity and range of the duties performed.
2. The amount of supervision received.
3. The level of interaction with individuals or groups outside of the immediate school staff.
4. Responsibility for public relations within the school and to the community.
5. Decision-making responsibilities.
6. The role as a consultant or resource person to certificated staff.
7. Knowledge of and ability to utilize community resources.
8. Other relevant factors and considerations.

ACCESSING AND REVIEWING PERSONNEL FILES

An employee may examine the contents of his/her personnel file by contacting the Human Resource Department to schedule an appointment to review the record. Such review may occur not more than once every six months. The employee shall have the right to submit a response to any report or evaluation and such response will be attached to and become part of the employee's personnel file. Copies of any of the contents of an employee's file may be obtained.

INDEX

A

Adoption Leave15
 Assessment Form37

B

Bereavement Leave19
 Bumping 36-38
 Bus Duty34

C

Call Back8
 Conferences9
 Correction of Compensation Errors32
 Court Duty Leave20
 Coursework Verification31

D

Demotion36
 Discharge42
 Discipline42
 Discovery Club49,58,89
 Dues6

E

Educational Unit Advancement31
 EA to Licensed Teacher Pathway87
 Equity Teams54
 E-Learning Plan for Inclement Weather..99

F

Fair-Share6
 Federation Business Leave 6-7
 Flexible Spending Account25

G

Grievance Procedure 43-45

H

Health Insurance.....24
 Holidays12
 Home Visit Project Stipends59

I

Improvement Placement Plan54
 Insurance 24-28
 Interview and Selection58

J

Job Description60, 105
 Jury Duty20

L

Labor Management Committee..... 49,50
 Layoff37-41

M

Mileage45
 Military Leave20

N

Non-Compensatory Leave21

P

Parental Leave22
 Personal Leave 15
 Personnel File 105
 Probation42
 Professional Development Trainer Stipend ..67
 Professional Training Leave23
 Promotional Probation42

R

Redesigned Schools46-48
 Reinstatement38-40
 Restorative Practice90
 Retirement Benefits26
 Religious Observances16

S

Salary Schedule & Longevity65-66
 Salary Step Increases 13
 School Safety and School Climate 100-101
 Seniority41
 Severance Pay29
 Sick Leave14
 Sick Leave Bank105
 Steward6
 Summer School16
 Substitutes for Specialized Services65
 Suspension43

V

Vacation12

W

Welcome Back Gathering50
 Work Year8
 Workday8
 Workers' Compensation17