

2025 - 2027

SAINT PAUL PUBLIC SCHOOLS
Independent School District No. 625

**TERMS AND CONDITIONS
OF PROFESSIONAL
EMPLOYMENT**

Agreement between the

Saint Paul Board of Education

and the

Saint Paul Federation of Educators

Representing

Members of the Teacher Bargaining Unit

July 1, 2025 through June 30, 2027

with

Additional Information
and
Memoranda of Agreement



SAINT PAUL PUBLIC SCHOOLS
Independent School District No. 625

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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

Leah Van Dassor	Licensed Staff and SPFE President
Erica Schatzlein	Licensed Staff and Lead Negotiator
Sylvia Perez	EA and ESP Director
Andrew Legrid	Licensed Staff/ Social Worker
Carl Haefemeyer	Licensed Staff
Carrie Kyung	Licensed Staff
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Jillian Delmain-Appelhans	Licensed Staff
Lya Jordan	EA
Mara Combs	Licensed Staff
Micha Langenberg	Licensed Staff/Counselor
Michael Shepperd	Licensed Staff
Nicki Nolen	Licensed Staff
Shanaz Padamsee	SCSP
Sue Snyder	EA
Peter Kvamme	Licensed Staff
Nicole Nolen	Licensed Staff
Tracie Lowe-Krause	SCSP
Caitlin Reid	SPFE Organizer
Clara Dockter	SPFE Organizer

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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).

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PREAMBLE

This joint agreement continues the work that began in the 2002-2003 agreement between the Saint Paul Federation of Educators and Saint Paul Public Schools. The partnership formed in that agreement provided a foundation of trust from which we continue to work together to increase student achievement. This foundation is also comprised of shared commitments we hold about the important work of educating learners in Saint Paul: a commitment to work together to improve the quality of education, a commitment to support each other, and a commitment to do our best in our work.

These commitments take on new meaning as we search for ways to make our system work more effectively and efficiently for the citizens we serve. Built on a foundation of trust, we will continue to explore new ways of working together to improve education in Saint Paul Public Schools.

ARTICLE 1. PURPOSE OF THE AGREEMENT

This Agreement, entered into between the Board of Education of Independent School District No. 625, Saint Paul, Minnesota (hereinafter referred to as the Board), and the Saint Paul Federation of Educators Local No. 28, AFT (hereinafter referred to as the Federation), pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, Minnesota Statutes Chapter 179A, as amended, inclusive (hereinafter referred to as PELRA), has as its purpose the provision of the terms and conditions of employment for teachers for duration of this Agreement.

ARTICLE 2. RECOGNITION AND JURISDICTION

SECTION 1. RECOGNITION. In accordance with the provisions of PELRA, the results of the representation election held on May 1, 1981, 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 all teachers in the appropriate unit as defined in Article 3 of this Agreement.

SECTION 2. JURISDICTION. The Federation is the sole elected representative of all teachers who are defined in this Agreement and PELRA 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

SECTION 1. TERMS AND CONDITIONS OF EMPLOYMENT

"Terms and Conditions of Employment" shall mean the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, and the personnel policies affecting the working conditions of the teachers, but does not mean education policies of the District.

SECTION 2. TEACHER. "Teacher" shall mean any member of the appropriate unit but not substitute teachers except for those provisions that expressly state their inclusion.

SECTION 3. APPROPRIATE UNIT. The appropriate unit shall consist of all teachers of Independent School District No. 625, Saint Paul, Minnesota, as defined in Minnesota Statute (M.S.) §179A.03, Subd. 18, employed in a position for which the person must be licensed by the PELSB, including those on leave of absence who are guaranteed a position upon their return, excluding the following employees: supervisory employees, confidential employees, superintendents, principals and assistant principals who devote more than 50% of their time to administrative and supervisory duties; any paraprofessional educational assistant or teaching assistant positions whether or not they are required to hold a certificate of license issued by the PELSB, and all other employees.

As so defined, the appropriate unit includes classroom, resource, itinerant, and homebound teachers, specialists, physical and occupational therapists, music therapists, art therapists, **audiologists, speech-language pathologists, adult basic education, early childhood family educators**, pre-k, nurses, librarians, counselors, school social workers, school psychologists, teacher-coordinators, administrative interns, lead teachers, team leaders, and other classifications which are also within the definition of the appropriate unit.

SECTION 4. BOARD. "Board" shall mean the Board of Education or its designated officials.

SECTION 5. SUPERINTENDENT. "Superintendent" shall mean the Superintendent of Schools or representatives designated by the Superintendent.

ARTICLE 3. DEFINITIONS (continued)

SECTION 6. DAYS. "Days" shall mean teacher duty days except where otherwise indicated. For the deduction or accrual of leaves, one (1) "day" for a full-time employee shall equal eight (8) hours of leave credits.

SECTION 7. OTHER TERMS. Terms not defined in this Agreement shall have those meanings defined by PELRA. If undefined in PELRA and this Agreement, terms shall have those meanings applied to them in their usage in the Saint Paul Public School system.

ARTICLE 4. BOARD OF EDUCATION RIGHTS

SECTION 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 employers, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel as outlined in PELRA, M.S. §179A.07, Subd. 1 and 2.

SECTION 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 5. TEACHER RIGHTS

SECTION 1. RIGHT TO VIEWS. Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any teacher to the expression or communication of a view, complaint or opinion on any matter related to terms and conditions of employment or their betterment so long as the same is not designed to and does not interfere with or circumvent the full performance of the duties of employment or the rights of the Federation.

SECTION 2. RIGHT TO JOIN. Teachers shall have the right to form and join labor or employee organizations, but membership in such organizations shall not be required as a condition of employment.

SECTION 3. RIGHT TO DUES CHECK OFF. Teachers shall have the right to request and be granted payroll check off for dues to be paid to the Federation. Upon receipt by the payroll department of a properly-executed authorization card of the teacher involved, the Board will cause to be deducted from the teacher's paycheck the amount that the teacher has agreed to pay to the Federation during the period provided in said authorization. The Board will remit said deducted amount to the Federation within the payroll period covered by the paycheck from which the deduction is made.

SECTION 4. RIGHT TO COUNSEL. Upon written request of the teacher involved, the District shall provide legal counsel for any teacher against whom claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of such teacher with the District. The choice of such legal counsel shall be made only after consultation with the teacher. Provision of counsel under this section shall not be construed to render the District liable for any torts of its employees, except as otherwise provided by law, or for reimbursement of costs of counsel provided to the teacher pursuant to the contract obligation of another or otherwise than under this section, or for payment of any judgments or any other costs or disbursements in connection therewith where the judgment, cost or disbursement is against the teacher and not against the District.

ARTICLE 5. TEACHER RIGHTS (continued)

SECTION 5. GENDER INCLUSION. In adherence with SPPS Gender Inclusion Policy and the Minnesota Human Rights Act, educators will respect the gender identity and gender expression of all students by honoring their right to be identified and addressed by their self-identified name and pronouns. Furthermore, no educator will be disciplined for honoring a student's self-identified name and pronouns.

ARTICLE 6. FEDERATION RIGHTS

SECTION 1. OFFICER OR STAFF. Teachers who are elected officers of the Federation or who are appointed to its staff shall, upon proper application, be granted leave of absence without pay for one (1) school year for the purpose of performing legitimate duties for the Federation. Application for such leave shall include a letter of verification from the Federation that the applicant is eligible for leave provided in this section. A teacher granted such leave shall retain all rights of tenure with no progression on the salary schedule and fringe benefits at no cost to the District. No more than two (2) concurrent leaves shall be granted under this provision.

SECTION 2. RELEASED TIME. Members of the Federation negotiating 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 teacher's immediate supervisor. The provision of substitute teacher service and the payment of salary during time off may be granted only at the discretion of the Superintendent.

SECTION 3. BUILDING STEWARD. The Federation building stewards shall exercise their duties for the Federation only at times that do not conflict with the contractual obligations of teachers. Union stewards will be provided up to 15 minutes at staff meetings to report on official union business. One union steward at each location, who serves on the site council, will not be required to have an additional mandatory building committee assignment.

SECTION 4. REPRESENTATION FEE

Subd. 1. Maintenance of Membership. Any member of the bargaining unit may authorize the District to deduct from **their** 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.

Subd. 2. 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 District in compliance with the provisions of this section.

Subd. 3. 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.

Subd. 4. 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 building.

ARTICLE 6. FEDERATION RIGHTS (continued)

SECTION 5. FEDERATION BUSINESS LEAVE

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 **their** 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 6 Section 2, 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.

SECTION 6. FEDERATION OF EDUCATORS USE OF DISTRICT E-MAIL SYSTEM

St. Paul Federation of Educators use of electronic communication technology is subject to the same conditions as employee use of such technology, as set forth in the District Policy. This includes the conditions set forth in the sections pertaining to "information is not private and is subject to District monitoring of e-mail.

The Federation and its agents agree to read and abide by the terms specified in the District Technology Acceptable Use [Policy](#). Any e-mail address of any District employee will not be sold or distributed to outside agencies.

Approved uses include the following activities:

- * Posting of meeting notices, union newsletters, investigation and administration of grievances, general dissemination of information to members, contract interpretation questions, union election information and results, notification of arbitration and unit determination decisions, and sending URL links.

District owned property or services including the e-mail system may not be used for the following activities:

- * Political activities, fund-raising, campaigning for union office, union organizing, strike activities, or solicitation of employees for union membership. The Federation must request prior approval for use of the e-mail system for activities that are not specifically approved in this document.

The Federation agrees to use the e-mail system as follows:

- * All mass e-mail shall be sent before 7am or after 5pm (M-F) in order not to interfere with normal workday network traffic flow.
- * All e-mail sent out shall have a "remove from list" message attached, allowing the recipients to be removed from the mailing list with a simple reply.
- * No attachments shall be mass-e-mailed.

Any questions regarding questionable content or practices will be resolved through a meet and confer process between the Federation of Teachers and the Labor Relations Office for the District.

ARTICLE 6. FEDERATION RIGHTS (continued)

SECTION 7.

Subd.1. The federation will provide a 30 minute new educator orientation for a minimum of 30 minutes during opening week.

Subd. 2. The federation will have access to employees not in attendance at the New Educator Orientation for thirty minutes during the duty day within 3 months of hire.

ARTICLE 7. ACTING INCUMBENT, PART-TIME EMPLOYEES

SECTION 1. ACTING INCUMBENT SUBSTITUTE TEACHING SERVICE

Any teacher whose long-term substitute service is known to be 100 or more duty days in a continuous single assignment shall be classified as an Acting Incumbent Substitute Teacher. If it is not known whether a position will span 100 or more days, the teacher shall be paid at the long term substitute teacher rate until the 100th day at which time compensation will begin to be paid at the Acting Incumbent Substitute Teacher rate specified in Subd. 1 of this article. At the sole discretion of the District, Acting Incumbent Substitute Teacher status may begin earlier than 100 duty days for hard-to-fill positions.

Subd. 1. Acting Incumbent Substitute Teacher service rate of pay shall be determined according to rules and procedures for placement of a regular contracted teacher on the salary schedule in Appendix A of this Agreement.

Subd. 2. Benefits for Acting Incumbent Substitutes. Acting Incumbent Substitute Teachers shall receive the same benefits accorded to regular contract teachers as defined in Article 10, Section 1.

Subd. 3. Leave for Acting Incumbent Substitute Teachers. Acting Incumbent Substitute Teachers shall receive sick leave, personal leave and bereavement leave accorded to regular contract teachers as defined in Article 11, Sections 1, 3 and 9.

SECTION 2. PART-TIME CONTRACTED TEACHERS

Teachers who work part-time, but less than half-time, are paid on an hourly basis for actual time worked. Teachers who are paid on an hourly basis are entitled to the following provisions: Article 1, Article 2, Article 3, Article 4, Article 5, Article 6, Article 7 Section 2, Article 9 Section 1 and 2, Article 14 Section 2 and 3, Article 16, Article 17, and Article 20.

Subd. 1. Benefits. Teachers contracted on a part-time basis for one-half time or more shall be eligible for health, life, and dental insurance coverage as provided in Article 10, Sections 1 and 2.

Subd. 2. Sick Leave. Teachers contracted on a part-time basis for one-half time or more shall be eligible for sick leave as provided in Article 11, Section 1, Subd. 1.

SECTION 3. JOB SHARE

Subd. 1. Application Process for Job Share. If two teachers at one site or two teachers at different sites wish to share a position, they may do so with the approval of the principal or site administrator. Accommodation of a job share position will be made at the discretion of the District and with approval of the principal or program administrator and the Human Resource Department.

Subd. 2. Job Share Agreement. Before a job share is approved, both job share partners must compose an agreement containing their strategy to ensure student achievement and continuity of instruction. The principal or program administrator must approve the agreement. Job share agreements must be reviewed with the principal/program administrator annually.

ARTICLE 7. ACTING INCUMBENT, PART-TIME EMPLOYEES (continued)

Subd. 3. Job Share Seniority/Involuntary Transfer. The job share position will be considered a single unit based upon the seniority of the most senior job share partner. In a building/department/program reduction situation, if the seniority number of the most senior job share partner is less than other teachers in the building/department/program, the job share "team" will be eliminated and each teacher will have the right to transfer through the transfer process. A teacher who held a full-time position immediately prior to the job share partnership may elect in this instance only to return to full-time status.

Subd. 4. Job Share Benefits. Part-time contracted teachers in a job share arrangement shall receive benefits provided part-time contracted teachers as described in Article 10, Section 1. Any teacher less than .5 FTE will not be eligible for benefits.

Subd. 5. Elimination of Job Share Position by the Principal/Administrator or one of the Partners. If a job share position is eliminated by one of the job share partners or principal/administrator, the remaining teacher may elect to continue to work in the full-time assignment on the basis of **their** seniority if that teacher qualifies for full-time return rights as defined in 3.4 above. A principal may eliminate a job share for the following school year by providing notification to the job share participants by March 1.

Subd. 6. Continuation of Job Share Position. A teacher that has been part of a job share position that is eliminated for any reason is eligible to request to continue with half-time status at the discretion of the District and the principal/program administrator.

Subd. 7. The job share provisions of this subdivision are not subject to the grievance procedure.

ARTICLE 8. BASIC SALARY SCHEDULES AND CONDITIONS FOR COMPENSATION

SECTION 1. SALARY SCHEDULE. The teachers' salary schedule is a part of a teacher's continuing contract pursuant to the specific provisions of this Agreement.

Subd. 1. Basic Salary Schedules. The salaries reported in Schedules A-1 of Appendix A shall be a part of this Agreement for the 2013-2014 and 2014-2015 school years, respectively. For individual teachers, the salary schedule rates become effective on the first day the teacher is to report back to his or her regular assignment for the upcoming school year.

Subd. 2. Salaries for Special Groups. Special groups of teachers described in Appendix B shall be compensated as indicated in Appendix B. For individual teachers, compensation shall become effective as provided in Subd. 1. of this section.

Subd. 3. Promotional Placement. District employees who are promoted into teaching positions will receive a promotional salary increase commensurate with the District's promotional policy and procedure.

Subd. 4. Paycheck Distribution. District Employees shall be paid on a bi-weekly basis and have the choice of **receiving paychecks over their contract year or the full calendar year.**

Effective with the 2026-2027 school year, an employee's first paycheck of a school year will reflect duty weeks active on the payroll during that pay period. The remainder of an employee's yearly contract salary will be divided equally between bi-weekly paychecks throughout the remainder of the school year, with the exception of the final paycheck. The employee's final paycheck will reflect the remaining duty weeks active on the payroll.

- **Supplemental pay, extracurricular, and other additional payments that are not related to annual salary are excluded from this language.**

If an employee chooses to **elect or change their distribution of paychecks** such election must be made prior to **September 30th** to be effective for that school year. **Once the selection has been made it will remain in effect until changed by the employee or separation of service.**

ARTICLE 8. BASIC SALARY SCHEDULES AND CONDITIONS FOR COMPENSATION (continued)

SECTION 2. ELIGIBILITY FOR LANE PLACEMENT AND LANE CHANGE ON THE SALARY SCHEDULE

Contracted teachers shall be eligible for lane placement and lane change on the salary schedule as specified in the provisions of this Section.

Subd. 1. General Eligibility Requirements. Undergraduate and graduate credits and degrees, to be considered for application to the salary schedule, shall be earned from an institution recognized for the purposes of certification by the Minnesota DOE provided, however, that course work from other institutions shall be considered only if the equivalent course content is not available through accredited institutions deemed by the Superintendent to be reasonably accessible to the teacher, and only with prior approval of the Superintendent.

1.1 All credits and degrees must support a teacher's licensure area or other licensure area in the field of public education. All other course work must be pre-approved.

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

1.3 Only classes taken on unpaid time and for which the District has not paid the tuition or fees for the course or reimbursed the employee for those costs can be eligible for lane credit.

1.4 Graduate credits earned through colleges and universities accredited to grant advanced degrees will be acceptable. 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. Course work offered by institutions not listed in this publication must be pre-approved.

1.5 Undergraduate courses must have written approval of the Human Resource Department before they are taken to be eligible for lane advancement. An "Undergraduate Pre-Approval [Form](#)" can be obtained in school offices and the Human Resource Department.

1.6 Only those in-service courses established or approved by the Superintendent shall be recognized for lane change credit on the salary schedule upon successful completion of course requirements and satisfaction of relevance criteria. The only reference for determination of credit and relevance of courses established by the Superintendent shall be as identified by the District training and staff development program in the enrollment description for each course. A lifetime maximum of 25 approved in-service credits for all lane changes is allowed. In-service credits earned for participation in an approved Professional Development Plan will be allowed beyond the 25 lifetime maximum for regular in-service credits.

1.7 School librarians who have earned the degree of bachelor of science in addition to another bachelor's degree and whose work for the B.S. in library science represents an additional year of college education shall be eligible for credit on the B.A. + 45 lane.

1.8 Occupational therapists and physical therapists who have earned the Neurodevelopmental Treatment Certification or other credits after July 1, 1980, which would normally be identified as in-service credits, may have such credits evaluated and applied for salary lane change purposes under the following conditions: For each 15 credits (equivalent in time to quarter hours), these therapists shall be eligible for change to the adjacent salary schedule lane in accordance with all of the requirements of this Section, to a maximum of 60 credits beyond the B.A. lane and placement on the B.A. + 60 lane of the salary schedule. Credits may be applied beyond the limits specified in 1.6 of this Subdivision, but all of the other provisions as to grades, quality of credits, timing of credit evaluation and so on, shall apply.

ARTICLE 8. BASIC SALARY SCHEDULES AND CONDITIONS FOR COMPENSATION (continued)

1.9 Any "SPPS Graduate Equivalent" credits offered in the future by the District will be counted for lane change purposes in Saint Paul Public Schools as if they were earned from an accredited institution.

1.10 Montessori Program. The following conditions apply in placing and moving Montessori teachers on the teacher salary schedule per a 1998 stipulation:

- A. Teachers in a Montessori program, who have completed training in the Montessori method after completion of a Bachelor's Degree at an accredited American Montessori Society or Association Montessori Internationale, whether taken for college credit or not, shall qualify for placement on the teacher's salary schedule at BA+60, provided the Board has not paid for any part of the Montessori training. Other placement and lane change provisions will apply pursuant to the rules set forth in Article 8, Section 2 of the collective bargaining agreement.
- B. A teacher who receives Montessori certification as part of their Bachelor's Degree program shall be placed pursuant to the provisions of Article 8, Section 2 of the collective bargaining agreement and not as described in A above.
- C. Teachers in a Montessori program who hold a Master's Degree shall receive minimum placement beyond the MA+0 lane for Montessori certification as follows. If Montessori certification is comprised of graduate credits, teachers shall receive credit for all graduate credits earned or the placement shown below, whichever is greater:

<u>Montessori Certification</u>	<u>Salary Schedule Placement</u>
One Level	MA+30
Two Levels	MA+45
Three Levels	MA+60

Montessori teachers may qualify for higher placement based on eligible graduate or in-service credits earned pursuant to the provisions of Article 7, Section 2 of the collective bargaining agreement.

Subd. 2. Procedures for Effecting Lane Changes. **IT IS THE TEACHER'S RESPONSIBILITY TO OBTAIN THE SCHOOL DISTRICT'S LANE CHANGE INFORMATION FROM THE DISTRICT HUMAN RESOURCE WEBSITE**. Evaluation of credits for lane changes shall be made within three (3) full pay periods 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.

The teacher is responsible for checking the materials for accuracy and completeness before sending them to the Human Resources Department. Erroneous and/or incomplete materials can delay the pay effective date.

Teachers who want written verification that the Human Resources Department has received any submitted materials must submit their materials with a "Teacher Lane Change: Explanatory Information [Form](#)." If the teacher wishes the verification sent to **their** home instead of **their** school, a self-addressed, stamped envelope must also be included.

Subd. 3. Lane Change Effective Date. Credit verification received in the Human Resource Department by September 30 shall apply, effective with the first day of regular employment in the traditional school year. After September 30, the pay effective date for any lane change shall be the beginning of the next pay period after the date the materials were received by Human Resources. Requests for lane changes submitted after April 30 will be held for evaluation and will be applied, if granted, at the beginning of the following contract year.

ARTICLE 8. BASIC SALARY SCHEDULES AND CONDITIONS FOR COMPENSATION (continued)

Subd. 4. Lane Advancement Beyond Masters Lane. Teachers who enroll in a Master's Degree Program after January 10, 2004, will advance only one (1) lane per year upon completion of their Master's Degree.

SECTION 3. SALARY SCHEDULE PROGRESSION. Step advancement occurs only at the beginning of a school year.

Subd. 1. Step Advancement. A contracted teacher will be advanced one full step on the salary schedule at the beginning of the school year provided the teacher was:

- Paid on the payroll for a minimum of 100 days (800 hours) for full-time employment, prorated for less than full-time;
- On an improvement plan during that year, the year end recommendation on the appropriate improvement plan form states that the teacher's overall performance now Meets or Exceeds Standards; or the principal/supervisor recommends extending the improvement plan into the next school year.

Subd. 2. Other Factors. Other factors may affect the actual step number at which a teacher is placed. These include, but are not limited to:

- Incoming step credit for prior experience.
- Non-compensatory leave period(s) (such leave is not counted as time worked).
- Prior rules governing movement from part-time to full-time contracted service. People who have previously moved from part-time to full-time status will not have their step placement recalculated based on new rules.
- A teacher whose step increase was withheld due to overall performance rating of Below Standards on year-end Improvement Plan Form. The teacher shall receive the step retroactively to the beginning of the school year provided that the elements of the improvement plan have been fulfilled.

SECTION 4. COMPENSATION FOR EXTENDED SCHOOL YEAR. A teacher whose regular contractual assignment in any given year is extended beyond the school year as defined in Article 14, Section 2, shall be compensated on a pro rata basis except as noted in Appendix B.

Subd. 1. The benefits of Article 11: Compensatory Leaves of Absence, Sections 1 through 9 shall be available to such teachers during the additional days or weeks added to the regular contractual assignment; the earning and accrual of additional sick leave time described in Section 1, Subd. 1.2, 1.3, and 1.4 shall not apply, since teachers compensated under this provision are not contracted for a longer year. However, a teacher who is assigned and works extended time shall earn one (1) additional day of sick leave for each four (4) full weeks of full-time work (See Article 11, Section 1, Subd. 1). Total days of sick leave earned in any year cannot exceed 15.

Subd. 2. The benefits of Article 12: Non-compensatory Leave, shall be available to teachers compensated under this provision during the extension of the regular contractual assignment.

Subd. 3. The extension of the regular contractual assignment beyond a given school year, determined on a year-by-year basis as described in this section, is construed to be an extra duty assignment and may be terminated by the District in any year (as with extra-curricular duties), or may be renewed by the District. No tenure right or demotion claim exists or applies to such extension, nor is a seniority claim applicable, in the event of reduction or discontinuance of the extension.

3.1 Exceptions to this rule are assignments which are annually regularly extended for the same period (ex: work experience coordinators and counselors two (2) week extension).

ARTICLE 8. BASIC SALARY SCHEDULES AND CONDITIONS FOR COMPENSATION (continued)

Subd. 4. This section shall apply to all teachers, including teachers in the Adult Basic Education (A.B.E.) Program, whose regular contractual assignment is extended beyond the school year, as described in Article 9, Section 7, Subd. 4, Required Continuous Participation Program (therein distinguished from summer school employment).

SECTION 5. LONGEVITY STIPENDS. Longevity stipends as shown are specified annual dollar amounts as indicated in this section, beyond the teacher's step of the salary schedule.

Subd. 1. Eligibility Determination

Teachers will be eligible for longevity stipends at the beginning of their twenty-first (21st) year of experience in Saint Paul Public Schools.

"Years of experience" shall mean calendar years from **September 1** through **August 31** actively employed in the District. Periods of non-compensatory leave or layoff shall not be counted toward years of experience in determining eligibility for longevity pay. **Periods of time spent on FMLA qualified leaves shall be counted toward years of experience in determining eligibility for longevity pay.** Years of experience is not related to FTE status during those years. Longevity stipend amounts will be prorated based on FTE for part-time employees.

1.1 Longevity stipends become effective at the beginning of a contract year. In instances where eligibility criteria are fulfilled during the first semester of a contract year, the stipend will be made effective at the first full pay period after the beginning of the second semester of that school year, and shall be prorated for the remainder of the school year.

1.2 Longevity stipends are not prorated for extended year contracts.

Subd. 2. Longevity Amounts

Beginning Year 21, all lanes receive a \$1,800 longevity stipend.

SECTION 6. CORRECTION OF COMPENSATION ERRORS. Teachers 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 **their** biweekly compensation may result in lost compensation.

Subd. 1. When underpayment errors are identified, the District will review the nature of the error and shall reimburse the teacher in full up to a maximum retroactive period of two years. In the case of an overpayment in excess of \$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 years.

Subd. 2. The District will provide printed pay stubs to teachers upon request. Printed pay stubs will be mailed to each teacher's home address on file with the Human Resource Department on each pay day. Once printed pay stubs have been requested by a teacher, the teacher shall continue to receive printed pay stubs until the teacher informs the Human Resource Department otherwise.

ARTICLE 9. ADDITIONAL COMPENSATION PROVISIONS

SECTION 1. EXTRACURRICULAR STIPENDS. The conditions and rates of pay provided in Appendix C, Schedules C-1 and C-2, shall be a part of this Agreement.

SECTION 2. HOURLY INSTRUCTIONAL RATES OF PAY. The hourly instructional conditions and rates of pay provided in Appendix D shall be a part of this Agreement.

SECTION 3. MILEAGE ALLOWANCE. Teachers authorized to use their personal vehicles in the performance of their assigned duties shall be reimbursed therefore according to these provisions.

Subd. 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 Internal Revenue Service (IRS).

Subd. 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.

Subd. 3. In the event that a teacher's assigned monthly maximum for mileage reimbursement is insufficient to reimburse for the actual miles driven on District business in any given month at the rate specified in Subd. 1., the teacher may submit an excess mileage report for payment of the amount in excess of the maximum, along with the regular monthly mileage report. The excess mileage report form shall be used, and an explanation of the reason for the mileage beyond the assigned mileage maximum shall be provided, along with the normal accounting of miles driven. Reimbursement shall be paid at the same time as that provided under Subd. 1, when properly verified.

SECTION 4. ADDITIONAL DAILY TEACHING ASSIGNMENTS. Classroom teachers who, with the approval of the Superintendent, are assigned to a daily additional hour of classroom teaching duties beyond the regular full teaching assignment for one (1) month or more, shall be paid the appropriate proportion of the annual rates listed in this section. This provision shall not exempt classroom teachers from preparation time required by the Minnesota State Board of Education or provided by the Board. Excluded from this provision are teachers in adult education programs or programs carried on outside the teacher's day as defined in this Agreement.

Lane	BA	BA+15	BA+30	BA+45	BA+60/ MA	MA+15	MA+30	MA+45	MA+60/ SPEC	Phd/ EdD
	3	4	5	6	7/8	9	10	11	12/13	14
	\$5,190	\$5,278	\$5,398	\$5,556	\$6,039	\$6,107	\$6,180	\$6,281	\$6,354	\$6,474

SECTION 5. SPECIAL ASSIGNMENTS. Teachers employed on days in which schools are not in session to serve on committees or for other educational purposes, shall be paid at the current casual substitute rate of pay per day or at such higher rate as established at the discretion of the Board. Proportionate salaries shall be paid for assignments of other than a full day. Effective January 29, 1996, compensation only for attendance at workshops designated as "Compensated Workshop" and for curriculum writing will be governed by Appendix D.

SECTION 6. DRIVER EDUCATION TEACHERS

Subd. 1. Teachers employed for driver education instruction shall be paid at the rate indicated in Appendix C-1 of this Agreement.

Subd. 2. Teachers also shall be reimbursed for actual expense incurred by the teacher during "on the road" instruction, such as cost of gasoline or oil. Verification of expense will be required.

SECTION 7. SUMMER SCHOOL/SUMMER TERM TEACHERS. Summer school is construed to be a program occurring subsequent to the normal school year.

ARTICLE 9. ADDITIONAL COMPENSATION PROVISIONS (continued)

Subd. 1. Special Education Summer Term. A teacher employed in the special education summer term program aka ESY shall be paid the same as the rate paid for ALC Summer term teachers defined in Subd. 2 of this section.

Subd. 2. ALC Summer Term Program. Beginning with the 2024 summer session/extended school year (ESY), a District contracted teacher whose step placement is Step 10 or higher in the school year immediately preceding summer term will earn \$42.50 per hour. A District contracted teacher whose step placement is Step 9 or lower in the school year immediately preceding summer term and non-contracted teachers will earn \$37.50 per hour. This rate of pay shall be considered the minimum summer school pay rate. The district may increase rates of pay for summer school as long as it is applied to all licensed staff working the summer school session. All pre-summer session set-up day hours worked for a summer term program shall be at the rates described in this subdivision, and not at any rate described in Appendix D.

- ESY teachers will work two days prior to students reporting. Up to an additional 8 hours may be paid, pending site leader approval.
- The district is committed to organizing the ESY preparation schedule to provide more in-building time for teachers review IEPs, set up their room, and develop lesson plans. It is understood that the schedule for the two days of preparation time will include a majority of teacher directed time.
- If any additional training needs to be offered per the Executive Director of Special Education.

Subd. 3. Special Site/Program Summer School. Teachers who are employed in special site-specific or program-specific summer programs shall be paid according to the instructional rate in Appendix D.

Subd. 4. Required Continuous Participation Program. A required continuous participation program is defined as an instructional course in which the students' and the instructors' continuous participation is required through the summer months. Teachers who are employed during the summer in such programs shall be paid at the same scheduled rate prorated, that the teacher was receiving immediately prior to the summer teaching session, such rate to remain in effect through the duration of the summer session. Salaries shall be paid at a proportionate rate for less than a full day or full week. A.B.E. is included in this Subd. This provision does not represent an extended year, nor any guarantee of summer employment.

Subd. 5. Previous Agreement. All teachers employed as summer school teachers for the summer of 2017 under the previous Agreement who continue to be so employed beyond June 30, 2017, shall receive the same salary as though the previous Agreement remained in effect for the duration of the 2017 summer school.

Subd. 6. Duration. Summer school in the summer of 2019 will extend beyond the expiration date of this Agreement. The salaries and conditions of employment for summer school assignment beyond June 30, 2019 shall be the same as though this Agreement remained in force for the duration of the 2019 summer school.

Subd. 7. Summer School Sick Leave. Teachers 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.

When sick leave is used during the summer school session or District-sponsored summer program session, it shall be based on the actual number of hours missed including normal times before and after the instructional day. Sick leave hours used during the summer school session shall be paid at the summer school rate for the hours missed.

See also Article 8, Section 4, for extended year provisions.

ARTICLE 9. ADDITIONAL COMPENSATION PROVISIONS (continued)

SECTION 8. TEAM LEADERS. Classroom teachers may, with the approval of the Superintendent, be designated as team leaders and be assigned a daily additional hour of team teaching coordination responsibility beyond the regular full teaching assignment, for one (1) month or more. Such additional assignment shall be compensated at a flat rate of \$2,900 for a full school contract year of such duty. Team leaders assigned for less than the full school contract year shall be compensated at the appropriate prorated proportion of the annual rate: team leaders assigned for less than a full hour of team teaching coordination responsibility shall be compensated proportionately for time assigned, teachers assigned to duty as team leaders for an extended work year shall be additionally compensated the appropriate prorated proportion of the annual rate for such duty. This is extra pay for extra duty, not part of the contractual assignment. Team leaders, coaches and other Teachers on Special Assignment (TOSAs) are not supervisors. Team leaders, coaches and TOSAs may not evaluate teachers and may not discipline or recommend discipline of teachers. Data collected during observations by coaches may only be shared with a school administrator at a time when the teacher is also present. Aggregate information may be used to help determine professional development for the building. This language does not apply to Peer Assistance and Review (PAR) Consulting Teachers or teachers required to do peer evaluation as part of the statutory requirements for teacher evaluation. The district will take reasonable efforts to ensure that observation data is kept private.

Subd. 1. Building Curriculum Teacher-Team Leader/Disability Teacher-Team Leader. Licensed professional staff who have classroom teaching and/or other instructional responsibilities may, with the approval of the Superintendent, be designated Building Curriculum Teacher-Team Leader or Disability Teacher-Team Leader, and assigned a daily additional hour of team coordination responsibility and related essential services beyond the regular full professional day assignment. Such additional assignment will be compensated at the Team Leader rate as described in this section, or pro rata of that rate for less than a full hour of additional assigned responsibilities each day, or for less than a full contract school year.

Subd. 2. Team leader assignment is made by the principal and the Superintendent, and may be discontinued or reassigned to other staff members at the end of any school year.

SECTION 9. CONTRACT TEACHERS AS SUBSTITUTES

Subd. 1. Contract teachers assigned by the principal to serve as occasional substitutes during their preparation period shall be compensated at the hourly rate stated in Appendix D per class hour. Beginning April 11, 2022, teachers will be paid the hourly rate in 30 minute increments based on the number of minutes of prep that were lost. Partial halves of an hour will be treated as full halves of an hour.

Subd. 2. Conditions for reimbursement include situations which, in the judgment of the building principal, require a teacher to relinquish a preparation period for the purposes of class coverage. In the event of a building emergency, teachers shall provide such supervision without compensation.

Subd. 3. When a teacher is absent, and a substitute is not available, TOSAs shall be assigned to cover the classroom of the absent teacher as part of a regular rotation with other licensed staff in the building. If necessary, classes will be covered by teachers during their preparation times and those teachers shall be compensated at the hourly rate stated in Appendix D for missing their preparation time.

Subd. 4. These provisions are not intended to increase the use of preparation periods for class coverage. To the extent feasible, assignments of contract teachers as substitutes for purposes of this section shall be distributed equitably.

Subd. 5. All special education licensed service providers shall be excluded from providing coverage for general education staff for meetings or when no substitute teacher is available, except on an emergency basis or in self-contained special education programs.

Subd. 6. All EL licensed service providers and a substitute assigned to an EL licensed teacher shall be excluded from providing coverage for general education staff for meetings or when no general education substitute teacher is available, except on an emergency basis.

ARTICLE 9. ADDITIONAL COMPENSATION PROVISIONS (continued)

SECTION 10. NATIONAL BOARD CERTIFICATION

Subd. 1. A teacher (NBCT), school nurse (NBCSN), or school psychologist (NCSP) who is National Board Certified in one or more areas will receive a \$3,750 annual stipend, provided the employee worked a minimum of 100 duty days in that school year. Teachers, school nurses and school psychologists who maintain their certification for ten (10) years or more will receive an additional \$750 annual stipend. This stipend will be paid on an hourly rate over each biweekly pay period.

Subd. 2. In addition to the annual stipend, teachers attempting to become National Board Certified shall receive a \$1,000 stipend in the school year during which they seek to complete the certification or renewal process. This stipend shall be payable immediately upon demonstrated completion of the work required for certification or renewal, irrespective of whether certification is ultimately achieved.

Subd. 3. Teachers seeking certification or renewal shall receive a \$300 allowance for materials during any school year in which they have registered for certification. Reimbursement requires receipts and is subject to verification.

Subd. 4. Candidate teachers may use up to six (6) hours of the District professional development meeting times during any school year in which they have registered for certification to complete work toward certification upon advance notification to the principal.

Subd. 5. Upon teacher request, the District shall reimburse the teacher for the cost of any component required for certification (limit of \$475 per component, for a total of no more than \$1,900 over a period of up to three years). Any money the District pays toward the cost of certification will be deducted first from the one-time \$1,000 stipend paid upon completion of all four components, and after that from the annual stipend paid during the teacher's first year of certification.

Subd. 6. Educators seeking certification shall be exempt from the summative evaluation TD&E requirement if their summative evaluation year is the same school year in which they are applying for national board certification. The portfolio submitted for board certification can only be used to fulfill the summative evaluation TD&E requirement. The educator must complete all other required TD&E components in the three-year cycle.

SECTION 11. CERTIFIED SPEECH CLINICIANS, SOCIAL WORKERS, NURSE PRACTITIONERS, AND OCCUPATIONAL THERAPISTS

Subd. 1. Certified Nurse Practitioners, Speech Clinicians who hold CCC certification and Social Workers who hold LICSW license and Occupational Therapists who hold NBCOT will receive a \$3,750 annual stipend paid on an hourly rate over each biweekly pay period. Certified Nurse Practitioners, Speech Clinicians who hold CCC certification and Social Workers who hold LICSW license that renew their certification at the ten-year expiration date will receive an additional \$750 who maintain their certification for ten (10) years or more will receive an additional \$750 annual stipend. This stipend will be paid on an hourly rate over each biweekly pay period.

Subd. 2. Certified Nurse Practitioners, Speech Clinicians who hold CCC certification and Social Workers who hold LICSW licenses shall also be eligible for the additional compensation and reimbursements in ARTICLE 9, SECTION 10, Subdivisions 1-6 above where applicable.

SECTION 12. RIVEREAST PREMIUM PAY.

Licensed staff are eligible for a \$2,000 stipend for working more than 0.5 FTE at RiverEast. This stipend will be paid on an hourly rate over each biweekly pay period for the pay periods actively worked at RiverEast starting September 5, 2025.

ARTICLE 9. ADDITIONAL COMPENSATION PROVISIONS (continued)

SECTION 13. LICENSURE REQUIREMENTS

Subd. 1. Teachers must complete all licensure requirements and be granted a fully-approved license by the Department of Education prior to their first duty day. It is essential that teachers renew their license well in advance of the expiration date. Failure to have a fully approved license identified on the Department of Education website by the first duty day will result in the teacher being placed on an unpaid leave of absence until such time they obtain a fully approved license by the Department of Education. Special consideration will be given to new hires and teachers on special permits from the Department of Education. Human Resources will notify teachers, in writing, no later than April 1st of the school year in which their license expires.

Subd. 2. Failure by the teacher to obtain a fully approved license by the Minnesota Department of Education within 90 days of the license expiration date shall be considered as deemed to have resigned and the employment of the teacher shall be terminated. Human Resources will notify affected teachers and the Federation 15 days, 30 days, and 60 days following license expiration. Any teacher who is currently on leave of absence under this article will have 365 days from the date of signing of this 2017-2019 contract to bring current their license.

Teachers have a responsibility to be aware of the date of expiration for their license. SPPS employees License Renewal Information: <https://www.spps.org/about/departments/human-resources/educator-development/relicensure-process>.

ARTICLE 10. TEACHER BENEFITS

SECTION 1. HEALTH AND LIFE INSURANCE

Subd. 1. Teachers who have been regularly employed in the District for more than 30 continuous days are eligible for benefits included in the insurance program for District employees. This will occur 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, and any supplemental or replacement program required to provide benefits described in Subd. 2 through 7 of this section. Insurance benefits provided eligible teachers include hospital, surgical, medical, major medical, and life insurance coverage. Detailed descriptions of coverage are provided online and can be shared directly at the request of the employee.

A teacher whose spouse is also employed by the District may have single coverage premium contribution for health/hospitalization or may have family coverage premium contribution if **their** spouse waives coverage under any other labor contract in this District or may elect to waive this coverage and premium contribution in favor of the spouse's coverage and premium contribution. A teacher who waives single coverage because their spouse elects single plus one or family coverage will still maintain their right to their single contribution dollar amount in subd. 3.2.

Current Minnesota legislation does not allow the District to offer insurance coverage for domestic partners. If legislative authority is granted, the District will offer coverage to eligible domestic partners no later than the open enrollment period following the legislative change.

Subd. 2. Health Maintenance Organization

Employees and/or retirees selecting a plan offered by a Health Maintenance Organization (HMO) agree to accept any changes in benefits which the specific HMO implements.

Subd. 3. Cafeteria Benefits Plan

3.1 Effective January 1, 1999, employee benefits will be offered to eligible employees through a Cafeteria Plan qualified under IRS Codes §105, §125, and §129. The cafeteria plan will contain a core set of benefits. Enrollment in these core benefits is required in order to participate in the cafeteria plan and receive any Employer contributions. Additional optional benefits are offered allowing employees to select benefits that meet their individual needs.

3.2 Cafeteria Plan Credits: Employees who qualify for coverage can receive two types of cafeteria credits:

ARTICLE 10. TEACHER BENEFITS/ SECTION 1.HEALTH AND LIFE INSURANCE(continued)

- 3.2.1 Credits Earned from Attendance Incentive Plan: Teachers can annually earn up to \$600 in credits from participation in the Attendance Incentive Plan (See Article 11, Section 2). These credits may be used only to purchase core cafeteria plan benefits or other qualified items contained in the Cafeteria Plan.
- 3.2.2 District Contribution to Cafeteria Plan Credits: Eligible full-time teachers shall receive **\$945** per month which they may spend in a District qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary. Eligible full-time teachers with family or single-plus-one coverage shall receive **\$1,450**.
- 3.2.2.1 Effective **January 1, 2026**, each eligible full-time teacher with single coverage shall receive **\$983** per month, which they may spend in a District qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary. Eligible full-time teachers with family or single-plus-one coverage shall receive **\$1,508** per month.
- 3.2.2.2 Effective **January 1, 2027**, each eligible full-time teacher with single coverage shall receive **\$1,042** per month, which they may spend in a District qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary. Eligible full-time teachers with family or employee-plus-one coverage shall receive **\$1,598** per month.
- 3.2.3 If the cost of benefits selected by the employee exceeds the amount of credits an employee receives from 3.2.1 and 3.2.2 above, that cost shall be paid by the employee through payroll deduction.

3.3 A teacher who is insured as a dependent through the medical and/or dental insurance coverage provided by Saint Paul Public Schools may elect to waive the employee medical and/or dental insurance coverage in the core set of benefits. This is the sole exception where the employee may elect not to enroll in the full core of benefits.

Subd. 4. Teacher Eligibility for Cafeteria Plan Credits

4.1 Full-time employees: Full-time employees shall receive the District contribution stated in 3.2.2 above.

- 4.1.1 Full-time employment is defined as appearing on the payroll for at least 95% time.

Subd. 4. Teacher Eligibility for Cafeteria Plan Credits (continued)

ARTICLE 10. TEACHER BENEFITS/ SECTION 1.HEALTH AND LIFE INSURANCE(continued)

4.2 Part-time employees employed or assigned to part-time before January 1, 1990. For the purpose of this Subd., part-time employment is defined as appearing on the payroll at least 50% time, but less than 94% time.

4.2.1 Part-time employees employed or assigned to part-time before January 1, 1990, and who have been continuously employed part-time shall receive the District contribution for full-time employees stated in 3.2.2 above. Any part-time employee covered by this provision who leaves part-time and then later returns to part-time shall be covered under the provisions of 4.3 for benefits.

4.3 Part-time employees employed or assigned to part-time after January 1, 1990. For the purpose of this Subd., part-time employment is defined as appearing on the payroll at least 50% time, but less than 94% time. Part-time employees shall receive the prorated District contribution to Cafeteria Plan credits stated in 3.2.2 above as follows:

4.3.1 For each eligible teacher covered by this Agreement who is employed part-time or assigned to part-time after January 1, 1990, and who selects the core set of benefits in the Cafeteria Plan, the District agrees to contribute a prorated amount rounded to the nearest 10% level of the amount contributed for full-time employees specified in 3.2.2. That is, part-time employees working 50-54% time would be granted 50% contribution; part-time employees working 55-64% time would be granted 60% contribution, and so on.

Subd. 5. A teacher whose resignation is effective at the end of the school year will continue to receive the District's monthly contribution toward health insurance for July and August, maintains active employment status until the end of the school year, worked a minimum of 100 days in the school year, and elects COBRA continuation of coverage. A probationary teacher who is non-renewed at the end of a school year and who elects COBRA continuation of health insurance will receive the District's contribution for health insurance for July and August following termination.

Subd. 6. Eligible teachers on non-compensatory leave may elect to continue all or part of medical, dental or life insurance coverages for a period up to one (1) year provided, however, that the Board shall not contribute to the cost of such coverage until the teacher returns to active service in the District.

If a teacher declines to continue **their** insurance coverages on a self-paid basis during a period of non-compensatory leave, that teacher shall not be required to repeat the waiting periods for restoration of insurance premium contribution by the Employer after **their** return from leave, so long as the teacher's period of non-compensatory leave does not exceed one year. The teacher who returns to active service within a year or less of non-compensatory leave shall be reinstated for coverage and employer-paid premium contribution as soon as procedures allow.

Subd. 7. A teacher who is employed on a regular contract after a period of assignment in long-term substitute service or acting incumbent substitute service and whose regular contract is made effective retroactive to the date of beginning the substitute assignment shall have time worked which is included in the retroactive effective date of the contract counted toward the waiting periods for insurance coverages. No insurance coverage shall have any retroactive effective date; however, if the retroactive effective date of the teacher's contract fulfills any waiting period(s), then that coverage shall be initiated as soon as District procedures allow.

ARTICLE 10. TEACHER BENEFITS (continued)

SECTION 2. RETIREMENT HEALTH INSURANCE

Subd. 1. Benefit Eligibility for Employees who Retire Before Age 65

1.1 Employees must have completed the following conditions at the time of retirement to qualify for any District contribution of premium payment for health insurance or life insurance:

- 1.1.1 Be eligible for pension benefits from the 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;
- 1.1.2 Must have completed at least 15 years of continuous employment with the District prior to retirement.
- 1.1.3. Must have been employed by the District and covered under this Agreement immediately preceding retirement.
- 1.1.4 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.
- 1.1.5 Employees terminated for cause will not be eligible for employer contributions toward insurance premiums for either pre- or post-age 65 insurance coverage.

1.2 A retiree may not carry **their** spouse as a dependent if such spouse is also a 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.

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

Subd. 2. Employer Contribution Levels for Employees Retiring Before Age 65

2.1 Health Insurance Employer Contribution

The District will, for the period of this Agreement, provide employees who meet the eligibility requirements for health insurance in Subd. 1 above, who retire during the term of this Agreement, and until such employees reach 65 years of age, provide such health insurance premium contributions up to the same dollar amount as were made by the District for health insurance for single or family coverage for the highest cost plan, for an employee under this Agreement, in **their** last month of active employment. The District contribution amounts are for single or family health insurance costs only and do not include additional cafeteria flex credits. In the event new carriers replace those in place at execution of this Agreement, the dollar amounts being paid for single or family coverage to the carrier at the employee's date of retirement shall constitute the limit on future contributions. Any employee who is receiving family coverage premium contribution at date of retirement may not later claim an increase in the amount of the Employer obligation for single coverage premium contributions to a carrier after deleting family coverage.

2.2 Life Insurance Employer Contribution

The District will provide for early retirees who qualify under the conditions of Subd. 1 above, 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 65 or over.

Subd. 3. Benefit Eligibility for Employees After Age 65

3.1 Employees hired into the District before January 1, 1996, who retired before age 65 and are receiving benefits per Subd. 2 above are eligible, upon reaching age 65, for employer premium contributions for health insurance described in Subd. 4 of this article.

3.2 Employees hired into the District before January 1, 1996, who retire at age 65 or older must have completed the service eligibility requirements in Subd. 1 to receive District contributions toward post-age-65 health insurance premiums.

ARTICLE 10.TEACHER BENEFITS/SECTION 2. RETIREMENT HEALTH INSURANCE (continued)

3.3 Employees hired on or after January 1, 1996, shall not have or acquire in any way any eligibility for Employer paid health insurance premium contribution for coverage in retirement at age 65 and over in Subd. 4. Employees hired on or after January 1, 1996, shall be eligible for only early retirement insurance premium contributions as provided in Subd. 2 and Deferred Compensation match in Subd. 5.

3.4 Coordination with Medicare. All retirees who are of Medicare-eligible age must purchase Medicare Part B to be eligible for coverage under a District-sponsored plan.

Subd. 4. Employer Contribution Levels for Employees After Age 65

4.1 Employees hired into the District before January 1, 1996, who retire on or after January 1, 1998, and who meet the eligibility requirements in Subdivisions 3.1 or 3.2 of this article are eligible for premium contributions for a Medicare **or Medicare Advantage** 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.

Subd. 5. Employees hired after January 1, 1996

5.1 Employees hired after January 1, 1996, are eligible to participate in an employer matched Minnesota Deferred Compensation Plan or District-approved 403(b) plan. The District will match up to \$1,150 per year for eligible employees. Part-time employees working half time or more will be eligible for up to one half (50%) of the available District match. Approved non-compensatory leave shall not be counted in reaching the three (3) full years of consecutive active service, and shall not be considered a break in service. Time worked in the City of Saint Paul will not be counted toward this three (3) year requirement.

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

The employee must initiate an application to participate through the District's specified procedures.

5.2 In addition to the amount which is described in Subd. 5.1, employees hired on or after January 1, 2014, shall be eligible for an additional \$200 per year employer match.

5.3 Employees who have completed their service eligibility requirements in Article 10, Section 2, Subd. 1 and are hired after January 1, 2014, will receive a \$200 District contribution for each year of service toward an established post-retirement 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.

Subd. 6. District Contributions for Teachers Who Retired Prior to This Agreement

District benefit contributions for teachers who retired prior to July 1, 2003, shall remain as determined by the premiums and/or contribution caps provided in the contract that was in effect at the time of retirement. If premium payments are required by the retiree to maintain coverage, such payments must be made in accordance with District business practices or coverage will be cancelled with no renewal options. This section shall not be construed to reduce retirement benefits conferred on any teacher by an earlier contract.

ARTICLE 10. TEACHER BENEFITS (continued)

SECTION 3. LIABILITY INSURANCE

Subd. 1. Teachers 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.

Subd. 2. Whenever appropriate coverage is available to the District, excess automobile liability coverage shall be maintained by the District to cover occasions when teachers are using their automobiles on District business. 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 teachers provide their own basic limits as noted above. Any teacher who uses **their** automobile on District business is required to carry the basic limit coverage described above.

When appropriate coverage is not available, the provisions of [M.S. §466.04](#) shall govern.

SECTION 4. VACATION FOR TWELVE (12) MONTH TEACHERS.

Teachers whose annual contracted service is 12 calendar months shall receive 20 days (160 hours) paid vacation each year of which no more than ten (10) days (80 hours) may be carried over to the following year. Carryover vacation time shall not be accumulated from year to year in excess of the ten (10) days (80 hours) allowed.

SECTION 5. SEVERANCE PAY PLAN

Subd. 1. Severance Pay. All payments made under this subdivision shall be made to the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation Pay, hereinafter referred to as the "Severance Plan."

1.1 Eligibility. To be eligible for the Severance Plan, a teacher must meet the following requirements:

- 1.1.1 The employee must be eligible for pension under the provisions of the Saint Paul Teachers Retirement Fund or the Public Employees Retirement Association.
- 1.1.2 The employee must be voluntarily separated from District employment or have been subject to separation by layoff or retirement. Employees who are discharged for cause, misconduct, inefficiency, incompetence or any other disciplinary reason are not eligible for this severance pay program.
- 1.1.3 For the purpose of the Severance Plan, the death of an employee shall be considered a 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, any payments made will be made to the Severance Plan on behalf of the employee's estate.

1.2 Amount of Severance Pay.

- 1.2.1 Early Notification Incentive. Effective December 1, 2008, employees who meet the eligibility requirements of this section and who complete, sign and submit a Resignation Notice form to the Director of Human Resources stating that they will retire by the date listed below, and who maintain active teaching status until the end of the school year, or resignation date if later, will receive the following early notification incentive to the severance plan:

ARTICLE 10. TEACHER BENEFITS/SECTION 5.SEVERANCE PAY PLAN(continued)

Resignation Form Received by	Retirement Date	Early Notification Incentive
December 1	End of school year or following December	\$3,500
February 1	End of school year or February to following February	\$2,500
After February 1		No bonus

1.2.2 Pay for Unused Sick Leave. Employees who meet eligibility requirements of this section will be granted severance pay in an amount equal to \$100 per day for each day of accrued, unused sick leave. The maximum amount of severance pay for unused sick leave is defined as follows:

- Eligible Employees Retiring at the End of a School Year. Eligible employees who retire at the end of the school year are eligible to receive severance pay for unused sick leave per the following schedule:

<u>If Employee Provides Written Notification:</u>	<u>Maximum Amount of Severance (Based on Unused Sick Leave)</u>	<u>Maximum Amount of Severance, Sick Leave & Early Notification Incentive</u>
December 1	\$15,000	\$18,500
February 1	\$15,000	\$17,500
After February 1 but Before June 15	\$15,000	\$15,000
After June 15	\$12,500	\$12,500

- Eligible Employees Retiring Between the Months of September through May. Eligible employees who notify the Director of Human Resources that they will retire three (3) months prior to the date of retirement will be granted severance pay in an amount equal to \$100 pay for each day of accrued, unused sick leave up to 150 days. Eligible employees who provide less than three months notification of retirement will receive an amount equal to \$100 pay for each day of accrued, unused sick leave up to 125 days.
- Exigent Circumstances. Eligible employees are encouraged to notify the Director of Human Resources as soon as possible that they plan to retire. If an employee submits documentation verifying that exigent circumstances exist that made early notification of retirement plans impossible, such as a sudden illness/injury of the employee or immediate family member necessitating immediate retirement or major changes in assignment, and if the employee meets the eligibility requirements set forth above, the District will review and consider this information and may waive any reduction of severance as provided above.

1.2.3 Maximum Severance. Effective December 1, 2008, the maximum amount of money that any employee may obtain through the Severance Plan from the combination of early notification incentive and pay for unused sick leave is \$18,500.

1.2 Pay for Earned, Unused Vacation. Teachers who meet the eligibility requirements of this section, who qualify for severance pay and who retire with earned, unused vacation shall receive pay for such vacation. Payment for earned, unused vacation shall be made to the Severance Plan.

ARTICLE 11. COMPENSATORY LEAVES OF ABSENCE

Leave of absence with pay or partial pay shall be allowed upon proper application and approval by **Human Resources**, under the conditions and for the reasons set forth in this article.

Teachers will be allowed time off in **15 minute** long increments provided it **follows the advanced notice requirements set forth under applicable State statutes and call-in procedures**. This time will be deducted from the teacher's sick/personal leave as applicable. For sick leave accounting purposes, eight (8) hours is equal to one full-time (1.0 FTE) duty day.

SECTION 1. SICK LEAVE. **Employees can use their sick time, as governed by [M.S. 181.9445](#), [M.S. 181.9446](#), [M.S. 181.9447](#), [M.S. 181.9448](#) for reasons such as those defined on the District website ESST page: <https://www.spps.org/about/departments/human-resources/payroll/esst>.**

Subd. 1. Accumulation of Sick Leave. For purposes of determining sick leave, a school year shall be as defined in Article 14, Section 2, Subd. 1, Basic Contract Year. Teachers shall be eligible for sick leave at the rates provided herein. Part-time teachers on contract or teachers contracted for less than a school year shall be eligible for a proportionate amount of sick leave rounded off to the nearest half day for part-time teachers and to the nearest full day for others. **In the event that a teacher resigns, is terminated for cause, or retires, sick leave hours are prorated for time worked through the end of the month in which they worked their last active day.**

- 1.1 Teachers contracted for the basic school year shall be eligible for 96 hours of **advanced accrual of sick leave**.
- 1.2 Teachers contracted for at least 44 weeks shall be eligible for 104 hours of **advanced accrual of sick leave**.
- 1.3 Teachers contracted for at least 48 weeks shall be eligible for 112 hours of **advanced accrual of sick leave**.
- 1.4 Teachers contracted for 52 weeks shall be eligible for 120 hours of **advanced accrual of sick leave**.
- 1.5 **Teachers will receive their advanced accrual of sick leave for the calendar year on January 1. Teachers in their first year of service will be credited with an advanced accrual at the rate of 0.05133 hours per duty day from their first day until the next January 1, rounded off to the nearest half day of sick time.**

Subd. 2. Teachers shall accumulate the unused portion of sick leave. Sick leave from such accumulation shall be granted at full pay. Teachers' cumulative sick leave total shall be reported on each paycheck.

Subd. 3. Each day or partial day of sick leave taken by the teacher shall be subtracted from the teacher's cumulative sick leave total. Sick leave from such accumulation shall be granted at full pay, partial days.

Subd. 4. **A principal or supervisor may require an employee to provide reasonable documentation of sick leave use only when more than two consecutive scheduled workdays of sick leave are used. The employee shall if requested, furnish such reasonable documentation as defined in State statute.**

Subd 5. 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 [M.S. 181.9445](#), [M.S. 181.9446](#), [M.S. 181.9447](#), [M.S. 181.9448](#).

- 5.1 These days, when used, are deductible from sick leave, but will not reduce the annual availability of personal leave as described in Section 9 of the article, except to the extent the teacher has exhausted **their** sick leave.

ARTICLE 11. COMPENSATORY LEAVES OF ABSENCE (continued)

SECTION 2. ATTENDANCE INCENTIVE. Teachers who use five (5) or fewer sick leave days per school year will be eligible to receive up to \$600 per year in cafeteria plan credits through an attendance incentive program. This program will be in compliance with IRS Code §105, §125 and §129 and will be administered as part of the cafeteria benefits plan (see Article 10, Section 1, Subd. 4). Sick leave used in the previous school year (July 1 through June 30) will determine the teacher's eligibility to convert sick leave scheduled for accrual in the upcoming year. Teachers must have a minimum of 30 days in their sick leave bank in order to participate. The eligibility for conversion will be based on the following schedule:

<u>Sick Days Used In Previous School Year</u>	<u>Number of Days Allowed to Sell</u>	<u>Cafeteria Plan Credits Per Day Sold</u>
1 or less day	6 sick leave days	\$100 per day
Greater than 1 day to 3 days	4 sick leave days	\$100 per day
Greater than 3 days to 5 days	2 sick leave days	\$100 per day

Sick leave includes any absence other than personal leave when a deduction in sick leave occurs.

SECTION 3. SICK LEAVE 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 teacher bargaining unit who is eligible for cafeteria 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.

Subd 2. Eligibility to receive sick leave

1. 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 teacher bargaining unit who is eligible for cafeteria plan 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

2. 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 for 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 in whole hour increments and may not exceed 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.

Subd 5. Sick Leave Bank 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 11, Section 1, Subd. 5.](#)

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 Memorandum. 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.

SECTION 4. BEREAVEMENT LEAVE

Bereavement leave of absence with pay shall be granted to allow an employee to grieve the loss of someone of significant importance to them. The maximum days of bereavement leave, not deducted from sick leave balance is as follows:

Up to five (5) days may be granted due to the death of an employee's spouse or life partner, child (including stillbirth and miscarriage), step-child, child-in-law, parent, step-parent, parent-in-law, in loco parentis, grandchild, or other regular member of the employee's immediate household. Up to three additional days of bereavement may be granted in special circumstances with approval of Human Resources.

Up to three (3) days may be granted due to the death of other members of the employee's immediate family not listed above, such as sibling, step-sibling, sibling in-law that is not a regular member of the employee's immediate household. Up to two additional days of bereavement may be granted in special circumstances with approval of Human Resources.

One (1) day may be granted to attend the funeral of an extended family member, or close friend. Up to two additional days of bereavement may be granted in special circumstances with approval of Human Resources.

Subd. 1. Travel Extension. Additional days, deducted from the employee's available sick leave balance, may be used to accommodate when travel beyond a 200-mile radius of the employee's home is needed, to attend the funeral, and according to ESST usage rules for family members.

Subd. 2. One (1) day may be granted to attend the funeral of a current student or SPPS work colleague. This day will need approval by the employee's principal, supervisor or program administrator, and will be based on the supervisor's discretion for maintaining appropriate staffing.

- **Current student: Any student the employee currently works with or supports at their site, department, or program.**
- **SPPS work colleague: Any staff who currently work together in the same site, department, or program.**
 - **The site may create a coverage plan to ensure site operations if additional staff wish to attend the funeral and/or other services.**

SECTION 5. QUARANTINE/CATASTROPHIC DISASTER LEAVE. Teachers 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 teacher's school and/or community which causes the closure of the District or the teacher's school.

SECTION 6. COURT CASES. Any teacher 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 teacher is not a party in the case, and provided that the case is not the result of litigation undertaken by the teacher or the Federation against the District. In cases where the Board is a party in the litigation, the teacher shall be entitled to pay while attending as a witness at the request of the Board or as a co-defendant in the case.

SECTION 7. PROFESSIONAL LEAVE. Teachers shall be excused for professional reasons without loss of pay after written application to and approval of the Superintendent. The purpose of such leave must be for the benefit of the Saint Paul Public Schools and the written request must be submitted not later than one (1) week in advance of the date of the requested leave. The number of teachers requesting leaves and the number of days of leave requested shall be considered in granting or denying requests.

ARTICLE 11. COMPENSATORY LEAVES OF ABSENCE (continued)

SECTION 8. REQUIRED JURY DUTY. Any teacher who is required to serve as a juror shall be granted leave with pay while serving on jury duty contingent upon the teacher paying to the Board any fees received, minus travel allowance, for such jury service. The teacher may seek to be excused from jury duty. Teachers, upon notification by the court that they are not required to appear for jury duty on any given day after the start of their contracted duty day, are required to promptly return to work.

SECTION 9. SCHOOL-RELATED INJURIES

This provision shall apply provided that the teacher acted professionally and with appropriate precautions.

Subd. 1. A teacher, who is injured in the course of carrying out duties and responsibilities as an employee of the Board, shall be granted leave without loss of pay for a period not to exceed five (5) days when the injury is a result of an assault. In no case shall the combined benefits paid to the teacher from Workers' Compensation and the use of this leave exceed the teacher's regularly scheduled salary for the period of leave used.

Subd. 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 Subd. 1 of this section, the teacher may then choose to use his or her accumulated sick leave. In no case shall the combined benefits paid to the teacher from Workers' Compensation and the use of either type of sick leave described herein exceed the teacher's regularly scheduled salary for the period of incapacitation.

Subd. 3. Workers' Compensation. Additional benefits over and above those received under the Workers' Compensation Act shall be paid out of the accumulated sick leave of the teacher if the teacher so elects. In no case shall these additional benefits, together with those received under this Act, total more than the teacher's regular salary, nor shall these additional benefits exceed the amount of accumulated sick leave.

SECTION 10. PERSONAL LEAVE

Personal leave provisions are intended to allow time for planned absences, emergencies and other matters which are urgent, which require the teacher's presence and which cannot be handled except at a time in conflict with the teacher's day. Personal leave is deducted from sick leave.

Subd. 1. Accumulation of Personal Leave. For purposes of determining personal leave, a school year shall be as defined in [Article 14, Section 2, Subd. 1](#), Basic Contract Year. Teachers shall be eligible to use up to 40 hours of sick leave as personal leave annually. Part-time teachers on contract or teachers contracted for less than a school year shall be eligible for a proportionate amount of personal leave rounded off to the nearest half day for part-time teachers and to the nearest full day for others. These 40 hours of personal leave may not be carried over to subsequent years.

Subd. 2. Personal leave shall be granted to a teacher 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.

Subd. 3. The use of personal leave for non-emergency use must be requested in writing to the principal or program administrator with ten (10) days advance notice of intention to use such leave on a specific date.

Subd. 4. The principal/program administrator will determine approval of personal leave and may choose not to grant approval if the absence of the teacher would be detrimental to the educational goals for the school/program.

Subd. 5. Teachers will be allowed time off in hour-long increments at the beginning or end of the workday provided it has been pre-approved by the principal/program administrator and coverage has been arranged by the teacher. The teacher providing this coverage will not receive additional compensation. This time will be deducted from sick/personal leave.

ARTICLE 11. COMPENSATORY LEAVES OF ABSENCE (continued)

SECTION 11. MILITARY LEAVE. Pursuant to and within the limits of the requirements of M.S. §192.26, teachers shall be granted military leave for up to 15 days in any calendar year for required military service.

Subd.1. Part-time and full-time staff will be allowed to use military family leave for deployment related events (activities related to the deployment of a family member, defined as a spouse, child, step-child, parent, step-parent and regular member of the immediate household). In a school year, when there is a deployment of an immediate family member, the staff member is granted up to five (5) additional paid days off that may be used like personal days in that contract year but not accrued beyond the contract year. In addition the staff member may use up to five (5) days of sick leave for a total of ten (10) days leave with pay. Verification, in the form of copies of orders or other appropriate documentation, may be requested by the District.

SECTION 12. SABBATICAL LEAVE. Sabbatical leave is a leave of absence for travel or study for teachers for the purpose of professional enrichment which shall result in benefit to the Saint Paul Public Schools.

Subd. 1. In order to be eligible for sabbatical leave, a teacher shall have actively served in the Saint Paul Public Schools for seven (7) full school years or more. Teachers can apply for a sabbatical leave during their seventh year of service in SPPS or any year after. In order to be eligible for more than one sabbatical leave, a teacher shall have actively served in the Saint Paul Public Schools for seven (7) full school years or more following the termination of the previous leave.

Subd. 2. Sabbatical leave may be granted for one full contract year, a semester or a quarter. When an approved sabbatical leave is for a semester or a quarter, such leave shall be construed to be respectively one-half (1/2) or one-third (1/3) of a full year sabbatical leave and the additional one-half (1/2) or two-thirds (2/3) of the full year sabbatical leave may be approved within the subsequent seven (7) years of active service. Upon completion of a full contract year of sabbatical leave, whether taken as a one (1) year leave, or as two (2) semesters or three (3) quarters leave, the teacher shall complete another seven (7) full contract years of active service in the Saint Paul Public Schools before being eligible for another sabbatical leave.

Subd. 3. The allowance granted to a teacher absent on sabbatical leave shall be at the rate of fifty percent (50%) of the teacher's salary for the portion of the school year in which the leave is taken, and shall be paid in regular installments during the period of leave.

Subd. 4. A teacher on sabbatical leave shall retain all rights of tenure and benefits, and progression on the salary schedule as though teaching during that period, except that credits earned during sabbatical leave shall not apply for salary purposes before the teacher's return to service in the Saint Paul Public Schools.

Pension contributions by the Board shall be based on fifty percent (50%) of salary for the duration of the leave pursuant to [Article 10, Section 5](#), of this Agreement. Upon return to service, the teacher shall be reassigned to his or her former position or to a similar and equal position.

After a sabbatical leave of one semester or less, the teacher returning to duty will normally be assigned to **their** same position as prior to the sabbatical leave.

Subd. 5. The number of sabbatical leaves granted in any year shall not exceed five.

ARTICLE 11. COMPENSATORY LEAVES OF ABSENCE/SECTION 12.SABBATICAL LEAVE (continued)

Subd. 6. A sabbatical leave committee of three (3) teachers and three (3) administrators shall be convened each year by the head of Human Resources or designee and shall review all applications and submit its recommendations to the Superintendent for Board action.

- 6.1 The three (3) teacher members of the Sabbatical Leave Committee shall be proposed by the Saint Paul Federation of Educators for appointment by the Superintendent.
- 6.2 The committee shall be co-chaired by SPPS and SPFE. The SPFE chair shall be appointed by the President of SPFE and the SPPS chair shall be appointed by the head of Human Resources. The co-chairs shall not also be members of the committee. They will not vote except to break a tie. If a tie break vote is required the SPFE co-chair shall cast it in even years and the SPPS co-chair will cast in odd years.
- 6.3 In making its selections of those to be recommended for sabbatical leave, the committee shall give final consideration to the benefit which shall accrue to the Saint Paul Public Schools from such leave. The Sabbatical Leave Committee will meet before March 1 to approve a scoring rubric to score all applications. This approved rubric shall then be posted to the SPPS website and shall be included with applications.

Subd. 7. Application Process. Teachers shall complete the application that is posted on the SPPS website for sabbatical leave. Sabbatical applications shall be submitted no later than March 31st. Teachers will receive email confirmation of an application submission.

Subd. 8. Accountability. Teachers who are granted sabbatical leave shall pledge themselves to return and serve the Saint Paul Public Schools for a period of one (1) year. In case a teacher is unwilling to meet this obligation for service after sabbatical leave, they shall refund to the Board the amount of compensation granted during leave. This provision shall not apply when, upon proper medical certification, it is determined that the teacher is incapacitated for any further teaching.

- 8.1 Since the purpose of this leave is to study, the applicants will agree not to accept other full-time employment during the period of their leaves unless it pertains directly to their study programs and then only with the approval of the Superintendent of Schools or designee.
- 8.2. Upon return from sabbatical leave, the teacher shall be expected to present a summary report of the experiences or learning that occurred during the sabbatical leave, including a one (1) page Executive Summary to be shared with other District teachers. The emphasis of the work to be submitted to the Sabbatical Leave Committee shall focus on how the experiences and/or learning related to teaching, improving student outcomes or professional leadership. The work shall be submitted to the Sabbatical Leave Committee by October 1, following the completion of the leave of absence.

SECTION 13. CITIZENSHIP LEAVE

Up to three (3) days of paid leave shall be granted to eligible employees in each contract year to accommodate commitments related to the employee or employee's immediate family member's process of achieving citizenship. Such days shall not be deducted from sick leave. Such days do not accrue. Verification may be requested by the District.

SECTION 14. RELIGIOUS OBSERVANCE LEAVE

Teachers may use three (3) days of leave per school year for religious observances. Prior notification of absence for religious observance may be requested by the teacher's principal or supervisor. Teachers who use such days for observances of religious holidays have the following options:

The teacher may choose to take up to three (3) religious observance days not deducted from personal leave nor from sick leave; however, the teachers' pay shall be reduced by the equivalent amount of the daily substitute rate.

The teacher may choose to take up to three (3) religious observance days not deducted from personal leave; however, such days shall be deducted from sick leave.

ARTICLE 12. NON-COMPENSATORY LEAVES OF ABSENCE

Family and Medical Leave Act. Effective February 1, 1994, leaves of absence shall be granted as required under the federal law known as the Family and Medical Leave Act (FMLA) so long as it remains in force. Human Resources provides procedures that coordinate contractual provisions with FMLA.

Leaves of absence without pay may be granted to teachers under the provisions of this article, upon approval of **Human Resources**. Such leaves shall be without compensation and without pension contribution or benefits. The contents of this article shall in no way limit the District's right to grant additional leaves as determined necessary by the Superintendent of Schools.

Except for short-term non-compensatory leaves, a leave may be requested for up to one year. Extensions of leaves will not typically be granted. The District may require an adjustment to the beginning or end of the requested leave dates to coincide with a natural break in the school year; e.g., end of grading period, Winter Break, Spring Break or the end of the school year.

Information regarding application and conditions for non-compensatory leaves is available from Human Resources.

Whenever a teacher is temporarily separated from the District by reason of leave, it is the obligation of the teacher to inform Human Resources immediately (within two (2) days of the change), of any change of **email**, address and/or telephone number. Failure to do so will void any rights to return as defined in this article until such time as the teacher does supply Human Resources with a current **email**, address and/or telephone number. Such notification must occur in accordance with the timelines established in this article in order for a teacher to be considered eligible to return.

SECTION 1. TYPES OF LEAVE

Subd 1. Medical Leave of Absence. An employee who is unable to work due to illness/injury may request medical leave. The teacher shall provide, at the time of leave [application](#), a Workability U.S. DOL WH-380 [Form](#) from **their** physician regarding the nature of the illness/injury and when the teacher will be able to resume work. **The determination of pay for this leave shall be made based on the accumulation of sick leave by the employee, and will be in accordance with any applicable federal or state laws.**

Subd 2. Maternity Leave. It may be granted for reasons of pregnancy and/or the need to provide parental care for a child or children of the teacher for an extended period of time immediately following conclusion of pregnancy. This leave may be used in combination with sick leave as identified below. **Beginning January 1, 2026, Minnesota PFML will be available for medical and bonding leave.**

2.1 The normal and usual period of paid sick leave recognized for post-pregnancy delivery recovery is a maximum of six (6) consecutive weeks; extension of sick leave time is subject to written verification by the attending physician that the teacher's period of disability continues.

2.2 A maternity leave without pay shall be granted for up to 20 weeks. These twenty weeks are inclusive of paid sick time for disability due to pregnancy and/or delivery. The right to return with a guarantee of the same position is subject to restrictions of Section 3, subd. 3.

Subd. 3. Parental Leave. Unpaid parental leave shall be granted upon request, subject to the provisions of this article. It may be granted for reasons of adoption or the need to provide parental care for a pre-school age child or children of the teacher for an extended period of time. This leave may be used in combination with up to 30 days of paid sick leave as provided in Article 13, Section 1, Subd. 1.2 and 1.3.

ARTICLE 12. NON-COMPENSATORY LEAVES OF ABSENCE (continued)

- 3.1 **Application for Extended Parental Leave.** A teacher shall complete the required application for Extended Parental Leave and submit to Human Resources.
- 3.2 **Length of an Extended Parental Leave.** A teacher shall be granted an Extended Parental Leave for up to one (1) calendar year. The teacher shall specify on their application the length of the desired leave.
- 3.3 **Return from Extended Parental Leave.** A teacher shall follow the return to work procedure as outlined in Article 12, Section 3.

Subd. 4. Insurance Benefit Extension for Maternity, Parental, Adoptive Parent Leave. The District will provide one (1) additional month of District paid contribution toward insurance coverage for an employee on an unpaid portion of a parental/maternity leave following the last month in which the employee had a paid portion of their leave.

Subd. 5. General Non-compensatory Leave. An employee may request a leave without pay or benefits for any reason, up to one (1) year in length. General non-compensatory leaves may be granted only once within a five (5) year period.

Subd. 6. Military Leave. Teachers shall be granted leave for military service as required by statute.

Subd. 7. Mobility Leave. Teachers who have five (5) years of service in the District and ten (10) years of pension-eligible service in Minnesota are eligible for a mobility leave of up to five (5) years in accordance with [M.S. §122A.46](#) and [M.S. §354A.091](#). Teachers who are on a mobility leave and wish to return to work the following school year must notify Human Resources no later than February 1 of that year.

Subd. 8. Short-term Non-compensatory Leave. A teacher who has completed probation in the District, shall be eligible to apply for short-term non-compensatory leave of up to a maximum of ten (10) days over the two (2) year period covered by this Agreement. Approved use of this leave shall not result in the loss of Employer contribution to health insurance premium. Approval of a short-term Return administrator and to the following conditions:

- 8.1 Such leave may occur no more than twice in the two (2) year contract period, regardless of the number of days used.
- 8.2 Written application must be submitted for approval to the teacher's immediate supervisor and the appropriate principal/program administrator, at least ten (10) working days in advance of the date(s) requested.
- 8.3 The number of teachers in a location and in the District, the ability to cover the teacher's duties without undue disruption, and the number of days being requested for all types of leave or special activity will be among the considerations in granting or denying such requests.
- 8.4 No such leave shall be approved for use during the first two (2) weeks or the last two (2) weeks of school for students.
- 8.5 This leave may not be used to extend a break or holiday.

SECTION 2. APPLICATION FOR LEAVES.

Subd. 1. Application for FMLA. A Teacher will complete the required FMLA paperwork provided by Human Resources and submit to Human Resources via the employee's PeopleSoft Account or by US Mail. Teachers are expected to notify their supervisor prior to the start of their leave of absence. Notifications must follow Article 11, Section 1, Subdivision 4.

ARTICLE 12. NON-COMPENSATORY LEAVES OF ABSENCE (continued)

Subd. 2. Application for General Non-Compensatory Leave. The teacher will send a completed Leave of Absence Request form along with any required documentation to Human Resources at least two (2) calendar months (sixty [60] days) before the beginning of the intended leave, except in the case of an unexpected medical or family emergency. If a leave is requested for an entire school year for a non-emergency reason, application should be made no later than March 1 in the year preceding the leave. Requests submitted after March 1 are more likely to be denied. **Note:** Leave Application Forms are available on the District website.

SECTION 3. RETURN FROM LEAVE

Subd. 1. Definitions.

1.1 **Appropriate Vacancy.** "Appropriate vacancy" is a position of equivalent FTE status held by a teacher immediately prior to taking leave, and for which a teacher whose leave has expired is currently licensed, has taught in Saint Paul Public Schools, and for which no other teacher has rights.

1.2 **Equivalent Position.** "Equivalent position" is a position in the same subject area that the teacher held prior to taking the leave.

Subd. 2. Notification of Return from Leave.

2.1 The teacher must notify Human Resources in person or by certified mail, in writing on the appropriate form, no later than March 1 or two (2) months prior to the originally-scheduled date of the leave termination, whichever is earlier, of **their** specific intent to return to active service at the specified date or request an extension of the leave. Extensions are not routinely granted. Return from Mobility Leave requires a February 1 notification of intent to return.

2.2 **TEACHERS WHO FAIL TO NOTIFY HUMAN RESOURCES AS SPECIFIED IN 2.1 OF THIS SECTION WILL BE DEEMED RESIGNED UNLESS EXIGENT CIRCUMSTANCES EXIST.**

2.3 A teacher whose leave is one (1) year or less and who desires consideration of a return date earlier than scheduled shall notify the District at least 30 calendar days before the desired new date of return. The Human Resource Department will list the teacher for consideration at the earlier date; however, the District is not required to accommodate a return date earlier than was originally approved for the leave.

2.4 A teacher who is returning to work after a medical disability, whether resulting from a Worker's Compensation situation, a personal illness/injury, or pregnancy, and whether involving paid or unpaid leave, shall provide to the Human Resource Department the necessary medical information, along with **their** request to return to duty. The Human Resource Department will provide specific procedures, in compliance with state and federal law, to be followed for that teacher's circumstance.

Subd. 3. Return with Guarantee of Same Position

3.1 Teachers on short-term non-compensatory leaves of absence shall return to their same position.

3.2 Teachers on a **parental** leave of up to 20 weeks in the same school year, including all compensatory sick leave time taken at the conclusion of pregnancy, may return to their same position.

3.3 Teachers returning from a general non-compensatory leave who have been guaranteed **in writing** a right to return to their same position will return to their same position, except in situations of staff reduction and/or discontinuance of position, where return to same position will be determined per 3.4 of this article.

ARTICLE 12. NON-COMPENSATORY LEAVES OF ABSENCE (continued)

3.4 If during the period of leave the site has become subject to layoff because of staff reduction and/or discontinuance of position, the least senior teacher in the affected area of licensure at the site shall be laid off. A teacher returning from leave who is guaranteed a same position will be laid off only if they are least senior in the license area to be laid off at the site.

Subd. 4. Return with Guarantee of Equivalent Position

4.1 All leaves, except for leaves identified in [Section 3, Subd. 3.](#) of this article, have a guarantee of return to an equivalent position. This includes leaves that are scheduled to terminate during the school year and are extended to the end of the school year by the District due to lack of an appropriate vacancy.

4.2 A teacher whose leave expires at, or has been extended by the District to, the end of a school year shall return to a position through the interview and selection process and/or placement process.

4.3 Any teacher scheduled to return from non-compensatory leave who has been offered and has accepted a reassignment position, relinquishes all rights to any further choice of available positions.

4.4 Should the number of teachers desiring to return from leaves that terminate during the school year exceed the number of available positions, assignments shall be made on the basis of scheduled leave termination dates. If termination dates are identical, assignments shall be made on the basis of seniority ranking.

4.5 A teacher who declines an offer to a position for which they are qualified shall be deemed resigned.

ARTICLE 13. PARENTING LEAVE (MATERNITY, PATERNITY, ADOPTION)

Beginning January 1, 2026, Minnesota PFML will be available for medical and bonding leave.

SECTION 1. PARENTAL LEAVE. Staff shall have the right to take paid and unpaid parental leave for birth or adoption of a child.

For all staff who apply for parental leave, Human Resources will provide, in writing, a personalized, detailed summary of paid and unpaid leave balances as well as medical benefits and cost for the duration of their leave. This summary of benefits will be provided within two (2) weeks of submission of the leave of absence request form. See also, <https://www.dol.gov/whd/forms/WH-380-E.pdf>.

Subd. 1. Parental leave shall be granted for reasons of pregnancy and/or the need to provide parental care for a child or children of the employee for an extended period of time immediately following conclusion of pregnancy. This leave may be used in combination with sick leave as identified below.

- 1.1 Post-Birth Recovery: The normal and usual period of paid sick leave recognized for post pregnancy delivery recovery is six (6) consecutive weeks; extension of sick leave time is subject to written verification by the attending physician that the employee's period of disability continues.
- 1.2 Sick Leave for Parents with Newborns: Up to thirty (30) days of accumulated sick leave may be used in a contract year for a parent with a newborn child and/or after the post-birth recovery period. Use of these thirty (30) days does not need to occur consecutively. The thirty (30) days of sick leave for parents of newborns must be used within six (6) months surrounding the birth of the child.
- 1.3 Leave for Adoption: 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. Upon completion of the adoption additional sick leave may be allowed for the care of a sick child as required by [M.S. §181.9413.](#)

ARTICLE 13. PARENTING LEAVE (MATERNITY, PATERNITY, ADOPTION)

- 1.4 Non-Compensatory Parental Leave: A parental leave without pay shall be granted for up to twenty (20) weeks. These twenty (20) weeks are inclusive of paid sick time for disability due to pregnancy and/or delivery. The right to return with a guarantee of the same position is subject to restrictions of Subd. 2. Notification of Return from Leave.
- 1.4.1 A parental leave without pay may be granted for up to one (1) calendar year from the start of the original parental leave. This one (1) calendar year is inclusive of paid sick time for disability due to pregnancy and/or delivery.
- 1.5 Whenever possible, the beginning and ending dates of the leave shall **coincide** with some natural break in the school year, such as winter or spring recess, or change of semesters, and so on.

Subd. 2. Insurance Benefit Extension for Maternity, Parental, Adoptive Parent Leave. The District will provide one (1) additional month of District paid contribution toward insurance coverage for an employee on an unpaid portion of a parental/maternity leave following the last month in which the employee had a paid portion of their leave.

SECTION 2. NOTIFICATION OF RETURN FROM LEAVE. The staff must notify the Director of Human Resources or designee in person or in writing by U.S. mail, certified mail, email, or on the appropriate form, their date of return no later than March 1 if intending to return the next school year or two (2) months prior to the originally-scheduled date of the leave termination, whichever is earlier, of their specific intent to return to active service at the specified date or request an extension of the leave. Extensions are not routinely granted.

Subd. 1. Return with Guarantee of Same Position

- 1.1 Teachers on short-term non-compensatory leaves of absence shall return to their same position.
- 1.2 Teachers on a parental leave of up to twenty (20) weeks in the same school year, including all compensatory sick leave time taken at the conclusion of pregnancy, birth or adoption may return to their same position.
- 1.3 Teachers returning from a general non-compensatory leave who have been guaranteed a right to return to their same position will return to their same position, except in situations of staff reduction and/or discontinuance of position, where return to same position will be determined per 1.4 of this article.
- 1.4 If during the period of leave the site has become subject to layoff because of staff reduction and/or discontinuance of position, the least senior teacher in the affected area of licensure at the site shall be laid off. A teacher returning from leave who is guaranteed a same position will be laid off only if they are least senior in the license area to be laid off at the site.

Subd. 2. Return with Guarantee of Equivalent Position

- 2.1 All leaves, except for leaves identified in Article 12, [Section 3, Subd. 3](#), have a guarantee of return to an equivalent position. This includes leaves that are scheduled to terminate during the school year and are extended to the end of the school year by the District due to lack of an appropriate vacancy.
- 2.2 A teacher whose leave expires at, or has been extended by the District to, the end of a school year shall return to a position through the interview and selection process and/or placement process.
- 2.3 Any teacher scheduled to return from non-compensatory leave who has been offered and has accepted a reassignment position relinquishes all rights to any further choice of available positions.
- 2.4 Should the number of teachers desiring to return from leaves that terminate during the school year exceed the number of available positions, assignments shall be made on the basis of scheduled leave termination dates. If termination dates are identical, assignments shall be made on the basis of seniority ranking.

13. PARENTING LEAVE (MATERNITY, PATERNITY, ADOPTION)

- 2.5 A teacher who declines an offer to a position for which they are qualified shall be deemed resigned.

Subd. 3. Guarantee Return

Parental leave without pay may be granted for a period not to exceed twenty (20) weeks 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. Leaves longer than twenty (20) weeks up to one (1) year entitle an employee to return to an equivalent position.

ARTICLE 14. MINNESOTA PAID FAMILY MEDICAL LEAVE.

SECTION 1. MINNESOTA PAID FAMILY MEDICAL LEAVE.

Subd. 1. Minnesota Paid Family Medical Leave (PFML). There are two types of leaves. Medical Leave when an employee's own serious health condition prevents them from working, and Family to care for a family member with a serious health condition or for bonding with a new baby or child in an employee's family. Family Leave is also available for additional situations. Please refer to the MN DEED website for full details. PFML leave can be requested as continuous or intermittent, as per the guidance from MN DEED, which is subject to change. The provision is governed under the applicable statute at the time of the individual's leave.

Effective January 1, 2026, the State of Minnesota has enacted Paid Family Medical Leave (PFML). Information in this section is subject to the same applications, policies, and procedures as listed on the District website.

Subd. 2. Paid Family Medical Leave Premiums. The employer shall pay 50 percent of the total premium for Paid Family Medical Leave set by the Minnesota Department of Employment and Economic Development (DEED). Employees shall pay the 50 percent of the total premium for Paid Family Medical Leave set by the Minnesota Department of Employment and Economic Development (DEED).

Subd. 3. Use of Sick Leave in conjunction with MN PFML Only. At the request of an employee on Paid Family Medical Leave, the employer shall allow the employee to use individual accrued leave at their discretion to supplement the PFML program benefit. At no time will the employee receive more than 100 percent of their usual salary between the PFML benefit and contractual leave as per the guidance from MN DEED, which is subject to change. This provision is governed under the applicable statute at the time of the individual's leave. Individual accrued leave shall be paid out on the normal payroll cycle.

Subd. 4. Notice of PFML Leave of Absence. If the need for leave is foreseeable, an employee must provide the employer at least 30 days' advance notice before leave is to begin. If 30 days' notice is not practicable because of a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable.

Subd. 5. Re-credit of Sick Leave Upon PFML Approval. In the event that an employee files a claim for Minnesota Paid Family Medical Leave for a period of time that was initially covered by sick leave, the employee may submit their district paid sick time based on the expected PFML payment based off of the MN DEED website calculator. The district paid sick time may be adjusted by resubmitting sick hours previously reported until the employee receives their first payout from the State. In the event PFML is denied by the State, the employee may choose to resubmit sick leave hours for periods already paid by the district, in order to be made whole. The district will accept and pay the hours for that resubmission subject to the terms and conditions of PFML and article 11 of this contract. Thereafter, if the employee chooses to use sick leave in conjunction with PFML, the employee must submit sick time based on the known PFML payment amounts to comply with the maximum restrictions of the Statute. Per statute, employees are not to receive more than their normal weekly wages; employees are responsible for reimbursing the State if overpayments are received.

ARTICLE 15. TEACHERS' BASIC CONTRACT YEAR AND TEACHERS' DAY

SECTION 1. STATUS OF SCHOOL CALENDAR. The teachers' basic contract year, recesses, and holidays shall be as indicated on the school calendar. Pursuant to [M.S. §179A.07](#), the District and the Federation shall meet and confer annually about the school calendar. In addition the District and the Federation shall meet and confer regarding the calendar for the Birth to Three program. The District will make a reasonable effort to communicate the calendar for the Birth to Three program to staff no later than April 1 of each year for the following year's calendar. The District and the Federation will make reasonable efforts to include teacher and administrator representatives from the Birth to Three program in these discussions. Teachers shall be on duty on those legal holidays on which the Board is authorized to conduct school per [M.S. §120A.42](#) and as indicated on the school calendar.

Staff Meeting Conflicts. In an effort to allow for all staff to be included in the democratic process and support civic engagement, the District's calendar committee will add the major state and federal election dates, when known, to the District calendar as "days to avoid" for any district meetings including internal and external. No meetings before or after school on "days to avoid."

Subd. 1. Each opening week at each site, teachers will be provided a schedule of directed meetings and activities for the school year in order to accommodate individual and building-level professional planning. In the case of exigent circumstances, the annual school calendar may be changed to accommodate program/District needs with appropriate prior notice provided to staff.

Subd. 2. Upon annual mutual written agreement between the teacher and the District supervisor, the teacher work year may be altered from the SPPS calendar to align across non-public or an alternative program (e.g., Gateway to College) where the teacher is assigned. This mutually agreed upon change to the school calendar will consist of the same number of duty days as outlined in this contract, but the duty days may be assigned throughout the contracted year. The teacher will be given appropriate prior notice of the altered school calendar of the duty days.

Subd. 3. The District is committed to provide consistency across the District by establishing a norm of four (4) principal-directed before/after school meetings per month. In exigent and reasonable circumstances, additional meetings may be called if necessary by the principal. Professional Learning Communities, coaching, and team meetings are professional expectations that should be considered when planning this time.

Subd. 4. Teachers shall be compensated, according to Appendix D: "Loss of Preparation Time" for classroom coverage" if they are directed by an administrator to perform other professional responsibilities in lieu of their classroom preparation period.

Subd. 5. Teachers who are required to attend child study and SAT/STAT meetings that go above the four (4) principal-directed before/after school meetings in a month shall be compensated at the "Loss of Preparation Time" rate in Appendix D. Teachers will be paid the hourly rate in 30 minute increments and partial halves of an hour will be treated as full halves of an hour.

Subd. 6. Teachers shall be compensated if they are directed by an administrator to perform other professional responsibilities in lieu of their classroom preparation period.

SECTION 2. BASIC CONTRACT YEAR

Subd. 1. For 2017-18 and 2018-19, the basic contract year shall consist of 187 teacher duty days. Evening conference are part of this 187 duty day work year. Each evening conference, for up to three (3) hours per evening, comprises one-half (1/2) of a duty day.

Subd. 2. Teachers covered under tenure law

Probationary teachers covered under the Teacher Tenure Act will be provided all rights as provided under [M.S. §122A.41](#). Subd. 2. Teachers shall be deemed to be in a probation period during their first three years of consecutive employment **in a single district or charter or during their first year of employment in SPPS if they have verified three years of previous consecutive employment in a single district or charter**. During this period, a teacher's annual contract may be non-renewed at the discretion of the District and without right of appeal. A probationary teacher is deemed to be reemployed for the ensuing school year, unless notified in writing before July 1, of the termination of employment. The District may discharge a teacher during the probation period for any of the causes as specified under the tenure law without right of appeal.

Teachers employed under a Tier 2 license shall not be eligible to accrue years of service for tenure unless the Tier 2 teacher achieves a Tier 3 or Tier 4 license during the allowable period according to Minnesota State Statute 122A.182, Subd. 6 (Application toward probationary period).

Subd. 3. Community Education Teachers and other members of the teacher bargaining unit not defined as "teacher" under [M.S. §122A.41](#):

Probationary teachers not covered under the teacher tenure act shall be deemed to be in a probationary period during the first three years of consecutive employment. During this period a teacher's annual contract may be non-renewed at the discretion of the District and without right of appeal. A probationary teacher is deemed to be reemployed for the ensuing school year, unless notified in writing before July 1, of the termination of employment. The District may discharge a teacher for cause during the probation period and the teacher will have no right of appeal. For the period of service following probation, discipline and discharge may be appealed by the teacher under the terms of the grievance procedure as provided by the labor agreement.

Subd. 4. Probationary Teacher In-Service Days

Probationary teachers may be required by the District to be on duty for the equivalent of seven (7) additional duty days in each probationary year beyond teacher duty days in the basic contract year. These will be in-service days or special in-service events for the specific purpose of participating in probationary teacher training programs and activities prescribed by the District.

4.1 Probationary teachers **receive the hourly rate of pay for workshops in Appendix D, release time, or in-service credits for all training days with option given to teachers on type of compensation when feasible. Compensation for teachers in Lane 12/13 or 14 in Appendix A - Salary Schedule will receive release time or the hourly rate of pay for workshops in Appendix D.**

SECTION 3. LENGTH OF TEACHERS' DAY

Subd. 1. For all teachers, the school day on which salaries shall be based is the period of time that the school is regularly in session for students plus reasonable time as is necessary to plan the day's work, confer with pupils and parents, and perform such other duties that are appropriate for teachers. It shall include a daily duty-free lunch period. However, a teacher may accept an extra pay assignment in lieu of the duty-free lunch period.

It is recognized that every teacher's professional day, whether classroom or support staff, extends beyond student-contact hours to include time for such responsibilities as additional planning and evaluation, faculty and committee meetings, parent conferences, additional professional education, and other professional responsibilities of the teacher.

It is further recognized that these additional activities are not necessarily accomplished in the building to which the teacher is regularly assigned, and if the teacher leaves the building, it is to be for professional or extraordinary personal reasons.

ARTICLE 15. TEACHERS' BASIC CONTRACT YEAR AND TEACHERS' DAY/ SECTION 3 (continued)

Subd. 2. Evening Conference Time. The District may assign any or all teachers in Pre-K-12 instructional programs, to be present for duty on two (2) evenings during each semester, for up to three (3) hours per evening, for consultation, conferences, and meetings with parents and/or students. School sites may schedule additional evening conferences as needed within the 187 duty day work year. Teachers may be granted compensatory time off on a date specified by the District, on a similar pro rata basis.

Subd. 3. Elementary Planning Time. The District will provide preparation/planning time for licensed teachers on the basis of (50) minutes per school day, or the equivalent.

Preparation periods shall be provided, as a norm, on each day, and shall be not less than 25 minutes or more than 60 minutes in length.

Thirty (30) minutes of preparation/planning time for kindergarten teachers is normally provided between morning and afternoon sessions with students, and does not involve time away from students during the students' day. The additional 20 minutes per day (equivalent) will be provided as scheduled by the District.

Subd. 4. Secondary Preparation/Planning Time

Within the student day, for every 25 minutes of classroom instructional time assigned to a secondary classroom teacher on a regular daily basis, five (5) additional minutes of preparation time shall normally be provided in one or two uninterrupted blocks during the student day. Variations developed by the principal and staff in any school building and approved by the Superintendent and the Board of Education, shall be permitted, so long as the intent of this provision is observed, and the approximate equivalent to the preparation time per day prescribed herein, is provided within a week.

4.1 Part-time teachers will not normally be allocated preparation/planning time pursuant to this formula. If a teacher's part-time assignment is at least .5, then they shall be eligible for one-half (1/2) hour's pay per instructional day at the [Appendix D](#) rate as provided in Article 9, Section 9, Contract Teachers as Substitutes. Part-time assignment in excess of .5 but less than .99 shall generate eligibility for this one-half (1/2) hour daily compensation. There is no prorated factor above one-half (1/2) hour.

4.2 Part time teachers will be assigned the following number of class periods in an 8/2 schedule:

- 0.25 is 3 semester class periods per year (1 class period one semester and 2 class periods the other)
- 0.3 is 4 semester class periods per year (2 class periods each semester)
- 0.4 is 5 semester class periods per year (2 class periods one semester and 3 class periods the other)
- 0.5 is 6 semester class periods per year (3 class periods each semester)
- 0.6 is 7 semester class periods per year (3 class periods one semester and 4 class periods the other)
- 0.7 is 8 semester class periods per year (4 class periods one semester and 4 class periods the other)
- 0.75 is 9 semester class periods per year (4 class periods one semester and 5 class periods the other)
- 0.8 is 10 semester class periods per year (5 class periods each semester)
- 0.9 is 11 semester class periods per year (5 class periods one semester and 6 class periods the other)
- 1.0 is 12 semester class periods per year (6 class periods each semester, plus advisory/foundations)

4.3 Part time teachers should be assigned consecutive class periods each day they work, whenever possible. Part time teachers should only be assigned advisory/foundations if it is one of their assigned teaching courses. No teacher will be assigned advisory/foundation as their only class on a day unless they agree to do so.

Subd. 5. Special Education Preparation/Planning Time

Teachers may request assistance of a substitute teacher for support as needed to help relieve excessive workloads or to meet impending deadlines. Special education licensed service providers shall be provided at least one full day per month to complete paperwork or conduct student assessments.

Scheduling of such time shall be by mutual agreement between the teacher and the principal and shall be in addition to preparation time. **A teacher must request a paperwork day using a building-wide scheduling system. Once a paperwork day has been approved by an administrator, and the teacher has secured a substitute, it cannot be unilaterally canceled by the administrator due to other substitute coverage needs in the building.** The District shall allow for teachers to request additional paperwork days to work on IEP, Progress Reports and Evaluations based on the timelines set forth by the Minnesota Department of Education. This request will be in addition to the current contract language of full day paperwork day per month.

Teachers will have a dedicated spot at their building and/or district office to complete paperwork days. With approval from their direct supervisor, tenured teachers may work at a mutually agreed upon location other than an SPPS building to complete due process paperwork, **and the work location must be based on individual due process needs of the teacher.** Non-tenured teachers who have completed all due process trainings and have met due process effective standards on the SET, may work at a mutually agreed upon location other than an SPPS building to complete due process paperwork, with approval from their direct supervisor. Teachers will ensure student data privacy and upon request, provide evidence of work toward due process completion.

Subd. 6. Early Childhood Family Education (ECFE) Programming

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.
- Individual schedules will include a designated lunch time assigned by the supervisor.
- 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.

SECTION 4. PREPARATION/PLANNING TIME PROVIDERS. Teachers whose primary assignment is to provide instruction for classes of students during the preparation/planning periods afforded classroom teachers, shall normally be scheduled for a maximum of ten (10) class sessions per day. These class sessions may include 50 minute periods as well as the more typical 25 minute periods. If it becomes necessary to assign such a teacher to more than ten (10) class sessions per day, that teacher will be additionally compensated based on the rates as defined in [Appendix D](#), Hourly Rates for sessions in excess of ten (10), using the shortest period(s) of the day to compute any compensation due. A teacher who voluntarily accepts or seeks assignment of more than ten (10) class sessions shall not be eligible for this additional compensation.

ARTICLE 15. TEACHERS' BASIC CONTRACT YEAR AND TEACHERS' DAY/ SECTION 5 (continued)

SECTION 5. SPECIAL EDUCATION ADDITIONAL ASSIGNMENTS

All special education licensed service providers shall be excluded from student supervision assignments within the duty day except in an emergency basis or when a teacher accepts an extra-curricular lunch assignment and is paid the stipend per Appendix D. In recognition of the fact that special education licensed service providers typically serve on Child Study Committees and meet regularly to plan and modify student Individualized Educational Programs, they shall not be required to serve on other school committees. Voluntary participation in other school committees shall be permitted.

SECTION 6. LICENSED SCHOOL NURSE

Daily Work Schedule.

A nurse's daily work schedule can fluctuate dramatically due to the nature of the work and requirements of the position. It is understood that injuries, life threatening emergencies and other health and safety related issues are unpredictable and therefore make it difficult for nurses to plan a scheduled time for completing and processing required medical reports and special education documentation.

Nurses **will** meet with their principal and jointly develop a work schedule that includes a daily 30 minute period within the normal workday established for the purpose of processing and completing student data **special education documentation, and performing other related duties as may be required.** Service to students must not be adversely affected by this schedule and emergency and other health/safety related situations that require immediate attention must continue to be provided throughout the entire workday.

It is understood that this scheduled time is not guaranteed and is not considered to be a daily preparation period as provided for classroom teachers. This provision is not subject to additional compensation as provided under the loss of preparation time for classroom teachers. **Nurses will be eligible for Due Process Workdays as outlined in Article 15, Section 3, Subd. 5.**

SECTION 7. SIMULTANEOUS TEACHING

Teachers are responsible for the instructional needs of all rostered students. The SPPS instructional pedagogy and design is rooted in Culturally Responsive Instruction. Teachers will provide learning activities, materials, and resources through the Learning Management System (LMS) prior to instructional classes. Teachers are not required to teach students in person and online simultaneously, or record in-person lessons with students to post in the learning management system or send to students. Except in emergencies, a teacher shall only supervise students who are enrolled in their course during that class period.

SECTION 8. ONLINE INSTRUCTION

If a teacher whose primary assignment is not at the Online School is assigned to teach one or more online courses, the teacher will use their professional judgment to provide a blend of synchronous and asynchronous instruction. If a teacher assigned to teach one or more online courses requests it, they will be provided access to the following equipment; headset with microphone, document camera, monitor.

Class size language applies to online classes.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION

SECTION 1. PURPOSE. The purpose of this article is to provide a systematic procedure for making personnel changes affecting members of the teacher bargaining unit when such changes become necessary because of staff reduction.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION (continued)

SECTION 2. DEFINITIONS. For the purposes of this article, terms are defined as follows:

Subd. 1. "Teacher" shall have the meaning prescribed in Article 3 with the following modifications:

1.1 Tenured teachers who take professional positions requiring Minnesota Department of Education licensure, and who are involuntarily demoted from their professional positions fall within the definition prescribed in [Article 3](#), shall be considered as teachers pursuant to M.S. §122A.41.

1.2 Casual substitute service shall be excluded from the provisions of this article.

1.3 Acting incumbent service and long-term substitute service shall be excluded from the provisions of this article except as referenced in [Section 3, Subd. 3](#) as part of the description of procedures for seniority listing.

1.4 Part-time contracted teachers shall have seniority rights described in Sections 7, 8 and 9 (Layoff, Reinstatement, Demotion), only for an equivalent or less part-time position for which the teacher is qualified, unless the part-time contracted teacher has previously held a full-time position and has been involuntarily reduced to part-time employment as a direct result of staff reduction actions taken under these procedures. In that event, the teacher retains whatever seniority claim they would have had as a teacher on layoff if a full-time vacancy becomes available for which they are qualified. A part-time contracted teacher who has held a full-time position, and has voluntarily reduced to part-time status has only the above-mentioned seniority rights to an equivalent or lesser part-time position.

1.5 Job Share Teams shall have seniority rights as defined in [Article 7, Section 3](#).

Subd. 2. "Acting Incumbent Substitute Service" is that service performed by teachers contracted to fill a specific temporary vacancy for a named member of the teacher bargaining unit.

Subd. 3. "Qualified" shall mean that teachers are properly licensed by the State Board of Teaching in that subject area, or department.

Subd. 4. "Board" shall mean the Board of Education as defined in [Article 3](#).

Subd. 5. "Superintendent" shall mean the Superintendent of Schools as defined in Article 3.

Subd. 6. "Demotion" shall mean a change of assignment by reason of staff reduction which results in a lower annual or monthly contract salary; the discontinuation of extended year assignment, pursuant to [Article 8, Section 4](#), Subd. 3 and 4 is excluded from this definition.

Subd. 7. "Layoff" shall mean an involuntary termination of employment by reason of staff reduction with loss of compensation and benefits except as provided herein.

Subd. 8. "Department" is defined:

- a) for purposes of layoff identification, and for placement preferences from the placement process, to mean teaching positions throughout the District which require the same licensure, and
- b) for purposes of selecting the teacher(s) for the placement list, to mean positions within a particular school building or program which require the same licensure.

Subd. 9. "Program" shall mean a teaching position or a group of teaching positions established to accomplish specific goals or objectives. Such positions are characteristically budgeted or funded in part or wholly separate from the general budgeting or funding for teaching positions. A program may contain one or more departments.

Subd. 10. "Seniority" shall mean a date ranking based upon the first day of contracted employment within the Saint Paul Public Schools.

Subd. 11. "Staff Reduction" is defined:

- a) for references to layoff, to mean reducing the number of a specifically licensed position within the District, and
- b) for references to the placement process, to mean reducing the number of a specifically licensed position in a specific building or program.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION (continued)

SECTION 3. PROCEDURES: SENIORITY LISTING

Subd. 1. The District shall compile and maintain a listing of seniority of teachers in accordance with the provisions of this article. Accumulation of seniority shall commence upon the first day of regular continuous service and shall continue until termination of the employment of the teacher, subject to the further provisions of this article. Except as specifically provided within this article, seniority shall not accrue for casual, long-term or acting incumbent substitute service.

Subd. 2. When basic seniority is identical for two (2) or more teachers in a license area, seniority shall be determined by the lower or lowest file folder number listed on the teacher's Minnesota Teaching License.

Subd. 3. Acting incumbent substitute service and long-term substitute service shall be excluded from the provisions of this article except that when acting incumbent service or long-term substitute service, is immediately followed by a contract for regular employment, such uninterrupted acting incumbent service or long-term substitute service shall be included in determining seniority.

Subd. 4. Teachers on a Tier 3 license who have worked for the district under a Tier 1 or Tier 2 license will be placed on the seniority list based on their original date of hire.

Subd. 5. Time spent on leave of absence of more than one (1) year in duration shall not be used to compute seniority, except that time spent on compensatory leaves and military leaves as required by [M.S. §192.261](#) shall apply.

Subd. 6. Seniority shall not apply to extracurricular, hourly, and temporary assignments, nor to any positions assigned in addition to the teacher's contractual assignment, nor to part-time contracted assignments, except as specifically provided in Subd. 1, 1.4 of this section.

Subd. 7. A teacher's seniority ranking is a single numerical ranking which is applicable for all active licenses.

Subd. 8. Multiple Licenses. A teacher may voluntarily exclude their name for seniority in any license area except for seniority in which the teacher is currently assigned. Notification must be made to Human Resources by January 15 of any year. Upon notification, the teacher's name will not be considered for seniority in that license area and continue to be excluded from that seniority until the teacher requests a change as outlined below. The teacher may voluntarily request their name be relisted for seniority by notifying Human Resources by November 15 of the school year preceding the year the teacher desires to have their name included for seniority.

SECTION 4. PROCEDURES: STAFF REDUCTIONS IN SPECIFIC PROGRAMS OR BUILDINGS

Subd. 1. Definitions. Reductions in this section refer to the definition in Article 16, Section 2, Subd. 11b which defines staff reduction as reducing the number of a specifically licensed position in a specific building or program.

Subd. 2. Seniority. In the event of staff reductions in a specific building or program, staff within the affected licensure area will be given the option of being cut, starting with the most senior teacher. If no one volunteers to be cut, staff reductions in a specific building or program will be done in inverse order of seniority within affected licensure areas.

Subd. 3. Eligibility for Interview and Select. Teachers who hold a Tier 2, 3, 4 license and probationary teachers are eligible to participate in Interview and Select in the event that their position is reduced or cut from the specific building or program.

3.1 If a teacher whose position was cut does not secure a position through the Interview and Select process they will be placed on the matching and placement list as outlined in Article 16 Section 6.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION (continued)

Subd. 4. Exemptions from Staff Reductions in Specific Programs or Buildings.

4.1 A teacher in a non-classroom position such as a curriculum coordinator or school-wide enrichment teacher, whose position has been eliminated will have the right of reassignment to a classroom position within their current building on the basis of their seniority. Non-classroom positions and building specialist positions (**inclusive of academic support specialists**) assigned by the principals or filled through a posting and interviewing process are not open to seniority bumping.

4.2 Programs housed in a building may be exempt from the effects of staff reduction elsewhere in the building.

4.3 Teachers who possess Montessori certification and who are assigned to teach at a Montessori School may not be reduced in the event that their license area is impacted by staff reduction by a more senior teacher who does not possess Montessori certification. Licensed Staff currently assigned to specialist positions not requiring Montessori certification at these schools will be reduced according to the normal process called for by this Agreement if staff reductions occur.

4.4 Teachers who are assigned at an identified immersion or immersion articulation school and are in a position that requires fluency in a specific language may not be reduced in the event that their license area is impacted by staff reduction by a more senior teacher who does not possess fluency in the language required by the program. Non-fluent staff currently assigned to one of the above immersion schools shall not be required to attain fluency as a condition of continuing in their assignment; and will be reduced according to the normal process called for by this Agreement if staff reductions occur.

4.5 Teachers who teach in identified American Indian Studies programs and articulation programs and who hold a valid Minnesota teaching license and the Eminence Credential of American Indian Language and Culture or a minor in American Indian Studies or its equivalent may not be reduced in the event that their license area is impacted by staff reduction by a more senior teacher who does not possess the license or criteria. The equivalent shall include demonstration of education in the areas of American Indian literature, American Indian treaties and sovereignty, historical/cultural trauma (mental health, substance abuse, diabetes), Ojibwe teachings/Lakota virtues, and cultural etiquette and previous experience working with American Indian communities. Teachers who do not possess the license or criteria will be reduced according to the normal process called for by this Agreement if staff reductions occur.

SECTION 5. PROCEDURES: TEACHER INTERVIEW AND SELECTION PROCESS

Subd. 1. Board Design. The Federation and District have agreed to a transfer process design that allows teachers eligibility to transfer to other sites or programs within the District while protecting the job rights for those teachers whose positions were eliminated at their previous assignments. Experience has shown that the process described below provides more opportunities for teachers to move to other assignments within the District, better opportunities for teachers to participate in the selection process for staff team members, and protection of teachers' seniority rights to other positions in the event of position reductions.

Subd. 2. Definitions.

2.1 "Vacancy" shall mean an open and available teacher position which is to be filled, and for which appropriate licensure is the minimum requirement for candidates to be considered for the position, and to which no other person has rights (also referred to as "generic" vacancies).

2.2 "Posted positions" are excluded from these group processes for transfers. Classroom teachers who are qualified and interested in posted positions are urged to apply. Posting, interviewing, and assignment to posted positions by Human Resources shall continue throughout all steps of this process. Posted positions will not be listed or treated as vacancies for placement in the transfer process.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION (continued)

Subd. 3. Interview and Selection

3.1 Teachers returning from leave who have by March 1 made written commitment to return to work should also participate in the interview and selection process.

3.2 Schools and departments with counseling, social work positions will post positions through this process. Teachers who occupy positions which are essentially itinerant or are regularly assigned by District administration (such as DAPE teacher, music therapist, art therapist, psychologists, OT, PT, **nurses** and Speech Language Pathologist) should contact the program person in charge of scheduling to request movement to a different location.

3.3 Special Education and ELL teachers may use the interview and selection process only for reassignment to other Special Education and ELL positions.

3.4 Human Resources will identify new classroom positions on the Human Resources Job Openings [Website](#) that are submitted by principals through the staff requisition process. The listings are limited to new positions created by staffing changes by reason of staff resignations, transfers, leaves and student enrollment changes that occur and affect the staffing composition and the need for teacher placement in the following school year. Teachers may submit their name for consideration for interview and select by applying for the listed vacancies and following the application instructions on the job openings website. The district will keep all teacher job postings open and listed on the district Job Openings Website for a minimum of seven (7) calendar days. The listing of vacancies for positions less than 0.5 FTE is not open to grievance and is only intended to enhance the interview and selection process and provide teachers with information about interview and select opportunities.

3.5 Principals will create a site selection team that includes teachers in the building/program. Each building/program should have an interview schedule and then bring in teachers who have expressed an interest in the building/program for interviews. Teachers are encouraged to bring resumes or portfolios of their work and to upload these items to the district's online system. Sites are encouraged to have portfolios, site improvement plans or other information for teachers to review.

3.6 The following list of teachers are eligible for the interview and selection process:

- Tenured Teachers
- Probationary Teacher or Teachers on a Tier 2 license whose position has been reduced at their site or program as defined in Article 16, Section 4
- Probationary Teachers in their final year of probation
- Teachers whose school is closed or consolidated
- Teachers in a split teaching assignment, with multiple building locations
- Teachers who want to move from part-time to full-time, or full-time to part-time status
- Teachers returning from a leave of absence of more than one year

3.7 The following list of teachers are ineligible for the interview and selection process unless approved by Human Resources:

- Probationary teachers (except for teachers completing their final year of probation) whose position has not been reduced at their site or program.
- Teachers on Improvement Plans or who have any documented performance problems or issues of misconduct and/or a significant number of voluntary reassignments
- Teachers identified for layoff
- Administrative transfer, or who are part of a required realignment due to stranding
- Teachers on a Tier 1 license
- Teachers on a Tier 2 license whose position has not been reduced at their site or program.

3.8 The District may hire new teachers concurrent with the interview and selection process.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION/SECTION 5.(continued)

3.9 Teachers currently contracted on part-time status of half time or more without contractual rights to return to full time may participate in interviews for part-time or full-time assignments unless ineligible for other reasons as indicated herein.

3.10 Once a teacher has accepted an offer, their previous position becomes available. Teachers are eligible for only one (1) transfer per school year. Exceptions may be granted by the Superintendent and the principal.

3.11 The interview and selection process will continue through the third week in June.

3.12 Once the new school year begins, vacancies created by new staff allocations due to enrollment increase may be filled by long-term substitutes until enrollment stabilizes or an enrollment count is defined in October. Teachers remaining unassigned or who were displaced by enrollment decline will be reassigned through the placement process.

Subd. 4. Special Restrictions

4.1 Transfers of "hard to find" licensed teachers. Teachers who have been hired and/or are currently assigned to teaching positions in "hard to find" license areas can be excluded from the interview and select process if there are very few qualified teachers of the same licensure available in the employee "market" to fill these positions. This lack of availability of replacement teachers will be determined by Human Resources before excluding such teachers from participation in the interview and select process. If a specific license area is to be excluded or limited, that information, and the reasons for the restriction, will be identified in a report to the Professional Issues Committee (PIC) typically at the January meeting. Teachers so affected may participate in interview and select to alternative sites only within the identified "hard to find" license areas.

4.2 Full-Time Equivalent Status Change. Teachers who request and for whom the District has granted a status change from full-time to part-time shall be assured a return to an equivalent (full-time) position if the part-time status is maintained for one year or less (unless extended to the end of the school year by Human Resources). This provision is void if the teacher is affected by staff reduction process. NOTE: The District has no obligation to grant requests for movement from full-time to part-time status.

If the return to full-time comes at the end of the school year, the teacher shall be placed in the pool for placement.

If part-time status extends beyond one year at teacher's request, there are no guarantees, claims or rights to full-time status.

SECTION 6. PROCEDURES: PLACEMENT PROCESS AND RIGHT TO RETURN TO PREVIOUS BUILDING/PROGRAM

Subd. 1. Teachers within the building, department or program being reduced shall be placed on the placement list in the inverse order of their seniority.

For a full-time teacher assigned in more than one location, their seniority ranking shall apply to:

- a) the building in which the majority of the teacher's teaching time is assigned,
- OR
- b) both buildings if teacher's time is evenly divided between two buildings.

Subd. 2. Teachers shall have filed with Human Resources a current address, telephone number, and e-mail address. Inability of Human Resources to reach a teacher because of the teacher's failure to inform that office of a current telephone number, email and mailing address shall void the teacher's right to reassignment until such current email and mailing address and telephone number are received in Human Resources no later than May 30th.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION SECTION 6. (continued)

Subd. 3. Placement: Teachers who have been placed on the placement list and have not secured a position through the Interview and Selection (I&S) Process shall participate in **the placement process** to secure a position for the upcoming school year. Teachers will be provided with access to a list of known vacancies prior to the **placement** session. The list of vacancies will be provided no later than July 1. **Teachers will have seven (7) calendar days to provide their preferences.**

Subd. 4. Teachers will claim a vacancy in order of seniority for any remaining position in their licensure area. **After seven calendar days, teachers who have not provided their preferences will be placed into a position by Human Resources.**

4.1 Seniority rights are limited to the vacancies existing (for example, resignation has been received by Human Resources) at the time the teacher is contacted for reassignment.

Subd. 5. Right to Return: If one or more positions previously closed in a school, department or program are reopened prior to the first duty day for teachers in the school year, teachers with the most seniority who were previously required to leave that school, department or program shall have the option of returning to that assignment. This provision shall apply only if the teacher can be contacted by Human Resources. Such option must be exercised by the teacher at the time they are contacted by Human Resources, no later than the first teacher duty day. The teacher must have a current valid license required for the position that reopens.

Subd. 6. Administrative Transfers: Administrators of programs which have need for teachers with special interests or abilities in addition to licensure shall utilize this procedure to the extent possible. However, where such needs cannot be filled by this procedure, exceptions shall be permitted in order to establish or maintain the program activities requiring these special interests or abilities.

Subd. 7. In the event that transfer of a teacher becomes necessary at a time other than prior to the beginning of the school year or other unique situations arise which were not anticipated and may not fall under the specific provisions of this article, such personnel changes shall be individually processed in a manner consistent with the general intent of this article, which is that seniority and qualification as defined herein shall govern. The district has the managerial right to administratively transfer teachers to the placement list. This right may only be exercised prior to May 15. Exceptions to this deadline may be made in exigent circumstances subject to the approval of the District and the Federation.

Subd. 8. A teacher may volunteer to be considered for the placement process by so advising Human Resources in writing prior to March 1. No such volunteer, if accepted and listed for placement, may then withdraw from such process for that school year, except with the approval of Human Resources.

Subd. 9. School Closing/Consolidation: When a school is closed or consolidated with another school, the transfers of teachers from the closing or consolidating building, which result from such closing or consolidation, shall be treated as transfers under the provisions of this section, in the following manner:

9.1 The basic assignment of a teacher is to a staff/student population (a school), rather than to a physical facility (a building).

9.2 The most senior qualified teachers shall have the first right to remain in the original assignment, except that in the case of a closing building, no teacher in the receiving building(s) shall be displaced involuntarily.

9.3 If the staff is reduced in a school involved in the merger, the least senior teachers in the program or department being reduced shall be those transferred except that if a more senior teacher wishes to volunteer for transfer from that school, the teacher shall have the right to transfer. In that instance, these conditions will prevail:

- (a) The transfer volunteer shall have the opportunity for interview with the principal of the other (receiving) school(s) involved in the merger, if requested, with the understanding that the District has no obligation to assign the transfer volunteer to that school.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION SECTION 6. (continued)

- (b) If the transfer volunteer is not assigned to another school involved in the merger, that teacher's name shall be placed on the transfer list, and the same rights shall pertain as those of other teachers so listed.
- (c) The transfer volunteer shall have waived any right to reclaim a position in the school to which the teacher was originally assigned. However, if a position is open in that school, the teacher shall have the rights provided in the other provisions of this section.

Subd. 10. Tiered Licenses. In 2017, the State of Minnesota enacted new teacher licensure categories requiring less rigorous teacher preparation, less professional experience, and fewer qualifications. In order to ensure that students in the St. Paul Public Schools with the greatest needs receive the highest quality education, no more than 2% of total district teachers shall hold a Tier 1 Minnesota teaching license. These levels will be reviewed by January 15, in each academic year.

SECTION 7. PROCEDURES: LAYOFFS

Subd. 1. Layoff of teachers shall be made in the inverse order of seniority within the departments and/or programs in which they have been employed. No qualified teacher shall be laid off if there is any other like qualified teacher with less seniority in the same program or department.

Subd. 2. Pursuant to [M.S. §122A.41](#), teachers shall be notified by the Board in writing at least thirty (30) days prior to the effective date of the layoff. Teachers shall be given in writing, the reason for such action at the time the notice is given.

Subd. 3. Any teacher laid off pursuant to these provisions may engage in teaching or any other occupation during the period of such layoff and may be eligible for unemployment compensation if otherwise eligible by statute for such compensation without loss or reduction of reinstatement rights except as provided within this article. Layoff shall not result in the loss of seniority earned provided reappointment occurs within 39 months of the effective date of layoff.

Subd. 4. Teachers who possess Montessori certification and who are assigned to teach at a Montessori School may not be displaced by a more senior teacher who does not possess Montessori certification. Licensed Staff currently assigned to specialist positions not requiring Montessori certification at these schools will be displaced according to the normal process called for by this Agreement if staff reductions occur.

Subd. 5. Teachers who are assigned at an identified immersion or immersion articulation school and are in a position that requires fluency in a specific language may not be displaced by a more senior teacher who does not possess fluency in the language required by the program. Non-fluent staff currently assigned to one of the above immersion schools shall not be required to attain fluency as a condition of continuing in their assignment.

Subd. 6. Teachers who teach in identified American Indian Studies programs and articulation programs and who hold a valid Minnesota teaching license and the Eminence Credential of American Indian Language and Culture or a minor in American Indian Studies or its equivalent may not be displaced by a more senior teacher who does not possess the license or criteria. The equivalent shall include demonstration of education in the areas of American Indian literature, American Indian treaties and sovereignty, historical/cultural trauma (mental health, substance abuse, diabetes), Ojibwe teachings/Lakota virtues, and cultural etiquette and previous experience working with American Indian communities.

Subd. 7. Educators hired into the Licensed Staff Contract with previous experience earned in employment with the Saint Paul Public Schools as an Educational Assistant shall use their date of overall district seniority for purposes of layoff under Article 16. Section 6.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION (continued)

SECTION 8. PROCEDURES: REINSTATEMENT FROM LAYOFF

Subd. 1. No new teacher shall be employed to fill a vacancy when any teacher qualified to fill such position is on layoff and is available to fill such vacancy.

1.1 No teacher returning from leave of absence shall be assigned to fill a vacancy when any more senior teacher who is qualified for the position is on layoff and is available for the assignment.

1.2 Human Resources shall rank those teachers scheduled to return from approved leaves for an approaching school year, by seniority order, according to their areas of licensure. For purposes of return from leave when there are similarly qualified teachers on layoff, the definition of "appropriate vacancy" in [Article 12, Section 3, Subd. 2](#), of the Agreement is further amplified as follows:

"A vacancy is only appropriate for a teacher awaiting return from leave whenever said teacher is not only qualified for the position, but also has greater seniority than any other similarly qualified teacher who remains on layoff."

1.3 A teacher may advise Human Resources, in writing, within 30 days after the effective date of layoff that they waive all recall rights in a specific (named) licensure they hold. The District is then relieved of any and all obligation to consider or contact the teacher for recall in such license. This waiver, once delivered to Human Resources, cannot be revoked or withdrawn by the teacher.

1.4 No teacher who has been properly laid off pursuant to these procedures may, after the effective date of such layoff, displace any teacher properly retained (even if such retained teacher is similarly qualified and less senior), by delivering to the District a teaching license, either new or renewed, which had not been registered with the District prior to the layoff.

Subd. 2. Teachers on layoff shall be reinstated to the positions from which they have been laid off. Teachers as defined under [M.S. §122A.41](#) shall have the right of recall to other available positions in the District in departments or programs in which they are qualified as such positions become available provided such assignment would not result in a promotion.

Subd. 3. Offers of reinstatement shall be made to teachers on layoff in seniority order, beginning with the greatest seniority, except in those situations where vacancies require either a Montessori certification, language fluency at an identified immersion or immersion articulation school/strand or licensure, and Eminence Credential of American Indian Language is required. In these instances, teachers possessing these credentials may be recalled in order of seniority to a position ahead of a more senior teacher who does not meet the stated credentials.

Subd. 4. Whenever a teacher is temporarily separated from the District by reason of layoff, it is the obligation of the teacher to inform Human Resources immediately (within two [2] days) of any change of address and telephone number. Failure to do so will void any rights to return until such time as the teacher does supply Human Resources with a current address and telephone number. When the proper information is received, if the teacher is still within the 39 month recall rights period, then that teacher's name will be restored to the appropriate remaining layoff list in appropriate order. No teacher already recalled shall be displaced.

Subd. 5. If a position becomes available for a qualified teacher on layoff, the District shall telephone or, if the teacher is not reached by telephone, then send by certified mail, notice to such teacher who shall have two (2) week days to respond to the telephone call and accept reinstatement or seven (7) calendar days from the date of mailing of such notice to accept reinstatement. Failure of such written notice to reach a teacher shall not be the responsibility of the District if sent pursuant to these provisions. Failure of the teacher to respond to either notice and accept reinstatement within the specified periods shall constitute a waiver on the part of the teacher of any and all rights to reinstatement then or thereafter.

ARTICLE 16. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION (continued)

Subd. 6. Teachers on layoff who are not otherwise gainfully employed by contract and who refuse reappointment to (a) vacant position(s) for which they are qualified, waive all rights to reinstatement, then or thereafter.

6.1 Refusal of an offered position because a teacher is otherwise gainfully employed by verified contract shall be permitted within these specified conditions. A teacher who is gainfully employed by contract may retain a right to later recall consideration, by delivering to the District and the Federation, by certified mail or hand delivery, within five (5) calendar days after being offered an assignment, a letter stating the date after which they will have concluded the current contract obligation and will be available for recall. Such period shall not extend beyond the actual concluding date of recall eligibility. The District has no obligation to consider or contact the teacher regarding vacancies/recall during such period of verified contractual employment.

6.1.1 Only gainful employment based on an actual contractual commitment verified by the teacher shall qualify for this Subd. 6.1 exception.

Subd. 7. Reinstatement rights provided within this article shall terminate 39 months after the effective date of the layoff.

SECTION 9. PROCEDURES: DEMOTIONS

Subd. 1. Demotions shall be determined within a department or program on the basis of seniority, the teacher with the least seniority being demoted.

Subd. 2. The teacher who is demoted shall have the right to claim the next best vacant position for which the teacher is qualified; however, if two (2) or more demoted teachers with equal rights claim the position, the demoted teacher with most seniority shall be assigned to the position. "Next best position" shall refer to that position which affords the teacher the least economic loss. Such right of demoted teachers shall take precedence over seniority rights of teachers on the placement list.

Subd. 3. Teachers demoted under these provisions shall have the right to resume the position from which the teacher is demoted in the event the position is re-established, provided that the teacher remains qualified for the position.

Subd. 4. In the event a vacancy occurs in a position intermediate to the one from which the teacher was demoted and the one to which the teacher was subsequently appointed as a result of the demotion, that teacher shall have the right to claim such intermediate position if the teacher is qualified for the position.

Subd. 5. If no vacancy occurs for which a demoted teacher is qualified, and such demoted teacher has least seniority within departments or programs for which qualified, the teacher shall be placed on layoff and shall have the rights and obligations provided in Section 4 of this article; however, no qualified teacher shall be laid off if there is any other qualified teacher with less seniority in the same program or department.

Subd. 6. The rights of reinstatement or placement in an intermediate position provided in Subd. 3 and 4 of this section shall terminate 39 calendar months after the effective date of the demotion. Refusal of any offer of reinstatement or placement in an intermediate position shall result in immediate termination of such rights.

ARTICLE 17. DISCIPLINE

SECTION 1. Disciplinary actions will be taken by the Employer for just cause, and in a generally consistent manner. However, circumstances, work histories, and mitigating or aggravating factors may result in different actions for similar offenses.

SECTION 2. Discipline will usually be applied progressively for sequential offenses, using the following steps:

- a. Oral reprimand
- b. Written reprimand
- c. Suspension without pay
- d. Discharge

Subd. 1. It is recognized and acknowledged by the parties that when an incident of a serious nature occurs, the Employer may move directly to the severest actions, including discharge.

Subd. 2. Discharge actions are governed by requirements of [M.S. §122A.41](#) for teachers.

SECTION 3. When disciplinary action above the level of oral reprimand, pursuant to this Article, is anticipated, or an investigation preceding possible disciplinary action is undertaken, a meeting will be scheduled by the supervising administrator to review the matter. The teacher shall be provided written or oral notice of such meeting, and shall be entitled to Union representation.

Subd. 1. If the Employer's intent is to suspend without pay, or to discharge an employee, the employee will, prior to implementation of such action, be provided an opportunity to meet with the supervisor who will make the final determination, and to present **their** position in the matter. The employee is entitled to have Union representation.

Subd. 2. It is recognized and acknowledged by the parties, however, that on some occasions, the offense is of such serious nature as to require immediate suspension of the employee, and in such instances, any review meeting will follow that action. This may be a non-disciplinary suspension with pay, pending further investigation.

SECTION 4. All Disciplinary actions, except for oral reprimand, are subject to review through the grievance procedure of the Labor Agreement. The discharge of a teacher covered under the Tenure Law will be governed under the procedures of M.S. §122A.41

SECTION 5. An employee who is disciplined pursuant to this article shall be furnished with notice of such disciplinary action, and a copy shall be entered into the employee's personnel record in the Human Resource Department of the District. A copy of such notice shall also be provided to the Federation. Oral reprimands are excluded from the requirements of this section.

Subd. 1. The teacher has the right to submit a written response to such notice, which response will be incorporated into the teacher's personnel record in the Human Resource Department at the teacher's request.

Subd. 2. After a two-year period, the teacher may elect to request that the Human Resource Department review the notice document and consider its removal from the teacher's file. Determination regarding such removal shall be entirely at the discretion of the District, and the decision shall not be grievable.

ARTICLE 18. GRIEVANCE PROCEDURE

SECTION 1. PURPOSE. The purpose of this grievance procedure shall be to secure solutions to grievances equitably, expeditiously, and at the lowest administrative level.

SECTION 2. DEFINITIONS

Subd. 1. A grievance is an allegation that there has been an explicit violation, misinterpretation or misapplication of the provisions of this Agreement.

Subd. 2. "Days" shall mean teacher duty days within the teacher's contract year. "Days" shall mean weekdays, exclusive of holidays, when outside the teacher's contract year.

Subd. 3. "Grievant" shall mean a teacher, or the Federation as the exclusive representative of all teachers.

Subd. 4. "B.M.S." shall mean the Bureau of Mediation Services of the State of Minnesota.

SECTION 3. GENERAL PROVISIONS

Subd. 1. Representation. The Federation is the exclusive representative of teachers under the provisions of the grievance procedure. A grievance appealed beyond the level of Step I must be approved and carried by the Federation.

The Board may be represented at all levels of these procedures by the person or agent designated by the Board to act on its behalf.

Subd. 2. Time Limits. The time limits set forth in this article may be extended by mutual consent of the parties, but if not extended, they shall be strictly observed.

Failure to file a grievance or appeal in writing within the stipulated time limits shall constitute a waiver of the grievance claim and the grievant shall relinquish the right to process the grievance.

Failure by the Board or its representative to issue a decision within the stipulated time limits shall constitute a denial of the grievance and the grievant may appeal to the next level.

Subd. 3. Waiver of Steps. By mutual consent, the parties may waive any step in this procedure. If the event giving rise to the grievance occurred because of action of an administrator other than a principal or an immediate supervisor, the grievance process may commence at Level Three within twenty (20) days after the occurrence of the event leading to the grievance.

Subd. 4. Processing the Grievance. The processing of all grievances shall be during the teachers' professional day and teachers shall not lose salary or benefits due to their necessary participation. However, to the extent practicable, these procedures shall not infringe on student contact time.

SECTION 4. RIGHTS OF THE PARTIES

Subd. 1. Stenographic Assistance. No recording device shall be utilized at Levels One, Two or Three of these procedures and no person or persons shall be present for the sole purpose of recording the discussion at these levels.

All parties shall have the right to stenographic assistance at their own expense at Level Four of these procedures. By mutual consent, the cost of a transcript or recording at these levels may be shared by those consenting.

SECTION 5. NO REPRISAL. The fact that a grievance is raised, regardless of its ultimate disposition, shall not be recorded in the teacher's personnel file or in any file or record utilized in the evaluation or promotion process; nor shall such fact be used in any recommendations for job placement; nor shall a teacher be placed in jeopardy or be subject to reprisal for having followed these grievance procedures.

ARTICLE 18. GRIEVANCE PROCEDURE/ SECTION 3.GENERAL PROVISIONS (contined)

SECTION 6. FORFEITURE. The parties shall follow the procedures set forth herein with respect to any grievance which has formally arisen and shall not pursue another course of action to resolve grievances.

The breaching of this provision shall invoke the provisions of Section 3 against the breaching party in the same manner as though time limits had expired.

SECTION 7. ADJUSTMENT OF GRIEVANCES

Level One Before any written grievance is submitted, the teacher may meet informally with the principal or immediate supervisor in an attempt to resolve the grievance. The Federation building steward or other Federation representative may be present at such discussion.

Level Two If the grievance is not settled at Level One, the grievance shall be reduced to writing and shall include specific reference to that section of this Agreement allegedly violated. The written grievance shall be submitted by the Federation to the principal or immediate supervisor within 20 days after the occurrence of the incident giving rise to the grievance. The decision at this level shall be communicated in writing to the grievant within **ten (10)** days after receipt of the grievance.

Level Three If the grievance is not resolved at Level Two, the grievance shall be submitted within seven (7) days after receipt of said decision to the Superintendent. Within seven (7) days after receipt of the grievance, the Superintendent shall meet with the grievant to attempt to resolve the dispute. The grievant shall be given at least two (2) days' notice of the meeting. Within seven (7) days after such meeting, the Superintendent shall communicate his decision in writing to the grievant.

Level Four Arbitration. If the grievance is not resolved at Level Three, arbitration of the dispute may be requested by the Federation and utilized subject to the following provisions:

- a) Request. The request to submit a grievance to arbitration shall be made in writing to Superintendent within ten (10) days after receipt of the Level Three decision.
- b) Selection of Arbitrator. Within ten (10) days after receipt of the request for arbitration, the Superintendent and the Federation shall meet to select an arbitrator. If agreement on an arbitrator is not reached at this meeting, the Federation may request a list or panel of arbitrators from B.M.S., provided such request is made within ten (10) days after the meeting. Within five (5) days after the receipt of the B.M.S. list, the Superintendent and the Federation shall meet for the final selection of the arbitrator which shall be made from the submitted B.M.S. list by the alternate striking of listed names until only one name remains, provided, however, that the parties may mutually agree on a different method of selecting an arbitrator from the B.M.S. list.
- c) Hearing. Upon appointment, the arbitrator shall schedule a hearing de novo at which the Superintendent and the Federation have the right to representation as they may choose and the opportunity to submit evidence, offer testimony, and make written or oral arguments relating to the grievance before the arbitrator. The arbitrator shall not be bound by formal rules of evidence. Not more than one grievance before the arbitrator shall be heard by the arbitrator at one time.
- d) Jurisdiction. The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment contained in this Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy. In considering any issue in dispute, in its order the arbitrator shall give due consideration to the statutory rights and obligations of the Board and of teachers.

ARTICLE 18. GRIEVANCE PROCEDURE/SECTION 7. (continued)

- e) Decision. The decision by the arbitrator shall be requested to be rendered within 20 days after the close of the hearing. The arbitrator shall have the power to make appropriate awards and his decision shall be binding on the parties subject to the conditions and limitations in PELRA.
- f) Expenses. The Superintendent and the Federation shall share equally the fees and expenses of the arbitrator. All other expenses shall be borne by the party incurring the expense, except that by mutual agreement, the parties may share any such expenses.

ARTICLE 19. DURATION

SECTION 1. TERM AND REOPENING NEGOTIATIONS. This Agreement shall remain in full force and effect for a period commencing **July 1, 2025**, through **June 30, 2027**, except as otherwise specified herein. If either party desires to modify or amend this Agreement commencing on **July 1, 2025**, it shall give written notice of such intent no later than **May 1, 2027**. Unless otherwise mutually agreed, the parties shall not commence negotiations prior to March 1 of the expiration year of this Agreement except by mutual agreement.

SECTION 2. EFFECT. This Agreement constitutes the full and complete Agreement between the Board and the Federation, as the exclusive representative of the teachers. 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.

SECTION 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 the term of this Agreement except as stated in this Agreement.

SECTION 4. SEVERABILITY. The Board, all teachers and all provisions of this Agreement are subject to the regulations and the 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, and the parties shall meet and negotiate for the purpose of agreeing to a substitute provision.

SECTION 5. MATTERS NOT COVERED. With regard to matters not covered by this Agreement which are terms and conditions of employment for teachers, the Board shall make no changes which are inconsistent with or in violation of any terms of this Agreement or provisions of PELRA.

SECTION 6. INTERPRETATION OF PROVISIONS OF AGREEMENT. As to matters regarding the interpretation of provisions of this Agreement which arise other than through the grievance procedure, the parties shall meet for the purpose of discussing and clarifying the original intent of the particular provision in question. Questions resolved through this procedure shall not be resubmitted through the grievance procedure.

SECTION 7. EXPERIMENTAL PROGRAMS. The parties agree that the contract may be amended to allow unique and innovative programs and provides the flexibility with which to try new methods to improve student achievement. Special grants and experimental programs will normally conform to the terms of the teacher labor agreement governing compensation, benefits and other working conditions. Exceptions may be allowed in specific instances with agreement from both Federation and the District. When it is determined that an exception to the terms of the labor agreement is warranted, the District and Federation will grant waivers as necessary that are specific to the program or circumstance and will not modify the remaining provisions of this agreement. Requests for waivers should be submitted to the District and the Federation during the grant writing process and prior to the final submission of the grant.

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

SECTION 1. INTRODUCTION.

Subd. 1. The District and the Federation 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 implementing 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 Federation 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 staffs, 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.

Subd. 2. For the purposes of implementing this article, any school identified by the District under subdivisions 5 and 6 is referenced as a “Redesigned School” regardless of other terminology used by the district, state or federal government to identify these schools.

Subd. 3. Redesigned Schools shall remain within the District and employees shall maintain their representation by the Saint Paul Federation of Educators.

Subd. 4. It is the intent of the parties that teachers 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.

Subd. 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.

Subd. 6. To promote collaborative and innovative school redesigns aimed at significantly improving student achievement and closing achievement gaps and eliminating the racial predictability of disparate academic outcomes, the District will review redesign plans offered jointly by the principal, school leadership team, and a supermajority of teachers in a building. For the purposes of this Article, a supermajority constitutes agreement by at least (75) percent of all licensed teachers assigned to a school at least .5 FTE and assigned to the building at the start of the school year. Plans proposed under this subdivision must be comparable to plans required under other subdivisions of this Article. The District and Federation will discuss the processes necessary to implement this subdivision at a meeting of the Professional Issues Committee. School teams submitting redesign plans under this subdivision and approved for continued planning by a majority vote of the Professional Issues Committee shall be recommended for a one-time \$100,000 planning grant from the district to assist the site in preparing for the school redesign. Recommendations for such grants shall be submitted to the Superintendent no later than February 1 of the fiscal year prior to the implementation of redesign planning. Decisions regarding approval of planning grants shall occur no later than May 15 of the fiscal year prior to the implementation of redesign planning.

Subd. 7. Nothing within this Article restricts the Superintendent or Board of Education from voluntarily identifying any school as a Redesign School.

Subd. 8. In the event both parties agree that a change in federal or state law requires reconsideration of this subdivision, the parties are free to re-open negotiations on this subdivision alone. This subdivision 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.

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

SECTION 2. STATUS OF TEACHERS WHO WORK IN REDESIGNED SCHOOLS.

Subd. 1. All teachers who elect and are selected to work in Redesigned Schools shall maintain their full status as members of the Saint Paul Federation of Educators teacher bargaining unit and as employees of the Saint Paul Public Schools.

Subd. 2. Teachers 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 4](#) of this article.

Subd. 3. Teachers shall continue to be subject to the rights, protections, obligations and duties applicable to licensed staff under Minnesota State Law.

Subd. 4. Teachers shall maintain and continue to accrue seniority as teachers within the District.

Subd. 5. Teachers at Redesigned Schools shall be subject to overall District nonrenewal and layoff provisions of this Agreement and as defined in state law.

SECTION 3. ASSIGNMENT AND TRANSFER.

Subd. 1. Teachers shall work in Redesigned Schools on a voluntary basis. When a school is designated as a Redesigned School and an approved Election to Work Agreement is in place, existing teaching staff 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 teacher applicants will be accepted. The application and selection process will be clearly communicated in the Election to Work Agreement developed and approved under [Section 5](#) of this Article.

Subd. 2. Teachers who request a transfer out of a Redesigned School shall be allowed to utilize the interview and selection process/placement process as defined in the labor agreement.

No teacher 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 teacher's compensation will revert to the compensation paid at a regular school or to whatever compensation is in place at the teacher's new school in the event that the transfer is to another Redesigned School.

Subd. 3. Teachers at a school to be redesigned who are not selected to staff the Redesigned School shall be transferred to another District teaching position through the interview and selection process/placement process as defined in the labor agreement.

SECTION 4. WORKING CONDITIONS IN REDESIGNED SCHOOLS.

Subd. 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:

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

- a. Article 9, Section 4: Additional Daily Teaching Assignments
- b. Article 15, Section 1: Teachers' Basic Contract Year and Teachers' Day (School Calendar)
- c. Article 15 Section 2, Subd. 1: Teachers' Basic Contract Year and Teachers' Day (Basic Contract Year)
- d. Article 15, Section 3: Teachers' Basic Contract Year and Teachers' Day (Length of Teachers' Day)
- e. Appendix A (Salary Schedule), provided that:
 - i. No teacher'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.

Subd. 2. If teachers in Redesigned Schools are contracted to work additional hours or days, the District may make the signing of a Waiver of Tenure for that additional duty time a condition of being assigned to a position at a Redesigned School

Subd. 3. Any dispute over the enforcement of a modification to one of the provisions listed in subdivision 1, above, made for a Redesigned School shall be subject to the Grievance Procedures as outlined in Article 18 of this Agreement.

Subd. 4. The provisions of this article on Redesigned Schools are not intended to narrow or expand the rights of the District, the Federation or teachers except as specifically set forth in this section.

SECTION 5. PROCESS FOR CREATION AND APPROVAL OF REDESIGNED SCHOOLS

Subd. 1. Prior to electing to work at a Redesigned School, teachers shall be informed of plans for the school, including relevant information about working conditions and compensation. Teachers who wish to remain at a Redesigned School shall apply to remain by signing an Election to Work Agreement that sets forth the working conditions at their school and, if necessary, a Waiver of Tenure Agreement or some combination thereof. The Election to Work Agreement shall include the following information:

- a) The vision and expected instructional program of the school including curriculum/learning model, professional development, methods for professional collaboration, type of family/parent engagement or standardized and/or curricular assessments to be used in the school
- b) The hours of instruction and length of school day as well as the expected degree of flexibility that will be required of staff
- c) The length of the school year and the school calendar
- d) The expected length of time teachers may be required to be present in the school outside the school's instructional day
- e) Any additional compensation program that will apply to the particular Redesigned School that is different from the standard compensation schedule

Subd. 2. The Election to Work Agreement shall clearly state that teachers 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.

Subd. 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.

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

Subd. 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. Under SECTION 1, subdivision 5 and 7, 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 15th of the school year prior to the school opening as a Redesigned School. In instances where a plan to redesign a school is offered collaboratively under SECTION 1, subdivision 6, the proposed Election to Work Agreement will be drafted by site and supported jointly by the District and Federation in order to be finalized by February 15 of the school year prior to the school opening as a Redesigned School. The District and Federation 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.

Subd. 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 subdivision 4 above.

SECTION 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 Federation. 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 Federation's Executive Board no later than November 15 of each school year following a year in which a school operated under an Election to Work Agreement.

ARTICLE 21. TEACHING AND LEARNING FOR CAREER EDUCATORS

The Saint Paul Federation of Educators and Saint Paul Public Schools support the professional growth of teachers. The underlying belief of SPFE and SPPS are that:

- Quality professional development and assessment, aligned with state, district and school goals, enhance teacher effectiveness, build confidence, and increase student learning
- Collegial collaboration and ongoing support from peers and administrators are vital to teacher effectiveness, morale, and our profession
- Adequate time and resources are necessary
- A system that supports excellence in teaching will strengthen the district's capacity to attract, develop, and retain high quality professionals in Saint Paul Public Schools
- Effective decision-making in education arises from the classroom and from educators' professional practice.

No provision of this Article shall diminish the managerial right of any licensed administrator to observe and/or evaluate any teacher performing her/his contractual duties at any time nor shall it diminish the District's right to take action that management deems necessary regarding discipline, discharge, or nonrenewal of a teacher.

SECTION 1. Effective Standards for Teaching and Learning

Subd. 1. The Standards of Effective Teaching. The Standards of Effective Teaching **and standards for all other professional license areas** were developed to provide a framework for meaningful discussion and assessment of teaching practice. **The Standards of Effective Teaching and standards for all other professional license areas** serve as the foundation for all aspects of this memorandum of agreement, including observation and evaluation of teachers. The Standards will be reviewed by the **TD&E Oversight Committee on a regular basis** and presented to the Board of Education and the Saint Paul Federation of Educators. **The TD&E Oversight Committee will be charged with revising the performance evaluation system to ensure alignment with MN state statute.**

Subd. 2. Assessment Systems for Teachers. Licensed administrators will use the Standards of Effective Teaching to periodically observe and assess tenured staff. Probationary teachers will have at least three (3) formal observations and evaluations during each year of their probationary period in accordance with Minnesota State Statute 122A.41. Additional observations and evaluations will be provided as deemed necessary by the supervising administrator. A licensed administrator will complete these observations, post-observation conferences and summary evaluations. The principal will make a recommendation to renew or non-renew a probationary teacher's contract and the principal will convey this decision to the teacher by May 15. Probationary teachers will receive assistance from the Peer Assistance and Review program.

Subd. 3. Teacher Assistance Program.

Teachers experiencing serious instructional difficulties may be placed on an Improvement Plan in accordance with the following process. However, at the discretion of the teacher, the Peer Assistance and Review program may be used in addition to the Improvement Plan process described below. In a case where the teacher chooses to participate in the Peer Assistance and Review program the principal will carry out the steps of the Improvement Plan process outlined below but the teacher may choose not to attend the post observation conference with the principal mentioned in item 4, below. The choice of the teacher to participate in the Peer Assistance and Review program must be communicated, in writing, to the principal within five (5) school days of the meeting mentioned in item 2, below. Nothing in this section shall prevent principals from observing and evaluating teachers or prevent the District from exercising its authority to discharge a teacher for inefficiency in teaching pursuant to Minn. Stat. 122A.41. The purpose of using the Teacher Assistance Program in addition to the Peer Assistance and Review program is to allow the teacher to identify an additional method of support that will allow them to address identified instructional difficulties. The assigned PAR consulting teacher may attend any post observation conference at the request of the teacher.

ARTICLE 21. TEACHING AND LEARNING FOR CAREER EDUCATORS/ SECTION 1. (continued)

Subd. 3. Teacher Assistance Program. (continued)

- 1) If a principal has concerns about a tenured teacher's instructional job performance, she/he will conduct a classroom observation and evaluation using the Standards of Effective Teaching.
- 2) The principal will meet with the teacher to discuss the evaluation and point out areas in which the teacher is not meeting standard. If the teacher's overall job performance is below standard, the principal and teacher will develop a written plan, entitled "Level One Improvement Plan." This plan will specify what the teacher is expected to do by what dates. This plan will also identify resources (mentors, classes, feedback, modeling, Employee Assistance, etc.) to help the teacher improve job performance. The teacher has the right to union representation at this meeting.
- 3) On or about the time specified in the above plan, the principal will conduct a second evaluation using the Standards of Effective Teaching. If the teacher's overall job performance continues to be below standard, a Level Two Improvement Plan will be developed.
- 4) The principal will draft a Level Two Improvement Plan and set a meeting with the teacher. The teacher has the right to union representation at this meeting. The purpose of the meeting is to finalize the Level Two Improvement Plan. If the teacher is participating in the Peer Assistance and Review program, the teacher may choose not to attend this post observation conference.
- 5) The Level Two Improvement Plan may utilize many of the same resources, but will be notification to the teacher that job performance must improve if the teacher is to retain employment with the District. A copy of the Level Two Improvement Plan will be sent to the principal's supervisor and the teacher's personnel file.
- 6) On or about the date specified in the Level Two Improvement Plan, the principal will conduct a third evaluation, based on the Standards of Effective Teaching. The principal will make a recommendation to the principal's supervisor based on this evaluation.
- 7) The principal's supervisor will review the data pertaining to the recommendation, and will then make a recommendation to the Superintendent to support or reject the principal's recommendation.

"Below Standard"

A teacher's overall performance must Meet or Exceed Standards as of June 1 or risk losing a step advancement or longevity stipend. The principal 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. A teacher whose overall performance is designated as Below Standards by June 1 will not receive a step advancement or longevity stipend. If the principal is not on track, a step increment or longevity stipend cannot be withheld. If the teacher's employment continues and her/his overall performance evaluation designates that she/he has improved overall performance and Meets or Exceeds Standards within the following school year, she/he will receive the step or longevity stipend retroactive to the beginning of the school year. Placement on an improvement plan is not grievable; however, a teacher may appeal the components or timelines of an improvement plan to **their** principal's supervisor. If a step advancement or longevity stipend is withheld beyond twelve months, the employee may utilize the grievance procedure to seek reinstatement of the step.

Subd. 4. New Teacher Orientation. New probationary teachers are required to attend a new teacher orientation program, receive mentoring assistance and complete coursework during their probationary period as required by the District. **The hourly rate of pay for workshops in Appendix D, release time, or in-service credits will be provided for all training days with option given to teachers on type of compensation when feasible. Compensation for teachers in Lane 12/13 or 14 in Appendix A - Salary Schedule will receive release time or the hourly rate of pay for workshops in Appendix D.**

ARTICLE 21. TEACHING AND LEARNING FOR CAREER EDUCATORS (continued)

SECTION 2. Advancing Teaching and Learning

Subd. 1. Advisory Staff Development Committee (ASDC).

- 1.1 In accordance with [M.S. 122A.60](#) the Board of Education will establish a 15-member ASDC. Membership on the ASDC will include the president of the Saint Paul Federation of Educators or designee, the district administrator responsible for professional development, six (6) teachers representing various grade levels, content areas, MLL, and special education, to be appointed by the President of the Federation, four (4) non-teaching staff and administrators to be appointed by the Superintendent, and three (3) parents to be appointed by mutual consent of the President of the Federation and Superintendent. In the event the parties are unable reach agreement on one or more of the parent appointees, the President of the Federation shall appoint two (2) of the parents and the Superintendent shall appoint one (1) of the parents.
- 1.2 Members of the ASDC will serve two-year terms. The ASDC will be co-chaired by one SPFE member and one district administrator. The ASDC will maintain minutes, establish necessary operating procedures and establish subcommittees as needed.
- 1.3 The ASDC will develop the district staff development plan, assist site staff development committees, and evaluate professional development efforts at sites. The district professional development plan will focus on improving student learning, be consistent with district outcomes and state statutes, focus on best practices, and continuous improvement toward achieving goals (listed in M.S. 122A.60). In determining district-wide professional development offerings, the District will seek input from the ASDC.

Subd. 2. Peer Assistance and Review (PAR) Board.

- 2.1 The PAR Board shall have 14 members. The Federation selects seven (7), which includes the president and her/his designees representing various license areas and specialties. The District Administration selects seven (7), representing various departments, such as superintendency, principals, ELL, special education, professional development, and human resources.
- 2.2 The PAR board will be co-chaired by one SPFE member and one district administrator.
- 2.3 A quorum shall require the presence of 10 members of the Board, if one is called for.
- 2.4 The PAR Board will develop, review and revise PAR program procedures and documents. including job descriptions, and performance review procedures for PAR lead and PAR educator positions, A sub-committee of PAR Board members, representing both the District and SPFE, will participate in PAR educator and PAR lead interviews and make recommendations to the district administrator supervising the PAR program. Discussions at the PAR Board will be kept confidential out of respect for the sensitive personnel matters discussed. The PAR Program, Book will be reviewed annually and all changes recommended by the PAR Board will be approved by the Superintendent.

Subd. 3. Peer Assistance and Review for Probationary Teachers.

- 3.1 **Probationary teachers in the year they work with a PAR educator will be paid the Professional Development rate in Appendix D for at least one (1) hour of induction time per week to take place before or after the regular school day. In addition, probationary teachers can utilize one (1) hour per week of job embedded professional development time for induction activities. Probationary teachers who do not receive job embedded professional development time shall be paid at the Loss of Preparation Time rate in APPENDIX D for at least one (1) hour of induction time per week to take place before or after the regular school day. Induction activities shall include work with a PAR educator, lesson planning, and other work necessary to orient the teacher and allow the teacher to develop skills.**

ARTICLE 21. TEACHING AND LEARNING FOR CAREER EDUCATORS (continued)

- 3.2 Prior to the start of the school year the PAR lead in conjunction with the district administrator supervising the PAR program will determine appropriate assignments of PAR Educators.
- 3.3 Any principal recommendation for non-renewal of a teacher, who was previously recommended for renewal by the PAR Board, must be followed by an observation of the teacher in question by the Assistant Superintendent. If the Assistant Superintendent concurs with the principal's recommendation for non-renewal, this recommendation will be presented to the PAR Board, for review only, prior to any recommendation by the Superintendent to the Board. Nothing in this paragraph is intended to grant the PAR Board the power to overturn this recommendation or to limit the Superintendent's or the Board's statutory authority to determine whether a probationary teacher shall be non-renewed.

Subd. 4. Peer Assistance and Review for Tenured Teachers

- 4.1 Tenured teachers professional growth will include opportunities through, but not limited to, peer assistance and review as designed by the PAR Board, the district professional development advisory committee, the site staff development committee, the individual's supervisor, and individual teacher direction.

Subd. 5 Achievement of Tenure. Teachers shall be governed by the achievement of tenure program. The achievement of tenure program shall allow teachers to add new skill areas during probation. First year teachers in secondary schools will be assigned no more than three (3) different courses to teach during any grading period. This language does not apply to schools funded under ALC, special education, other alternative settings or secondary schools with enrollment under 100 students per grade level. No first year teacher shall be assigned to teach from a cart.

SECTION 3. Peer Assistance and Review Program Development

- 3.1 The continued implementation of PAR will be funded by the Saint Paul Public Schools.

SECTION 4. Peer Assistance and Review Educators

- 4.1 Prior to the start of each school year, PAR educators shall be identified and trained, although not necessarily released from normal classroom duties full-time. Probationary and tenured teachers in the PAR program shall have access to a PAR educator in their license area upon availability.
- 4.2 PAR educators shall be appointed by the Superintendent upon recommendation of the district administrator supervising the PAR program. PAR educator positions are intended to give teacher leadership opportunities to classroom teachers, they are not intended to prepare teachers to be administrators. A PAR educator shall be appointed for no more than four (4) consecutive school years. However, PAR educators who are not released full-time or are available "on-call" shall not be limited to four (4) years in that role. At the conclusion of a teacher's appointment as a PAR educator, that teacher shall have a right to return to a position in the teacher's license area at the teacher's school of origin except that a PAR educator may not displace a more senior teacher at the school of origin. A PAR educator who wishes to return to their school of origin must notify the principal of that building no later than February 1 of the year prior to return.
- 4.3 PAR educators who are employed full-time in classroom teaching positions and assigned to work with probationary or tenured teachers shall receive loss-of-prep pay for any full day of PAR work in addition to their normal daily rate of pay. Such pay shall be limited to a maximum of 5 days per year for each PAR educator unless otherwise determined by the PAR Board. PAR duties performed outside the normal duty day or school year shall be paid at the teacher's pro rata hourly rate.
- 4.4 PAR educators will have no more than 15 teachers assigned to them at any time during the school year unless the PAR Consultant agrees to a higher case load with the notification of the PAR Board.

ARTICLE 21. TEACHING AND LEARNING FOR CAREER EDUCATORS/SECTION 4. (continued)

- 4.5 Probationary teachers who are not assigned a PAR Consultant during their first year, shall be assigned a mentor and receive regular administrative evaluations during their first year as required by the state.
- 4.6 Teachers seeking leadership positions within the teacher bargaining unit must have received a summative evaluation of their instructional practice within the last 3 years prior to appointment to a leadership position at a level of proficient or greater. Leadership positions include, but are not limited to, the following positions: academic coach, educator, student teacher host, administrative intern.
- 4.7 Teachers seeking support to explore or seek National Board Certification may request support from a PAR educator at the teacher's discretion and subject to the availability of the PAR educators.
- 4.8 Teachers assigned to a different license area, different grade level or experiencing any other significant change in duties may request support from a PAR educator subject to the availability of PAR educators.
- 4.9 Any other teacher for any reason, may request PAR support, subject to the availability of PAR educators.

SECTION 5. TEACHER DEVELOPMENT AND EVALUATION

At the start of each school year per the TD&E Timeline, building principals or supervising administrators will create a schedule of evaluations that includes probationary and tenured staff who are on the summative phase of their TD&E cycle for the year. The schedule will be shared by the end of the second week of school. The schedule will give a two week window of time that the evaluation will occur. If a situation occurs where the schedule must be changed, the building principal or supervising administrator will reschedule with notification after consultation with the affected educator. These evaluations should not take place during September or after May 15.

ARTICLE 22. 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.

ARTICLE 23. CELLULAR PHONES

Teachers in the Birth to Three program that interact with students or their families off of school property as a regular part of their duties shall be provided a cellular telephone for use, at no cost to the teacher, in emergency situations and for other legitimate professional needs. Cellular phones provided should have the capability to send and receive text messages and to access district mandated calendar or scheduling technology. Other teachers who interact with students or their families off of school property as a regular part of their duties may request a district cellular telephone. Such request shall be granted at the discretion of the school/program administrator. Participation in regular classroom field trips or the voluntary teacher home visit program do not, by themselves, entitle a teacher to a district cellular telephone.

ARTICLE 24. PARENT AND FAMILY ENGAGEMENT

SECTION 1. HOME VISIT PROJECT

Parent/Teacher Home Visits (PTHV) was developed by parents in Sacramento, CA where it has been successfully implemented since 1998 and brought to Saint Paul by SPFE in 2010. The goals of Parent/Teacher Home Visits are to build a stronger partnership between teachers and parents, to promote Saint Paul Public Schools, and to work with parents to eliminate racial predictability of student outcomes. Parent/Teacher Home Visits operates on a model where parents are seen as an asset to the educational process. By meeting parents in an area of their comfort, teachers have more success in working with them in partnership around academics.

Subd. 1. Teacher participation in Parent/Teacher Home Visits requires the following commitments:

1. Attendance at four (4) hour Parent/Teacher Home Visit training;
2. For the first year a teacher participates: completing at least one (1) visit with a minimum of 3 families;
3. For all additional years a teacher 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 the training:
 - voluntary for teachers and parents
 - conducted in pairs
 - not solely targeting a particular group of students
 - relation-based, focused on the hopes and dreams of the family
7. 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/SPFE parent engagement goals.

Subd. 2. Compensation. Teachers who participate in Parent/Teacher Home Visits shall be paid an additional \$50 stipend for each home visit conducted by the teacher. Payment of the stipends shall be made after the fall and spring debrief sessions.

The total amount of payments shall not exceed \$175,000 during each school year. In addition, no one teacher in grades pre k- 4 can earn in excess of \$2,500 during each school year. No one teacher in grades 5-12 can earn in excess of \$3,000 during each school year.

SECTION 2. ACADEMIC PARENT-TEACHER TEAMS

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.

ARTICLE 24. PARENT AND FAMILY ENGAGEMENT/ SECTION 2. ACADEMIC PARENT TEACHER TEAMS (continued)

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

Staff wishing to implement APTT in their classroom will give notice to their building principal and the district APTT coordinator prior to May 1 of the school prior to implementation. Such notice shall include: information about the APTT program, the supports available from the district, and the support needed from the school. The following changes will take place where APTT implementation is occurring:

1.1 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.

1.2 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.

1.3 Training for APTT will be held during the summer and fall. Participants will be paid according to the Professional Development pay rate in Appendix D.

1.4 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 15, SECTION 3, Subd. 2. 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.

1.5 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.

1.6 Due to the additional responsibilities that come with implementing APTT, teachers will receive a \$200 stipend for each APTT group conference and follow up debrief session that they complete. They will also be released from all conference meeting requirements for traditional spring conferences (two conference evenings and one conference day at the elementary level).

ARTICLE 24. PARENT AND FAMILY ENGAGEMENT/SECTION 2. ACADEMIC PARENT-TEACHER TEAMS (continued)

1.7 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.

Subd 2. OTHER CONFERENCE MODELS

Teachers, including secondary, may present other models for academic conferences and parent engagement at the January, February or March Professional Issues Committee (PIC) meeting. Funding to support any new programming must be included in the defined annual budget dedicated to support our engagement projects. Such alternative models may be implemented for the following school year when mutually agreed to by the District and the Federation.

To accomplish this, the District proposes that the annual budget for our joint family engagement projects (e.g. PTHV, APTT) be divided in the following manner in each school year:

- Parent/Teacher Home Visits – annual budget of \$175,000
- Academic Parent Teacher Teams – annual budget of \$161,000

In the event that either of the engagement projects have a projected/actual budget balance, flexibility will be allowed to share resources across projects within the same fiscal year. This decision will be made in coordination with the APTT Coordinator and the Director of the Office of Family Engagement and Community Partnerships, and the PTHV training team during the December meeting required under Article 24, Section 1, subd 1.

ARTICLE 25. ROOM ASSIGNMENTS AND MOVING

SECTION 1. CARTS AND PORTABLES

Subd. 1. District administration will work with school principals to establish a schedule that provides for the rotation of the use of carts and portable classrooms by teachers. The use of a cart or portable by a teacher shall be limited to no more than two (2) consecutive years. However, it is recognized that exigent circumstances may arise where a teacher may be assigned a cart or a portable classroom for more than two (2) years, or where a teacher volunteers. Rotations for cart assignments may be developed to deal with such circumstances and shall be permitted when mutually agreed to by both the federation steward and principal at the school. This language does not apply to teachers during portions of their day where they are co-teaching as part of a collaboration model. No first year teacher shall be assigned to teach from a cart.

Subd. 2. No science teacher shall be assigned to a cart except in exigent circumstances. However, rooms may be designated as science rooms and shared among science teachers. Adequate storage and workspace must be provided when classrooms are shared. Subdivision 2 is not grievable beyond Level 3 of the grievance procedure.

Subd. 3. EL teachers shall be included in the rotation of the use of carts and portables. When designating space to secondary EL teachers, content area and class size shall be taken into consideration, so there is adequate space and equipment for teaching, and will be in line with building practices of space assignment for general education teachers of content areas.

SECTION 2. MOVING

Subd. 1. When a teacher is required to move out of a classroom due to building relocation or as a result of a District mandated reorganization, the need for the move will be communicated by the principal to the teacher no later than May 15.

ARTICLE 25. ROOM ASSIGNMENTS AND MOVING/SECTION 2.(continued)

Subd. 2. The principal will provide time during the teacher's on-site duty day for packing and unpacking. To ensure adequate time is provided to teachers, principals shall: excuse teachers from before and after-school meetings, excuse teachers from participation in PLCs, excuse teachers from professional development days, or take other steps necessary to allow the teacher to pack or un-pack classroom items.

Subd. 3. Boxes and packing supplies will be provided by the District. Arrangements will be made by the District to move boxed items into storage and into the teacher's new classroom when assigned.

ARTICLE 26. JOINT LABOR MANAGEMENT COLLABORATION MEETINGS

SECTION 1. PROFESSIONAL ISSUES COMMITTEE

The Board of Education of ISD No. 625 and the St. Paul Federation of Educators, Local 28 (Federation), exclusive representative of teachers in the Saint Paul Public Schools (District), with this statement express their continuing mutual desire to foster clear and regular communication regarding matters of professional concern to teachers, administrators, the Federation, and the School Board.

The District and the Federation shall continue Professional Issues Committee meetings to review, discuss and recommend improved District policies, programs and procedures. There will be individualized Professional Issues Committees meetings specifically for each group including Teachers, Special Education Teachers, and English Language Learners Teachers (ELL). The regular participants in such discussions are three members appointed by the Superintendent, the Federation president, Federation Organizer, and three others appointed by the Federation. The committee is co-chaired by a member selected by the Superintendent and the president of the Federation. The Superintendent will participate on the committee if requested by either the District or the Federation. Both parties are committed to participating in annual labor management training for appointed members.

The Professional Issues Committee will review all issues brought forward through a lens of racial equity. This approach will guide decision-making and ensure that the Committee's deliberations include multiple perspectives, isolates race and identifies and interrupts practices that contribute to racially predictable and disproportionate student outcomes.

As a general practice, the following Professional Issues Committees meeting guidelines will be in place. These meetings will be held at the Saint Paul Federation of Educators offices, unless both parties agree to an alternative location.

Teachers: Once each month during the school year, on the first Thursday of the month from 5:00 PM to 7:00 PM.

Special Education Teachers: Once each month during the school year, on the third Thursday of the month from 5:00 PM to 7:00 PM.

English Language Learners (ELL): On the third Thursday of the months of October, December, February, and April from 5:00 PM to 7:00 PM. The agenda for the April meeting will include a review of the staffing formula for the following school year.

ARTICLE 26. JOINT LABOR MANAGEMENT COLLABORATION MEETINGS (continued)
SECTION 1. PROFESSIONAL ISSUES COMMITTEE(continued)

More or fewer meetings may be scheduled at the discretion of the team and the date, time and location of meetings may be changed if the parties so agree. One meeting per year will be an all-day meeting. This meeting will take the place of the regular evening meeting for that month. The month for this all-day meeting will be set by mutual agreement. The August meeting will be held in the afternoon on the Friday of opening week. This meeting may take the place of the September meeting if the parties so agree. Either the Superintendent or the president may call a special meeting of the committee to deal with a specific issue on the basis of urgent need. The Federation and District bargaining teams may charge the Professional Issues Committee to continue to explore professional issues generated during the negotiation process. The Professional Issues Committee is required to report annually their work to the Saint Paul Public Schools' Board of Education and the St. Paul Federation of Educators Executive Board.

The Committee shall have the following powers:

- a. Review District policies that affect Federation members prior to School Board approval. This power includes the power to review new district initiatives, including plans for appropriate training, the method of implementation and the plan for evaluating success. These discussions shall take place prior to School Board approval and no later than the initial approval of the budget for the upcoming school year by the Committee of the Board.
- b. Review data on the effectiveness of existing district initiatives no later than the April PIC meeting each school year.
- c. Review District procedures and programs, as appropriate, that affect Federation members prior to Superintendent approval.
- d. Discuss current issues.
- e. Establish temporary joint subcommittees to address particular issues of concern. The committee will establish membership and operating procedures for subcommittees. It will establish deadlines for subcommittees to report recommendations back to the committee. Subcommittees will be jointly chaired. The District co-chair and president of the Federation shall select subcommittee chairs.
- f. Make recommendations to the Superintendent, when appropriate, for implementation, action and/or review.
- g. Review the Student Rights and Responsibilities Handbook as needed.
- h. Review intended professional development expectations for implementation for the following school year.
- i. (SPED only) Review workload issues, including third party billing, and professional development activities for special education licensed service providers on scheduled professional development days.
- j. (ELL only) Plan appropriate professional development for ELL teachers
- k. (ELL only) Review testing and assessments, curriculum, appropriate program staffing and appropriate student assignments.

This article does not limit, diminish or abrogate the rights and responsibilities of the Board of Education and the Superintendent in directing and managing the operation of the District, nor does it permit violation of terms of the labor agreement.

Nothing herein shall be deemed to impair the authority of the Superintendent, or to preclude the Superintendent from consulting informally with members of the bargaining unit.

ARTICLE 26. JOINT LABOR MANAGEMENT COLLABORATION MEETINGS (continued)

SECTION 2. LABOR MANAGEMENT JOINT TRAINING SESSIONS

Saint Paul Public Schools and Saint Paul Federation of Educators agree to hold, twice per year, joint labor 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; and
- member rights to union representation.
- Effective strategies to address racial disparities and close achievement gaps.

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

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

SECTION 3. SPECIAL EDUCATION PROFESSIONAL ISSUES COMMITTEE

The Board of Education and the St. Paul Federation of Educators, Local 28 agree to continue the Special Education Professional Issues Committee. The joint labor/management committee will be charged with seeking ways to improve the delivery of special education services in the District. It will be composed of the Director of Special Education, a representative from the Human Resource Department, the President of the St. Paul Federation of Teachers, a Federation organizer, six (6) special education teachers selected by the Federation and other District representatives including principals and/or Assistant Superintendents. The committee will meet on the third Thursday of the months of September, November, January, March and May from 5-7pm at the offices of the Saint Paul Federation of Educators. More or fewer meetings may be scheduled at the discretion of the committee and the date, time and location of meetings may be changed if the parties so agree.

The Special Education Professional Issues Committee will continue to develop a process to address Individual Education Plan (IEP) management caseload concerns for individual special education teachers and will continue discussions about improving special education staffing. In addition the committee will discuss and make recommendations regarding possible resolutions for workload issues, including third party billing and professional development activities for special education licensed service providers on scheduled professional development days. The committee may address other special education issues and concerns as appropriate.

ARTICLE 26. JOINT LABOR MANAGEMENT COLLABORATION MEETINGS (continued)

SECTION 4. ENGLISH LANGUAGE LEARNERS PROFESSIONAL ISSUES COMMITTEE

In order to allow for more collaborative decision-making and improved service to English Language Learner (ELL) students in the Saint Paul Public Schools, the District and the Federation agree to establish an ELL Professional Issues Committee (ELL PIC). The ELL PIC will be jointly chaired by the ELL Director and a designee of the Saint Paul Federation of Educators. The members of the committee will include an equal number of ELL teachers appointed by the Federation and ELL administrators appointed by the District. The ELL PIC will meet on the third Thursday of the months of October, December, February and April from 5-7pm at the offices of the Federation. More or fewer meetings may be scheduled at the discretion of the committee and the date, time and location of the meetings may be changed if the parties so agree.

One duty of the committee will be to collaboratively plan appropriate professional development for ELL teachers (including professional development days scheduled pursuant to the Special Education, English Language Learners Memorandum of Agreement).

The committee shall also discuss other matters of professional interest including, but not limited to, testing and assessments, curriculum, appropriate program staffing and appropriate student assignments. The agenda for the April meeting of the ELL PIC will include a review of the staffing formula for the following school year.

ARTICLE 27. 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-12 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.

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 district wide

ARTICLE 27. STUDENT MENTAL HEALTH SUPPORTS/SECTION 1. STUDENT MENTAL HEALTH SUPPORTS (continued)

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.

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

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

ARTICLE 27. STUDENT MENTAL HEALTH SUPPORTS/SECTION 1. STUDENT MENTAL HEALTH SUPPORTS (continued)

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. **Both parties agree that all staff contribute to building a positive school culture, which includes safe supervision of students.** 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).
- Building administrators will seek to minimize assigning Counselors and General Ed Social Workers to the following:
 - Hallway duties
 - Bus duties
 - **If supervision of lunch is assigned, then a rotating schedule will be created where staff are assigned no more than one lunch duty period per day.**
 - **If a staff person volunteers to provide lunch duty during their duty free 30 minute lunch, they will receive the stipend shown in Schedule C.**
 - **Counselors and general education social workers will collaborate with their building administrators to ensure their extra duties are relevant to their role.**
- If it is necessary for them to carry a walkie talkie a schedule will be cooperatively created of when they are required to carry a walkie talkie.
- Counselors shall only proctor testing as part of a rotation with other staff.
- In an emergency, counselors may substitute up to one class/prep period when no general education substitute teacher is available. They shall be compensated at the hourly rate stated in Appendix D when subbing.

Subd. 3. Licensed School Psychologist Duties. School psychologists have a wide variation in their job duties. They work with students, parents, and staff in both general education and special education settings while coordinating with various teams in both the public school and private school sectors. School psychologists often have a large number of meetings outside of the school day and must travel to other locations to fulfill work obligations. As the district works towards the recommended school psychologists ratio of 1:700 students, school psychologist days require flexibility in order to fulfill duties; as such, administrators will work with school psychologist to create a planned schedule that allows for flexibility when needed to accommodate their various job duties.

ARTICLE 27. STUDENT MENTAL HEALTH SUPPORTS (continued)

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 **for all mental health team members** 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.

Participation on Mental Health Support Team meets the requirement for participation on a building wide committee.

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 for up to a minimum of 6 hours per school year for all staff. The training will be spread throughout the school year and can be a combination of formal training and ongoing consultation with individual staff members. Each site team will work to schedule training according to needs, school schedules and in coordination with the building administrator. Mental health support team members can request support from their designated department leads as needed.

SECTION 4. PROFESSIONAL ISSUE COMMITTEE REVIEW

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

ARTICLE 28. SUPPORT FOR SPECIAL EDUCATION STUDENT LEARNING

SECTION 1. STAFFING PARAMETERS. **All students have the right to a Free and Appropriate Education** The district will follow the staffing parameters for special education below. The parties agree to meet regarding specialized programs that do not fit the model below and discuss appropriate staffing. The District will strive for staffing allocations (Spring Staffing prior to the start of a school year) of SPED Teacher FTEs to be at or below the lower limit of the range listed in the table below. For staffing adjustments that take place after the start of the school year (Fall Adjustments), the upper limit of the range may be used.

Federal Setting	Caseload	Special Ed. Staffing*
ECSE 3-6 year olds - self-contained Classroom	5-8 students per section	1 ECSE teacher 2 additional special education staff Plus a floater special education staff for every 2 ECSE classrooms at one site to support breaks, lunches, etc.
ECSE 3-6 year olds, teachers providing supports in inclusive or natural settings	12-16 students case managed	Special education teams may include an ECSE teacher and related services staff *. Para support will be determined based on IEP needs.
Federal Setting I & II Elementary	16-19 students case managed	1 Special Education Teacher Para support will be determined based on IEP needs.
Federal Setting I & II Secondary	17-22 students case managed	1 Special Education Teacher Para support will be determined based on IEP needs.
Federal Setting III - DCD/ ASD/DHH+	6-9 students	1 special ed. Teacher 2 additional special education staff. Plus a floater special education staff for every 2 classrooms to support breaks, lunches, etc.
Federal Setting III – EBD/ DHH (self-contained)	8-10 students	1 special ed. Teacher 2 additional special education staff Plus a floater special education staff for every 2 classrooms to support breaks, lunches, etc.

Focus Beyond Pathway 1 Transition	4-9 Students	1 special ed teacher 3 additional special education staff. Additional special education staff beyond this will be based on individual student needs.
Federal Setting IV ASD/DCD at RiverEast Elementary and Secondary School	4-6 Students	1 special ed teacher 2 additional special education support staff: Plus a floater special education staff for every 2 classrooms to support breaks, lunches, etc. Additional special education staff beyond this will be based on individual student needs.
Federal Setting IV EBD at RiverEast Elementary and Secondary School	4-6 Students	1 special ed teacher 2 additional special education support staff: Plus a floater special education staff for every 2 classrooms to support breaks, lunches, etc. Additional special education staff beyond this will be based on individual student needs.

Music Therapist and Art Therapist Staffing

FTEs	1 Site Assigned	2 Sites Assigned	3 Sites Assigned
1.0	Five (5) 50 minute daily groups Plus Up to 30 daily minutes of enrichment in Setting III or IV classroom within an already assigned building, online, or in another building, with	Five (5) 50 minute daily groups	Four (4) 50 minute daily groups Plus Up to 30 daily minutes of enrichment in Setting III or IV classroom within an already

	consideration given to travel time		assigned building
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Music therapists and art therapists who work less than full time will have a prorated workload proportionate to these parameters. Music therapist and art therapist group sizes will align with caseload parameters.

Speech Language Pathologist Staffing

FTEs	Elementary Staff	Secondary and Transition Staff
1.0	35-40	41-45

Occupational Therapist Staffing

FTEs	Elementary Staff	Secondary and Transition Staff
1.0	35-45	40-50

Physical Therapist Staffing

FTEs	Elementary Staff	Secondary and Transition Staff
1.0	35-45	40-50

School Social Workers for Special Education students who have SSW services on their IEP***		
FTEs	Elementary Staff	Secondary Staff
1.0	35-40	40-45

*To ensure that special education teachers have paraprofessional support, the district agrees to following MN Rule 3525.2340. In self-contained classrooms where there are students with different service levels, the staffing numbers outlined in the Minnesota Rule that meet the students with the most needs will apply. When a concern is raised about the student-to-staff ratio a review process will be commenced.

**Determining Special Education caseloads for Occupational Therapists, Physical Therapists, Speech Language Pathologists and School Social Workers will include considering the direct services minutes, indirect services minutes, evaluation and reevaluation time, IEPs managed, travel time, and other services required in the IEPs of eligible students.

SECTION 2. STAFFING PARAMETER/WORKLOAD OVERAGE REVIEW

Subd. 1. In the event that a special education teacher or related service provider is above the staffing parameters outlined in Article 28 Section 1 or in the Early Childhood Special Education Birth to Three Workloads MOA at or after October 1st, a review process outlined in this section shall be followed.

Subd. 2. A teacher or related service provider will bring attention to the overage during child study/weekly team meeting, or equivalent type meeting, in an attempt to solve the overage. If the overage is not solved during this meeting, the affected teacher or related service provider will discuss the overage with their Special Education Supervisor or Principal anytime after October 1st.

ARTICLE 28. SUPPORT FOR SPECIAL EDUCATION STUDENT LEARNING

Subd. 3. The Special Education Supervisor will work with the building Principal and impacted special education teacher(s) to propose a recommendation to address the overage. The recommendation may include, but is not limited to, increasing licensed special allocations to that building or program, assigning special education due process duties to a special education teacher from outside the building, increasing paraprofessional allocations, or other options identified by the district or the building Principal.

Subd. 4. As the district works to implement the decision from Subd. 1 the special education teacher can submit supplemental pay **for work completed outside of their duty day to meet the due process needs of the additional student(s)** for ongoing case management duties, including family/guardian communication, managing the IEP, progress reports, and evaluation. The district will work with the teacher to determine the anticipated amount of time that will be paid through supplemental pay, with consideration given to the services outlined on the students' IEP and case management needs for the individual student. The supplemental time will be paid at the special education teacher's hourly rate of pay.

SECTION 3. BEST PRACTICES AND OTHER SPECIAL EDUCATION CLASSROOM CONSIDERATIONS

Subd. 1. Best Practices. Placement, school administrators, and staff should make every reasonable effort to ensure that students in special education are placed in classrooms with similar aged classmates. If a teacher feels such efforts were not reasonable; the matter shall first be discussed with the building administrator and the special education supervisor. If not resolved, the issue may be discussed at the next Special Education Professional Issues Committee (SPED PIC) or at the regular Professional Issues Committee, whichever comes first. Common scheduling of mainstream classes should be used to maximize paraprofessional support.

Subd. 2. Open SPED Classroom Teaching Positions. The priority for staffing is filling building level special education teacher positions. **Current SPPS special education teachers who are hired into coaching roles will not transition until their classroom position is filled.**

Subd. 3. Co-Teaching. Consistent with the co-teaching model adopted by the District, no co-taught class with students receiving IEP academic and behavioral special education services shall contain more than 1/3 special education students. Placements in co-taught settings should be appropriate for each individual student, and allow for the least restrictive environment in accordance with the IEP team decision.

Subd.4. New Special Education classrooms. When a special education program is new to a building, the district will provide a budget for setting up the classroom to meet the student needs.

Subd.5. Nothing in this agreement is intended to supersede other agreements regarding staffing for specific special education programs such as the Bridge View School or Birth to Three Program.

ARTICLE 28. SUPPORT FOR SPECIAL EDUCATION STUDENT LEARNING (continued)

Subd. 6 Contracting with Third Party Agencies for Special Education Positions

If a special education position is unfilled on or after August 15, the district may hire through third party agencies to fill such a position. Before filling a vacant position with an employee from a third party agency the district will do the following:

- To minimize the potential need for third party agencies and create a greater sense of school readiness, the district will provide an optional reassignment opportunity to all non-classroom and classroom teacher(s) employed by the district who have a special education license and who are not currently assigned into a special education teaching position prior to August 15th.

- Any position not filled through voluntary reassignment will remain posted and open until they have been filled by an employee of the district;

- Any new contract between the district and an agency providing the contracted person shall be provided to the union at a monthly Professional Issues Committee meeting.

- The district will maintain a list of information about contracted staff member placements that will be provided to the Federation monthly during a Professional Issues Committee meeting. This list of information will include:
 - the name and license number(s) of the person to be placed,
 - the school/site/program where the placement is to occur,
 - grade level,
 - special education setting,
 - proposed start date,
 - amount that the contracted person is to be paid,
 - a contracted person will receive a salary that is in alignment with the teacher salary schedule in the teacher contract based on their education and years of experience;
 - All contracts will require the employees to participate in all relevant district training and evaluations as required of a first year Special Education teacher in SPPS and;
 - Placement of a contracted person into a vacant position is limited to the remainder of the school year and may not be renewed as a contracted staff member for the same position for a second school year.

SECTION 4. ITINERANT SPECIAL EDUCATION STAFF

- Subd. 1. Itinerant staff schedules will include the travel time (i.e. per Google Maps or other mapping program) plus twenty (20) minutes for each trip to get between two locations.

- Subd. 2. Itinerant staff will consult with their lead to set a schedule with a set start time and end time. The schedule will meet the same amount of hours as a school day schedule for licensed staff assigned to buildings.

- Subd. 3. Itinerant staff will be provided with office space or classroom space within at least one of the buildings where they serve students to work and safely and securely store materials.

St. Paul Public Schools has demonstrated a commitment to increasing special education and EL student access to the inclusive classroom through the co-teaching model. Saint Paul Federation of Educators is supportive of a co-teaching model that best meets the student needs and ensures positive educational outcomes for all students.

ARTICLE 29. CO-TEACHING BEST PRACTICES

St. Paul Public Schools uses the following definitions to frame its collaborative teaching experiences:

- Co-Teaching: Two teachers working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.
- Collaboration: Two teachers working together where the general education teacher is responsible for the planning, delivery and assessment and the collaborating teacher offers programmatic support.

In support of the co-teaching model, Saint Paul Public Schools will continue to provide guidance to building leaders and teachers engaged in co-teaching partnerships. Further, whenever possible, the district will strive to honor the following agreements:

1. Prior to assigning co-teachers, teachers will be given the opportunity to volunteer for a co-teaching assignment. Teachers may volunteer for as many co-teaching classes as they see fit. If there are not enough volunteers, principals will assign teachers to co-teaching. Secondary EL and SPED teachers will be allowed to submit preferences of content area and teacher for their co-teaching assignment. Elementary EL and SPED teachers will be allowed to submit preferences for grade level and teacher for their co-teaching assignment. Principals will make reasonable efforts to assign teachers based on educational background and preferences. When assigning:
 - a. Secondary SPED and EL teachers will only teach a maximum of two (2) content areas per school year (i.e. ELA and Social Studies). EL and Special Education teachers will be assigned no more than one new course per year.
 - b. Secondary SPED and EL teachers will have only three (3) different courses per semester and only one (1) new course per school year.
 - c. Elementary SPED and EL teachers will only teach with a maximum of two (2) co-teachers per school year.
2. Building principals will maintain consistency from year to year in both content area and successful co-teaching partnerships to the greatest extent possible. Teachers can request a change in co-teaching assignment prior to May 15 for the following school year. Such requests will not be unreasonably refused.
3. EL and special education teachers will be involved in the master schedule creation process to allow them to work in areas of professional strength and ensure equity and access for the students they serve.
4. Room assignments will take into consideration movement from classroom to classroom by EL and special education teachers.
5. Professional development will be scheduled so co-teachers can attend content area training with co-teaching partners.
6. Special Education teachers will be aligned with grade level PLCs so as to minimize secondary preps (Example: Co-teach 6th grade Reader's Workshop, teach 6th grade pull out reading support).
7. Consistent with the co-teaching model adopted by the District, it is agreed that best practice is for students with disabilities to comprise approximately 33.3% of the class and students without disabilities should comprise approximately 66.6%. Co-taught classes should aim to be approximately at this ratio.
8. Co-taught classes provide students access to differentiated general education curriculum. Determining if a co-taught class is appropriate for all students is based on student data and recommendations by case managers, special education or EL teachers, and counselors. If there are concerns about a student's placement in a co-taught class, the issue will be brought back to the student's team to determine next steps regarding additional supports or differentiation within the classroom or to consider a change in schedule.
9. The parties agree to continue improving Co-Teaching in the SpEd and ELL Professional Issue Committee meetings.

ARTICLE 30. RECRUITMENT AND RETENTION OF TEACHERS OF COLOR

The District will continue current practice 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, Educational Assistant 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 31. ELEMENTARY SPECIALISTS

The District and Federation recognize that our elementary specialists deliver curriculum and services to our students in a variety of content areas that are vital to educating the whole child. It is the administrator's responsibility to ensure that all teachers get a 50 minute preparation period and the appropriate materials required to instruct students. For these reasons, the parties have agreed to the following:

1. During opening week, elementary specialists will submit to their principals a supply list with costs attached to resupply the curriculum materials required for instruction of their content. A. For each individual specialist, a minimum \$100 will be budgeted for classroom expenses. Should additional required curricular materials be needed during the year, the teacher can submit a supplemental list to the principal for ordering.
2. To effectively fund innovation the Office of Fund Development will organize opportunities for staff to seek additional/external resources. SPPS and SPFE will work collaboratively to identify a reasonable list of viable sources of revenue.
3. In accordance with the adopted "District/Department PLC Offerings for SY17-18" Teacher Development and Evaluation agreements; Principals/supervisors should have a meaningful discussion with each educator about which PLC would be the most productive for the educator and their professional growth in their content area that will impact student learning.
 - a. Elementary specialists may attend a PLC in their content area, instead of a school level PLC with prior approval from their principal/supervisor. If disagreements arise, the teacher should immediately contact the district content lead to resolve.
 - b. Specialists are excused from two of the maximum of four principal directed meetings per month to compensate for attending a district PLC.
4. Prep periods for specialists will not be split into more than two sections or be provided in increments of less than 25 minutes.
5. If district-wide PD is being offered in the specialist's content area on a district professional development day, the specialist may be permitted to attend that PD in lieu of building PD, with prior approval from their principal/supervisor. If disagreements arise, the teacher should immediately contact the district content lead to resolve.

ARTICLE 32. CLASS SIZE

31.1 Vision. Saint Paul Public Schools believes all students deserve the full range of educational opportunities and student supports that a robust, well-rounded education affords. A well-rounded education is one that meets the Minnesota state education standards by providing students with learning opportunities that give them the skills to succeed in school, college and career.

District Policy 101.00 (Racial Equity) obligates the District and Federation 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.

31.2 Guidelines. Class sizes in elementary will, on average, per grade level in each school, be within the class size average indicated below and will not, in any individual classroom, exceed the cap designated below. The class size, on average, for secondary teachers for 6-8 or 9-12 shall not exceed the average and shall not, in any individual classroom or class period, exceed the cap designated below. The following content areas in secondary schools shall not be subject to these limits: Vocal Music and Instrumental Music.

Top 30 SPPS sites with the highest F/R %.*	Average/Teacher	Cap
PreK	20	20
K	24	24
1-3	25	25
4-5	28	30
6-8	34	36
9-12	36	38
9th grade Courses**		35
Remaining SPPS sites		
PreK	20	20
K	26	26
1-3	27	27
4-5	29	31
6-8	36	38
9-12	38	40
9th grade Courses**		36

*Any schools tied for the final spot shall be included.

**9th grade - Courses designed for grade enrollment for students in 9th grade e.g. English 9, World History

ARTICLE 32. CLASS SIZE (continued)

In certain programmatic circumstances, e.g. Science Labs, building administrators will support a safe and effective learning environment by utilizing various strategies to reduce the number of students working in lab on a given day.

31.3 Class Size Committee. The parties acknowledge that circumstances could arise where exceptions to the above class size averages or caps may be made. Such cases may include efforts to keep families together, enrollment patterns, population shifts, a decrease in state or federal funding, an unusual variation between school enrollments at different grade levels or to allow the district to avoid creating split grade level classes.

Teachers will not be asked to exceed these limits individually. The issue must be brought to the class size committee for resolution.

All schools will form a class size committee. The committee shall be composed of the following voting members:

- School Principal
- Assistant Superintendent (if not able to attend, the Asst. Supt. will appoint a proxy)
- A teacher from an affected classroom or other staff member in the affected license area. This person will be chosen by the SPFE steward.
- A building steward OR another licensed staff person appointed by the Federation.

Two (2) parents, to be appointed by the school's PTA or PTO (If there is no active PTA or PTO, the parents will be appointed by the principal and the building steward. If the principal and steward are unable to agree on two parents to appoint, the principal will appoint one parent and the steward will appoint the other.) Lack of parent involvement will not preclude the committee from developing recommendations.

Prior to the first week of school the SPFE stewards and principal shall examine an enrollment report describing the enrollment of each section being offered at the school. The stewards and principal will try to eliminate as many issues as they can prior to convening the Class Size Committee.

All affected teachers will be invited to attend the Class Size Committee to participate in the discussion of possible solutions.

If called to convene, the committee shall meet before the first day of students attending in the fall. The committee will review class size data for the classes approaching or exceeding class size averages and/or caps. The committee will develop a plan on what to do about each potential class, or grade level in elementary, with a class size issue. Possible solutions will be presented to the affected teachers for their feedback and/or possible approval.

The Federation agrees not to grieve such an exception, when approved by a majority of the committee, for the remainder of the school year for which the exception is made only if the committee's recommended remedies are implemented within thirty calendar days after the meeting. All exceptions expire at the end of each school year.

If all other internal site level class size solutions have been exhausted, and it is determined that additional staffing is necessary, then a recommendation to the Superintendent and/or their designee will be made within 5 school days. If the final agreement is to hire additional support, then the new posting will take place within ten school days of the approval. If after 30 days, no hire has taken place, a short term sub will be placed into the classroom pending the assignment of the support staff. The Federation agrees to not file a grievance if this is followed.

The parties agree to submit any disputes not resolved after Step Two of the grievance process to grievance mediation and reach a resolution through grievance mediation.

Prior to the end of a marking period, the SPFE stewards and principal shall examine class size data for the upcoming marking period. If there are new class size issues, they will work together to solve these problems. If needed, the Class Size Committee should be reconvened with affected teachers being invited to attend to discuss possible solutions.

ARTICLE 33. 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 34. DUAL LANGUAGE IMMERSION PROGRAMS

The District and the Federation agree that the dual language/immersion program's rich thirty plus year history is unique and contributes to making Saint Paul Public Schools a destination district. A significant and growing percentage of students attend Dual Language/immersion school or program in Saint Paul Public Schools. Dual language/immersion programs have unique needs that require specific support and understanding.

Dual language/immersion middle school and senior high school programs shall be recognized as unique programs within a school when building administrators are planning staffing for the school year.

SECTION 1: Classroom Makeup

Subd. 1. The parties have a shared understanding that class size in elementary affects matriculation through middle and secondary schools. Therefore, all dual language/immersion elementary grade levels may hold their class size committee meetings by the last day of May, for the proceeding school year. The purpose of this meeting will be to review projected numbers, waitlists and site collected data, such as parent intent to return forms, building collected retention data, etc., for elementary classrooms that may agree to class size exceptions.

Subd. 2. Due to the additional linguistic development necessary for success in all dual language/immersion programs, building administrators will work toward not creating split level grade classes in PreK-5 at dual language/immersion programs.

SECTION 2: Staffing

Subd. 1. Due to the difficulty of finding language specific personnel, the district will actively recruit open positions for dual language/immersion educators who are proficient in the language of instruction, such as:

- a. Classroom teacher
- b. Specialist/content specific teachers
- c. Educational assistants

Subd. 2. Dual Language/Immersion supports: The district will continue to provide staffing levels in the language of instruction, necessary to meet program expectations.

SECTION 3: Professional & Curriculum Development

Subd. 1. Dual language/immersion teachers, including any teacher who works on a DLI team, will be given 24 hours of paid teacher-directed collaborative work time to enhance program curriculum, to be paid at the curriculum writing rate of pay outlined in Appendix D.

Subd. 2. Dual language/immersion teachers will have the option to participate in two days of paid professional development directly linked to current SPPS curricular/program development. This will take place either at the district level or off-site workshops by reputable language specialists/organizations. Staff in Hmong Dual Language (HDL) programs may choose to use language in the HDL MOA in place of, but not in addition to, this language.

ARTICLE 34. DUAL LANGUAGE IMMERSION PROGRAMS/ SECTION 3: Professional & Curriculum Development (continued)

Subd. 3. DLI sites will be given the option to delay full implementation of new district mandated curricular initiatives for up to one school year. This additional time will be used to plan, develop, and test curriculum materials to ensure the programmatic success in the language of instruction.

Subd. 4. All dual language/immersion teachers who assess literacy in English and another language will be provided one day of substitute coverage for each assessment period per year. Staff in HDL programs may choose to use language in HDL MOA in place of, but not in addition to, this language.

ARTICLE 35. 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. The District will invoice SPFE twice annually to receive 50% of total cost for the time the facilitator is teaching the course.

Appendix A SALARY SCHEDULES

Effective: July 1, 2025

	BA	BA+15	BA+30	BA+45	BA+60/ MA	MA+15	MA+30	MA+45	MA+60/ SPEC	Phd/ EdD
LANE	3	4	5	6	7/8	9	10	11	12/13	14
STEP										
6	58,404	59,353	60,533	61,954	64,890	65,601	66,782	68,200	69,621	71,281
7	60,065	61,245	62,431	63,849	67,408	68,114	69,298	70,719	72,143	73,798
8	60,938	62,111	63,282	64,688	69,339	70,040	71,213	72,619	74,027	75,671
9	63,428	64,602	65,773	67,179	71,932	72,635	73,807	75,211	76,620	78,260
10	66,948	68,116	69,288	70,696	74,533	75,236	76,413	77,818	79,223	80,862
11	70,241	71,618	72,764	73,906	79,184	80,826	81,997	83,398	84,809	86,452
12	72,682	74,119	75,308	76,498	85,220	86,502	88,183	90,355	92,038	95,598
13	73,017	74,453	75,641	76,831	88,267	89,602	91,350	93,612	95,361	99,065
14	73,351	74,784	75,973	77,164	88,600	89,936	91,681	93,945	95,694	99,397
15-19	77,391	78,905	80,163	81,420	95,075	96,488	98,335	100,725	102,573	106,488
20	80,243	81,775	83,055	84,330	99,637	101,070	102,945	105,369	107,246	111,219
21 YR Longevity Stipend*	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800

Effective: January 1, 2026

	BA	BA+15	BA+30	BA+45	BA+60/ MA	MA+15	MA+30	MA+45	MA+60/ SPEC	Phd/ EdD
LANE	3	4	5	6	7/8	9	10	11	12/13	14
STEP										
6	58,584	59,533	60,713	62,134	65,070	65,781	66,962	68,380	69,801	71,461
7	60,245	61,425	62,611	64,029	67,588	68,294	69,478	70,899	72,323	73,978
8	61,118	62,291	63,462	64,868	69,519	70,220	71,393	72,799	74,207	75,851
9	63,608	64,782	65,953	67,359	72,112	72,815	73,987	75,391	76,800	78,440
10	67,128	68,296	69,468	70,876	74,713	75,416	76,593	77,998	79,403	81,042
11	70,421	71,798	72,944	74,086	79,364	81,006	82,177	83,578	84,989	86,632
12	72,862	74,299	75,488	76,678	85,400	86,682	88,363	90,535	92,218	95,778
13	73,197	74,633	75,821	77,011	88,447	89,782	91,530	93,792	95,541	99,245
14	73,531	74,964	76,153	77,344	88,780	90,116	91,861	94,125	95,874	99,577
15-19	77,571	79,085	80,343	81,600	95,255	96,668	98,515	100,905	102,753	106,668
20	80,423	81,955	83,235	84,510	99,817	101,250	103,125	105,549	107,426	111,399
21 YR Longevity Stipend*	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800

* The highest step placement is step twenty (20). Upon completion of 20 consecutive years of regular service teachers eligible for this stipend will receive a bi-weekly amount on their pay check prorated based on FTE status.

Effective: July 1, 2026

	BA	BA+15	BA+30	BA+45	BA+60/ MA	MA+15	MA+30	MA+45	MA+60/ SPEC	Phd/ EdD
LANE	3	4	5	6	7/8	9	10	11	12/13	14
STEP										
6	59,756	60,724	61,927	63,377	66,371	67,097	68,301	69,748	71,197	72,890
7	61,450	62,654	63,863	65,310	68,940	69,660	70,868	72,317	73,769	75,458
8	62,340	63,537	64,731	66,165	70,909	71,624	72,821	74,255	75,691	77,368
9	64,880	66,078	67,272	68,706	73,554	74,271	75,467	76,899	78,336	80,009
10	68,471	69,662	70,857	72,294	76,207	76,924	78,125	79,558	80,991	82,663
11	71,829	73,234	74,403	75,568	80,951	82,626	83,821	85,250	86,689	88,365
12	74,319	75,785	76,998	78,212	87,108	88,416	90,130	92,346	94,062	97,694
13	74,661	76,126	77,337	78,551	90,216	91,578	93,361	95,668	97,452	101,230
14	75,002	76,463	77,676	78,891	90,556	91,918	93,698	96,008	97,791	101,569
15-19	79,122	80,667	81,950	83,232	97,160	98,601	100,485	102,923	104,808	108,801
20	82,031	83,594	84,900	86,200	101,813	103,275	105,188	107,660	109,575	113,627
21 YR Longevity Stipend*	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800

* The highest step placement is step twenty (20). Upon completion of 20 consecutive years of regular service teachers eligible for this stipend will receive a bi-weekly amount on their pay check prorated based on FTE status.

APPENDIX B

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

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

Behavioral Intervention Specialists:	Assess individual student situations and reasons for behavior and help connect student's with the appropriate licensed staff
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

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF
EDUCATORS LOCAL NO. 28

Chair, Board of Education

President

Treasurer, Board of Education

Lead Organizer

Clerk, Board of Education

Lead Negotiator

Executive Chief of Human Resources

Bargaining Team Chair

Assistant Director, Employee/Labor Relations

Bargaining Team Member

Date

Bargaining Team Member

Bargaining Team Member

Date

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 stipends 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 **or designee**. 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). The supervision of an extracurricular activity may be divided among coaches, but the total payment shall not exceed the amount set forth below.

High School Athletic Directors shall not be employed as a head coach or assistant coach. Athletic Department Specialists may coach after completion of all daily scheduled hours of work and with the approval of the building Athletic Director and building Principal to ensure appropriate levels of coverage and support are in place. Daily scheduled hours of work and coaching may not overlap.

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 Directors and Athletic Department Specialists are full time. Middle School Athletic Directors are stipend-based positions.

HS - Athletic Director	16.25 x BU
HS - Athletic Equipment Manager	8.75 x BU
HS - Intramural Coordinator	4 x BU
HS - Cheerleader Coach (Per Season)	4 x BU
MS - Athletic Director	13.75 x BU

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.

HS - Swimming Coordinator 6 x BU
 HS - Gymnastics Spotter (not a coach) 2.5 x BU

A teacher may be employed to assist the Athletic Director in the administration of scholastic athletic games, meets, or schedules, such employment to be compensated at a rate per season not to exceed the BU (currently \$420).

Each high school athletic director shall have available a budget of 2 x BU 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 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
Adapted Soccer	12	Adapted Floor Hockey	17	Adapted Bowling	11
Football	15	Alpine Skiing	14	Adapted Softball	13
XC-Boys	12	Nordic Skiing	14	Badminton	11
XC-Girls	12	Basketball-Boys	18	Baseball	13
Soccer-Boys	12	Basketball-Girls	18	Golf-Boys	13
Soccer-Girls	12	Gymnastics	15	Golf-Girls	13
Swimming-Girls	14	Hockey-Boys	17	Lacrosse-Boys	11
Tennis-Girls	11	Hockey-Girls	17	Lacrosse-Girls	11
Volleyball-Girls	13	Swimming-Boys	14	Softball	13
		Wrestling	15	Tennis-Boys	11
		Dance Team	17	Track & Field	13
				Volleyball Boys	13

Middle school sports and their season lengths:

Fall Sport	Weeks	Winter Sport	Weeks	Spring Sport	Weeks
FLAG Football	8	Basketball-Boys	8	Badminton	8
Soccer-Boys	8	Basketball-Girls	8	Baseball	8
Soccer-Girls	8	Wrestling	8	Softball	8
Volleyball	8			Track & Field	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 may have an Assistant with the approval of the Principal, Athletic Director, and the District Wide Athletic Administrator. 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
Adapted Soccer	7	15
Football	Varsity/JV-22, B/9th-15	50
XC-Boys	7	
XC-Girls	7	
Soccer-Boys	15	22
Soccer-Girls	15	22
Swimming-Girls	10	
Tennis-Girls	10	
Volleyball	10	25

WINTER SPORT	Minimum#/ team	Maximum #/team
Adapted Floor Hockey	6	18
Alpine Skiing	8	45
Nordic Skiing	10	45
Basketball-Boys	10	15
Basketball-Girls	10	15
Gymnastics	12	
Hockey-Boys	Varsity 15, JV 10	20
Hockey-Girls	Varsity 15, JV 10	20
Swimming-Boys	10	
Wrestling	7	28
Dance Team	High Kick 5; Jazz 5	High Kick 34; Jazz 26
SPRING SPORT	Minimum#/team	Maximum #/team
Adapted Bowling	1	No Limit
Adapted Softball	9	18
Badminton	7	20
Baseball	Varsity 15, JV/9th 12	
Golf-Boys	6	
Golf-Girls	6	
Lacrosse - Boys	16	25
Lacrosse - Girls	16	25
Softball	12	
Tennis - Boys	10	
Track & Field	10	no limit
Volleyball	10	25

MIDDLE SCHOOL		
FALL SPORT	Minimum#/ team	Maximum #/team
FLAG Football	11	
Soccer-Boys	11	25
Soccer-Girls	11	25
Volleyball	12	25
WINTER SPORT	Minimum#/ team	Maximum #/team
Basketball-Boys	5	18
Basketball-Girls	5	18
Wrestling	7	30
SPRING SPORT	Minimum#/ team	Maximum #/team
Badminton	6	25
Baseball	9	
Softball	9	
Track & Field	10	no limit

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

Based on guidance from the Fair Labor Standards Act (FLSA), if any hourly employee including EAs perform these non-athletic extracurricular duties in addition to their regular job duties and outside their duty day, they will be paid at the hourly rate for "non-specific after-hours extra-curricular advisor" listed in this schedule. All hours worked by an hourly employee are subject to overtime under the Fair Labor Standards Act (FLSA) and are paid accordingly.

Job	Level/Notes	Stipend 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
Class Advisor	Sophomore Class	1.25 x BU
	Junior Class	3.75 x BU
	Senior Class	3.75 x BU
Chaperone (outside the duty day)	Hourly	(0.075 x BU) / hr
Debate Coach	Middle School Minimum per team:8	.75 x (17 x BU)
	HS - Head Debate Coach Minimum per team:8	17 x BU
	HS - Asst. Debate Coach	.75 x (17 x BU)
Destination ImagiNation Team Coach*	The minimum requirements for this stipend are: <ul style="list-style-type: none"> • One to three teams, formally competing 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
Drivers Education Teacher (See Article 9, Section 6 for governing conditions)	Hourly	(0.075 x BU) / hr
Field Trip: School sponsored overnight field trip (not compensated by other means)	Nightly	0.25 x BU
Hmong Dual Language Teacher		11 x BU

Locker Manager	Per student (Based on 10/1 enrollment)	0.00439 x BU per student Minimum = 1 BU 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
	High School: A minimum requirement for this stipend is at least 10 participants, and at least six scheduled events	5.25 x BU
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
Senior High National Honor Society Coordinator		7.5 x BU
North Central Association Coordinator		3 x BU
School Fund Bursar Middle School	MS	5.25 x BU
	HS	12.6 x BU
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

Science Olympiad Coach	<p>The minimum requirements for this stipend are:</p> <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
Science Safety Manager	Secondary	1.5 x BU
SADD Program Advisor	Secondary	3.75 x BU
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
Student Council Director	Secondary	7.5 x BU
Technological Instructional Equipment Manager	Person manages inventory of all video/audio equipment not managed by Facilities. Examples are setting up speakers and projectors for meetings or programs. 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.	0.0025 x BU x #students Minimum = 1 BU No Max
iPad Manager (work outside regular day)	The per student basis for the yearly stipend for this determined for each school based on the official enrollment figures published by the District each October.	0.01 x BU x #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 x BU x #students Minimum = 1.5 x BU

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 x BU x #students Minimum = 3 x BU No Max
Yearbook	HS - Business Manager	2.5 x BU
	HS - Editorial Manager	7.5 x BU
Robotics Coach	Head Coach	10 x BU
	Asst. Coach	7.5 x BU
CTSO's (Career and Technical Student Organizations)	CTSO stipends are paid to advisors who support CTSO programming outside of their duty day for approved CTSOs (including FFA, HOSA, Future Educators, and DECA).	5 x BU
WEB Coordinator		7.5 x BU
Link Crew Advisor		7.5 x BU
TECHNOVATION Challenge Coach	This is a Statewide, National, and International competition that works to get girls involved in STEM.	7.5 x BU
Youth in Government Coach		5 x BU
Youth Affinity Group Advisor	Examples GSA, Students of Color	5 x BU
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

*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 Maximum 1 per semester.
Performance Stipend	Work any performance, exhibition, or showcase outside 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 <i>Maximum of 6 performances per of the school day in any role production. Additional performances must be approved by the principal.</i>
Event Stage Manager	Managing the lights, sound, curtains, etc. for the stage/auditorium for a performance/event that occur outside of the school day. May also supervise Stage/Tech Crew Students	0.2 x BU 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 <i>Maximum of 6 performances per athletic season. Additional performances must be approved by the principal.</i>
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 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.	13 x BU <i>Maximum of 6 performances per semester. Additional performances must be approved by the principal.</i>
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.	21 x BU <i>Maximum of 6 performances per semester. Additional performances must be approved by the principal.</i>

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 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 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.	
Vocal Music Director of Musical	Works alongside the Musical Director in providing vocal music direction for a musical. Vocal director assists with	7 x BU This person will also be paid at the per "Performance	4.5 X BU This person will also be paid at the per "Performance	

	auditions, rehearsals, dress/technical rehearsals and performances as well.	Stipend” for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.	Stipend” for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.	
Musical Choreographer	Works alongside Musical Director, auditions, creates original/compatible choreography, and rehearses the musical (including technical/dress rehearsals).	7 x BU 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.	4.5 X BU 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.	
Musical Accompanist	Works with the Musical Director and/or the Vocal Musical Director to accompany singers and dancers during rehearsals and performances.	7 x BU 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.	4.5 X BU 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>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</p> <p>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</p> <p>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>2 x BU</p> <p>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>1.5 X BU</p> <p>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	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.	7 x BU 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.	4.5 X BU 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.	
Director of Play	Auditions, produces, directs, and rehearses a play (non musical) outside the school day. Supervises technical director.	10 x BU 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.	6 X BU 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.	
Short Musical Production or Play Assistant	Assistants to Short Musical Production or Play (choreographer, costumes, accompanist, etc.)			0.5 X BU

HOURLY RATES**Effective July 1, 2025****RATE GROUPS**

Professional Development	\$27.50 or In-service Credit
General Assignments: Saturday School, Curriculum Writing	\$27.50
Instructional Assignments: (ALC, EDL, ABE, Homebound) Tutoring	\$30.00
Instructional Assignments Loss of Preparation Time for classroom coverage ¹ Preparation/Planning Time Providers	\$40.00

¹ See [Article 9, Section 9](#), CONTRACT TEACHERS AS SUBSTITUTES, for governing conditions

ADDITIONAL INFORMATION

(Not a Part of the Agreement)

Meet and Confer

Grievance Procedure

Accessing and Reviewing Personnel Files

Substitute Teacher

STATEMENTS OF INTENT

Student Engagement and Conduct

Instruction Classes – Size

Lesson Plans Procedures

Teacher Time and Workload

Timeline for Settlement

Enrollment Preference

Standardized Testing

School Integration

School Climate & Safety

Co-Teaching Best Practices

Responsible Banking and Contracting Services

English Language Learner Placement and Testing

Recess

Teaching Not Testing

Elementary Specialist

Commitment to Healthy Green Public Schools

Commitment to Public Transit for SPPS Employees

Commitment to Staff Inclusion within Gender Policy

Funding Collaboration

Access to Education

ADDITIONAL INFORMATION

(Not a Part of the Agreement)

Meet And Confer

The Board recognizes the Federation as the exclusive representative of all teachers for purposes of meeting and conferring pursuant to the conditions of PELRA. The Federation and the Board, through its representatives, shall continue to meet and confer on matters of concern to both parties.

Grievance Procedure

The Grievance Procedure contained in the Agreement shall be applicable through Level Three, but not arbitration, for other matters of policy and regulations of the District. For this purpose, a grievance is defined as an allegation that there has been an explicit violation, misinterpretation or misapplication of policies or regulations of the District.

Accessing and Reviewing Personnel Files

An employee may examine the contents of **their** 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 (6) 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.

Substitute Teachers

SECTION 1. RETIRED TEACHERS BONUS. Saint Paul Public Schools' retired teachers who substitute teach on or long-term basis for a minimum of 20 days in a school year shall receive a bonus of \$20 per day for each day of substitute service. This bonus will be paid at the end of the school year in which substitute teaching service occurs.

SECTION 2. PART-TIME HOURLY TEACHERS.

All terms and conditions of employment for part-time hourly teachers shall be contained solely within this Section 5 and the Appendices specifically referenced in this section. Part-time hourly employees are at will employees who work when needed by the District and whose assignments or future assignments can be terminated at any time solely at the discretion of the employer and is not grievable under the terms of this labor agreement. A teacher employed on a part-time hourly basis shall not have or acquire any rights or benefits other than the pay rate provided in Appendix D.

STATEMENTS OF INTENT

Instruction Classes – Size

The Board of Education and the Saint Paul Federation of Educators, Local 28 affirm that providing instruction in classes of appropriate size is a matter of professional interest and concern to both; therefore, the parties will ask that the Professional Issues Committee (PIC) review and discuss, in consultation with the Superintendent, concerns that continue to require attention at any time during a school year.

Lesson Plans Procedures

The development and use of lesson plans in Saint Paul Public Schools shall be guided by these assumptions and principles:

Basic assumptions:

- The District expects and requires that lesson planning include the following components:
 - Reference to standards
 - Measurable objective(s) for student learning or guiding questions
 - Instructional Strategies
 - Means of Assessment

Teachers are not required to rewrite a lesson plan when district curriculum provides such a plan. However, if asked by an administrator, teachers will be required to identify the above components of the lesson they are teaching.

AND

- The Saint Paul Federation of Educators confirms and supports the requirement of lesson planning for all teachers who engage in the instruction of students.
- Each teacher's lesson plans need to be available:
 - to provide effective guidance and planning for the teacher and for a substitute teacher
 - for review by an administrator as needed.

Principles:

- Recognition and respect for the fact that effective lesson planning may be done in a variety of formats and methods (examples: daily lesson plan, full course syllabus, unit plan and so on).
- Recognition and respect for the value of each teacher's professional expertise and judgment as to form and content, within the District's curriculum.
- Recognition and respect for the responsibility of the school administrators as leaders of the instructional team in the local school.

Procedure:

Each teacher's lesson plan(s) for the following day or week shall be available upon administrator request.

Teachers and the principal of a building may collaboratively work out an alternative procedure for access to lesson plans.

STATEMENTS OF INTENT (continued)

Time and Teacher Workload

The St. Paul Federation of Educators and District agree that school reforms have changed the working conditions in our schools. In the past, students were solely responsible for academic achievement. Teachers worked primarily in isolation from one another. School administrators made management decisions. Today, schools share responsibility for student achievement. Teachers regularly team with their colleagues and serve on numerous school governance and management committees. These changes have increased teacher workload and time spent working with colleagues.

Time

The District is committed to reorganizing the Opening Week schedule to provide more in-building time for teachers to work individually and together. It is understood that the schedule for Opening Week will include a majority of teacher directed time for individual preparation and group planning.

Workload

In addition to the issue of time, the Federation and District explored ways to reduce unnecessary paperwork without compromising the professional responsibilities of teachers. These discussions led to the elimination of the loss of credit report forms at the secondary level and the sub skill grading option for the elementary report cards in grades two – six. The District and Federation are committed to working together to revise and improve the current elementary report cards, including the K-1 reporting systems.

STATEMENTS OF INTENT (continued)

Timeline for Settlement

The District and the St. Paul Federation of Educators affirm that collective bargaining is one of the most important processes for ensuring that our schools are ready to meet the needs of students and families. Negotiating a contract in a timely manner demonstrates the value of that process. Important assignments require a due date in order to reflect the significance of the work being accomplished. Therefore, the parties mutually commit to the goal of settling collective bargaining agreements no later than January 15 of each even numbered year.

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.

Standardized Testing

During negotiations for the 2013-15 contract, the District and the Federation engaged in discussions about standardized testing. The parties agree that many different types of assessments can be useful in meeting the needs of students and improving teachers' professional practice. The District and the Federation mutually agree that standardized testing must primarily support teaching and learning for all of our students. The parties further agree that important learning time is lost each school year due to preparation for and administration of standardized tests.

The District's Racial Equity [Policy](#) (101.00) obligates both parties to agree to efforts aimed at raising achievement for all students, reducing gaps between the highest and lowest performing student groups, and eliminating the racial predictability of low achievement. Both parties recognize that large-scale standardized assessments provide important data to monitor overall student achievement, the progress of our student groups, and the District's progress in eliminating racially predictable outcomes.

STATEMENTS OF INTENT (continued)

Standardized Testing (continued)

Given that the nature and role of standardized testing in Minnesota is undergoing significant transformation, the District and Federation agree to continually review the ongoing developments and the implications for Saint Paul, including, but not limited to the implementation of state-administered computer-adaptive assessments, the ability for the assessments to provide information to improve teaching and learning, and the use of assessments to support college and career readiness. As part of the District's annual work to reassess the standardized tests administered to St. Paul children, the parties will work, through a subcommittee of the Professional Issues Committee (PIC), to review the standardized assessments currently used in the St. Paul Public Schools and to achieve a goal of reducing by 25% the amount of teaching and learning time lost to the preparation for and administration of standardized tests by the start of the 2015-16 school year. For the purposes of this goal, the baseline year for measuring achievement of this goal is the 2012-2013 school year. Subcommittees of the Special Education PIC and the English Language Learners PIC will conduct this work for standardized assessments used in special education and ELL respectively. Additional members, beyond those already appointed to these committees, may be appointed to these subcommittees to ensure that adequate professional expertise is available during each subcommittee's work.

The Professional Issues subcommittee on assessment will also review new developments in assessments, particularly those designed to offer different measures of student engagement and culturally relevant practice. If the subcommittee identifies promising instruments, the Professional Issues Committee will discuss methods to identify classrooms or building(s)/program(s) to voluntarily pilot the instruments. The purpose of the pilot will be to determine the validity, usefulness, and cultural relevance of these new standardized tests.

Both parties agree to work together to influence state and federal policymakers regarding large-scale standardized testing requirements, the quality and use of standardized assessments in service to teaching and learning, and to eliminate the misuses of these tests.

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.

STATEMENTS OF INTENT (continued)

Commitment to School Integration (continued)

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.

STATEMENTS OF INTENT (continued)

School Climate and Safety

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 SPFE building stewards will create School Climate Improvement Teams (SCITs) (distinct from Pupil Problem Committee) or 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), paraprofessionals, and other staff members in the building and may include students as appropriate. Students, parents and members of the community may be nominated by teachers 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.

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 climate trends, identify root causes, potential solutions and interventions, and recommend improvement to the building-wide plan;

STATEMENTS OF INTENT (continued)
School Climate and Safety (continued)

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, paraprofessionals and others consistently maintain high standards and expectations for all students. Teachers 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;
4. Request to be designated as a Restorative Practice School by May 1 of the preceding school year if they desire their school to be so designated.

SCITs, or any existing or otherwise named committee that functions as described in this statement shall satisfy the requirement that a building has a SCIT, will be encouraged to apply inclusive meeting practices, such as meeting at times accessible to parents and providing translation services and daycare for families. The Office of Family Engagement and Community Partnerships will provide necessary translation services and childcare for families not to exceed \$50,000 each school year during district-wide SCIT meetings, or any existing or otherwise named committee that functions as described in this statement.

SCITs, or any existing or otherwise named committee that functions as described in this statement, may meet over the summer months to prepare for the upcoming school year. Teachers who participate in summer SCIT meetings outside of the contract year will be paid at the Instructional Assignment rate in Appendix D. The district will budget not to exceed \$10,000 for this purpose.

Parents serving on SCITs, or any existing or otherwise named committee that functions as described in this statement, will have the opportunity to take part in SPPS foundational equity training.

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.

STATEMENTS OF INTENT (continued)

Responsible Banking and Contracting Services

During negotiations of the collective bargaining agreement for 2015-17, the Board of Education (BOE), Independent School District No. 625 (hereinafter "District"); and the Saint Paul Federation of Educators, Local No. 28 (hereinafter "Federation") exclusive representative for teachers, had discussions about responsible district banking and contracting services. This statement of intent represents the shared views of the parties.

The parties agree that Saint Paul Public Schools (SPPS) students, families, and staff may ultimately be impacted by community banking and contracting services. The parties further agree on the following shared values:

1. That district banking contractors should engage in responsible banking practices that, among other things, include practices that will, consistent with law and contractual obligations, attempt to mitigate the impacts of foreclosures during the school year on students and their families.
2. That district banking contractors should provide earned sick time to all of their employees.

The parties recognize that these values may not be accomplished immediately and that, before changes to bid specifications and the contract bidding process take place, a broader conversation including the district's current banking contractors and other concerned members of the community must occur, and that issues, such as the budget implications of changes need to be fully understood.

In support of this statement of intent, the parties agree to the following:

Convene a Banking and Contracting Service Task Force, during the 2016-17 school year, to provide recommendations to the Board of Education.

- The task force will be composed of a number of members to be mutually agreed upon by the parties with the BOE 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 these issues with an equity lens.
- The task force will meet on a schedule to be determined by the members of the task force. Task force meetings will be open to members of the public and will be scheduled on weekday evenings in order to facilitate attendance by members of the public at meetings.
- The task force shall make their recommendations to the BOE by the end of the 2016-17 school year.

In 2017-2018, the Board of Education will review the District's business services portfolio to address responsible banking and contracting practices and procedures, consistent with the recommendations of the 2016-17 Banking and Contracting Service Task Force.

STATEMENTS OF INTENT (continued)

English Language Learner Placement and Testing

The District and Federation agree to work collaboratively to increase ELL students' access to quality instruction and services. Furthermore, the parties agree that it is the responsible of all teachers to serve students with Limited English Proficiency (LEP) as ELL programming is supplemental and not intended to supplant core instruction for ELL students.

To that end, beginning summer of 2016 the parties agrees to jointly review current ELL programming and practices including, but not limited to:

- an external audit of the current programming model
- convene a team of teachers, parents, regional and/or national experts to make recommendations on appropriate co-teaching practices for ELL students and programming for SLIFE students
- Regular presentations at ELL PIC to monitor progress and adjust focus as needed

Furthermore, the district commits to the following actions to enhance placement and assessment of ELL students:

- ELL student services and scheduling decisions will consider students' ACCESS CPL (composite proficiency level) and teacher recommendations.
- Institute a SLIFE (Students with Limited or Interrupted Formal Education) "flag" designation in Campus system. SLIFE will be defined according to the LEAPS ACT, Minnesota Stat §124D.59 .
- Develop a screening process to determine if students qualify for SLIFE status, to be implemented at the Student Placement Center beginning in the 2016-17 school year.
- The ELL Professional Issues Committee will create a graduation pathway subcommittee that will jointly work on designing and instituting an alternative "Newcomer Path" to graduation/transfer/job training for secondary SLIFE students.
- In order to limit service interruption to ELL students, ACCESS 2.0 administration will not be limited solely to ELL teachers, but may include district TOSAs, EAs/TAs or other staff.

Recess

It shall be the intent of the District for sites to provide at least 20 minutes of recess per school day to all Pre-K through grade 5 students. Students must also be given a reasonable amount of time to eat lunch.

STATEMENTS OF INTENT (continued)

Teaching Not Testing

During 2013-15 contract negotiations, the District and Federation agreed that different types of assessments can be useful in meeting the needs of students and improving teachers' professional practice. The District and the Federation mutually agree that standardized testing must primarily support teaching and learning for all of our students. The parties further agree that important learning time is lost each school year due to preparation for and administration of standardized tests.

The District and Federation acknowledge the potential bias in solely relying on standardized assessments to measure student achievement. The parties agree to work together to utilize assessments that represent the multiple ways in which students can demonstrate their learning. Additionally, the District and Federation agree to participate in regional and national conversations that advocate the over-reliance on standardized assessments, reduction of time, the promotion of multiple forms of evidence of student learning to determine school quality and accountability.

The District will post online parent/guardian refusal forms and guide that parents can easily access and fill out. This form will be translated into the five most prolific languages spoken in the district (English, Hmong, Karen, Somali and Spanish). We recognize that many of our families do not have easy access to this information. The District will ensure alternative learning opportunities are available for students who refuse any standardized testing.

The District's Racial Equity Policy (101.00) obligates both parties to agree to efforts aimed at raising achievement for all students, reducing gaps between the highest and lowest performing student groups, and eliminating the racial predictability of low achievement. Both parties recognize that using data to monitor overall student achievement, the progress of student groups, and the District's progress in eliminating racially predictable outcomes is important and agree to work together to determine the best assessments to accomplish this goal.

The parties agree to continually review the implementation of state-administered computer-adaptive assessments, the ability for the assessments to provide information to improve teaching and learning, and the use of assessments to support college and career readiness. As part of the District's annual work to reassess the standardized tests administered to St. Paul children, the parties will work, through a subcommittee of the Professional Issues Committee (PIC), to review the standardized assessments currently used in the St. Paul Public Schools and to achieve a goal of further reducing the amount of teaching and learning time lost to the preparation for and administration of standardized tests and to develop communication protocols related to the district standardized assessment calendar, particularly at the building level to be used across the District and with stakeholders. Teachers may share with parents and students that they have a right to refuse. Subcommittees of the Special Education PIC and the English Language Learners PIC will conduct this work for standardized assessments used in special education and EL respectively. Additional members, beyond those already appointed to these committees, may be appointed to these subcommittees to ensure that adequate professional expertise is available during each subcommittee's work.

Teachers will not be directed to administer or monitor standardized testing during their prep period. Teachers who administer or monitor standardized testing during preparation time will be compensated at the loss of preparation time rate. Failure to provide a teacher with sufficient duty time, exclusive of preparation time, for the administration or monitoring of all required standardized testing, will entitle teachers to compensation at the loss of preparation time rate.

Building TOSAs may help administer assessments when requested by the building principals.

If training is required for teachers to administer testing, required trainings outside of the work day will be paid according to the staff development rate of pay. The time paid will be based on the time allotted for completing the training.

STATEMENTS OF INTENT (continued)

Elementary Specialists

The District and Federation recognize that our elementary specialists deliver curriculum and services to our students in a variety of content areas that are vital to educating the whole child. It is the administrator's responsibility to ensure that all teachers get a 50 minute preparation period and the appropriate materials required to instruct students. For these reasons, the parties have agreed to the following:

1. During opening week, elementary specialists will submit to their principals a supply list with costs attached to resupply the curriculum materials required for instruction of their content. A For each individual specialist, a minimum \$100 will be budgeted for classroom expenses. Should additional required curricular materials be needed during the year, the teacher can submit a supplemental list to the principal for ordering.
2. To effectively fund innovation the Office of Fund Development will organize opportunities for staff to seek additional/external resources. SPPS and SPFE will work collaboratively to identify a reasonable list of viable sources of revenue.
3. In accordance with the adopted "District/Department PLC Offerings for SY17-18" Teacher Development and Evaluation agreements; Principals/supervisors should have a meaningful discussion with each educator about which PLC would be the most productive for the educator and their professional growth in their content area that will impact student learning.
 - a. Elementary specialists may attend a PLC in their content area, instead of a school level PLC with prior approval from their principal/supervisor. If disagreements arise, the teacher should immediately contact the district content lead to resolve.
 - b. Specialists are excused from two of the maximum of four principal directed meetings per month to compensate for attending a district PLC.
4. Prep periods for specialists will not be split into more than two sections or be provided in increments of less than 25 minutes.
5. If district-wide PD is being offered in the specialist's content area on a district professional development day, the specialist may be permitted to attend that PD in lieu of building PD, with prior approval from their principal/supervisor. If disagreements arise, the teacher should immediately contact the district content lead to resolve.

STATEMENTS OF INTENT (continued)

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).

STATEMENTS OF INTENT (continued)

STATEMENT OF INTENT
Funding Collaboration

Whereas: The current administration in Washington DC has threatened to withhold federal funds to public school districts that refuse to institute policies that will harm students, staff, and families. This includes Title I and IDEA funding that our district is entitled to, and is critical for student success.

Whereas: Despite recent small improvements to the funding formula, and to the Special Education and English Learner cross-subsidies, current state funding is inadequate, and does not meet the needs of students.

Whereas: Our public schools are, in many cases, the last social safety net for our students and families. The long-term impacts of the COVID pandemic have left our communities in need of more supports than ever, adding additional financial burdens to our public schools.

Whereas: The residents of Saint Paul have been clear that they value our public schools, and have been willing to step in and provide additional funding to fill the gap. This is admirable.

Whereas: Our shared goals are to eliminate the school to prison and school to deportation pipelines, and to eliminate the racial predictability of educational outcomes. Public education is at the heart of our democracy and there has never been a more critical time to invest in preparing our children for their roles as citizens in our society and for the lives and challenges in their futures that we do not yet know; therefore

Be it Resolved that: The St. Paul Board of Education, the Superintendent of Schools, and the Saint Paul Federation of Educators will collaborate to educate voters about the challenges surrounding public education funding, and to work to secure additional funds for the St. Paul Public Schools by:

1. Working as collaborative, equal partners to secure additional contributions to St. Paul Public Schools through support for changes in tax policy to make public education funding more sustainable over time, and to increase the overall per-pupil funding formula.
2. Working as collaborative, equal partners to hold the Minnesota Legislature accountable to fully fund the Special Education and English Learner cross subsidies.
3. Working together as collaborative, equal partners to identify other ways (outside of the Minnesota Legislature) to increase revenue tied to public education
4. Creating a joint committee composed of at least one (1) SPPS School Board member, the Superintendent and/or designee, at least one (1) SPFE member leader chosen by SPFE, and SPPS and SPFE staff as needed. This committee will present a plan on how to approach the 2026 Minnesota Legislative session to both the SPPS Board of Education and SPFE Executive Board for approval no later than December 15, 2025. The joint committee will also work together to create a plan to educate the residents of Saint Paul about public education funding.

STATEMENT OF INTENT
Access to Education

No student shall be denied access to a free and appropriate public education in Saint Paul Public Schools on the basis of their immigration status. This is not subject to the grievance procedure of this collective bargaining agreement.

MEMORANDA OF AGREEMENT/UNDERSTANDING
Regarding

Early Childhood Special Education Birth to Three Workloads

Restorative Practice

Adult Basic Education Teachers – Ratio of Contracted to Hourly Staff

Early Childhood Education

Supporting English Learners

Hmong Dual Language

Contract Teachers as Substitutes

Federal Setting 1 & 2 Teacher Workload

Birth to Three and 3-5 Community Inclusion Weighted Workloads

Itinerant DHH

E-Learning Plan for Inclement Weather

Mental Health Support Teams

Site Councils

Due Process Support Planning

Advanced Technology, Including Generative Artificial Intelligence

Online School

MEMORANDUM OF UNDERSTANDING

Regarding: Early Childhood Special Education Birth to Three Workloads

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. It is entered into for the sole purpose of establishing appropriate workloads for the Early Childhood Special Education Birth to Three Program and in recognition of the collective efforts in Special Education Professional Issues Committee to address workload concerns unique to the program.

By agreeing to this memorandum, the Federation recognizes that the District is not waiving its managerial rights regarding staffing, nor establishing a precedent beyond the program acknowledged within. The parties agree that any disputes over the provisions of this memorandum are grievable up to Step Three of the grievance process.

Birth to Three assignments for staff shall not exceed 35-40 points based on the following weighted formula.

Weekly Factor	Value
Parent Groups	3.00
Team Meeting	1.50
Lunch	2.50
Billing	1.50
Due Process/Prep	0.75
Case Manager (CM) w Eval (C or B)	3.00
Non-CM w Eval (C or B)	2.00
CM & weekly visit (30-33)	2.00
CM & 2-3 x per month (16-29)	1.00
CM & 1 x per month (12-15)	0.75
Non-CM & weekly visit (30-36)	1.50
Non-CM & 2-3 visits per month (16-29)	0.75
Non-CM & 1 x per month visit (12-15)	0.50
4-8 visits per year	0.25
1-3 visits per year	0.10

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

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

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. 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.

We acknowledge the transformational possibilities of Restorative Practices and the reality that transformational work takes time. **To support these possibilities, the district commits to maintain a District-wide Restorative Practices Coordinator.** In this work, schools and educators will be encouraged to use the Restorative Practices Practice Profile.

MEMORANDUM OF AGREEMENT: Restorative Practices (Continued)

The district encourages and welcomes all senior leaders **to participate in a community building circle at least once during the school year.**

The **District-wide Restorative Practices Coordinators** will work in a collaborative partnership with SPFE, all district employee groups, and schools in restorative practices development. The **District-wide Restorative Practices Coordinator** will report to the designated district administrator.

The **District-wide Restorative Practices Coordinators** and the Saint Paul Federation of Educators' Professional Development Coordinators 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 \$50,000 **to support school sites and departments with** onboarding and professional development **in the area of Restorative Practices.**

The district will allocate \$40,000 **for contracts with community experts that are** 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 **and to provide professional development.**

SECTION 2. District Support

2.1 Site Based Restorative Practices. Each site interested in implementing Restorative Practices at their site shall follow the steps:

1. Interested staff, including the principal, will reach out to a District-Wide Restorative Practices Coordinator to schedule a meeting to begin planning for implementation of school wide restorative practices and consider how to build staff readiness.
2. Establish a Restorative Practices Committee that will complete the implementation plan with support from a District-Wide Restorative Practices Coordinator.
 - a. Members of the committee can include both academic (i.e classroom or specialist teacher) and support staff.
 - b. The Restorative Practices Committee is considered to be a principal-directed meeting, as outlined in Article 15 of the Licensed Staff Contract, or may meet during the school day.
3. Members from the Restorative Practices committee will collaborate and consult with other existing building committees such as mental health, Leadership Team and PBIS to create a restorative school culture.

2.2. Site-based Restorative Practices (RP) Coordinator. Maintain an RP Coordinator for sites that have had implementation, and 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. Maintaining RP Coordinator positions will be contingent upon grant funding and site funding available as well as implementation and student outcome data.

MEMORANDUM OF AGREEMENT: Restorative Practices (Continued)

2.3 Site-based Support. District leadership will support schools in the implementation of whole school restorative practices. The District commits to working with the Site-based RP to identify ways to utilize current staffing to deepen Restorative Practices and consider how they may use building discretionary funds to support a site-based RP coordinator position.

2.4 Grants. The District will apply for additional grants annually to invest in and grow Restorative Practices in our district. Completed grant application(s) will be dependent upon grant opportunities available. Quarterly meetings with the president of SPFE, Director of Office of School Supports, a District-Wide Restorative Practices Coordinator and leadership of the Grants Office of SPPS will occur for the purpose of reviewing prospective grant opportunities.

SECTION 3. District Wide Monitoring of Restorative Practices.

3.1 District Wide Quarterly Meeting. Once per quarter, there will be a district wide meeting where one representative, a licensed staff or SCSP, from each site's RP Committee shall gather to discuss the following:

- Seek ways to align and increase the effective use not only of restorative practices, 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 on the implementation of restorative practices.
- Review current building level data, such as attendance rates, discipline data and climate data to better understand impact, fidelity of implementation and effectiveness.

3.2 This meeting shall be facilitated by the District Wide Restorative Practices Coordinators and Office of School Support.

3.3 Additional Members. Along with the site based RP committee representatives, a representative from the District Senior Leadership Team, a representative from the School Board, a representative from the Security Emergency Management Team, a representative from the Office of Teaching and Learning, a representative from the Office Family Engagement, and a representative from the Office of Equity.

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

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT

Regarding: Adult Basic Education Teachers – Ratio of Contracted to Hourly Staff

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. It is entered into for the sole purpose of setting a ratio to limit the proportion of hourly, non-contracted teachers working in the District’s Adult Basic Education Program and distinguish the parameters of teaching methods and provide for the overall effectiveness of the program.

The District and the Federation agree that the Adult Basic Education Program is more successful when the teaching workforce is stable and experienced.

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

1. It shall be the intent of Saint Paul Public Schools that for every four (4) hours of instruction performed by regular, contracted teachers in the Adult Basic Education Program, there will be no more than one (1) hour of instruction performed by hourly teachers.
2. As a priority, the District whenever possible will prioritize available classroom hours for contracted teachers.
3. The District will provide quarterly updates to SPFE.
4. Teachers may volunteer to work a split shift, if one of the halves is performed online. Teachers who volunteer to work split shifts will be given the option to perform their online half from home. If there are no volunteers the District may assign up to five (5) teachers per semester to split shifts based upon inverse seniority.
5. No teacher, except those described in number 4 above, shall be assigned to a split shift. The remainder of the Adult Basic Education Teacher FTE Memorandum of Understanding from August 27, 2013 shall remain in effect.
6. Hybrid Scheduling and Workload
 - Hybrid Learning has students learning at school and at home. Educators may work from home, school or other suitable locations on days when students are not present with approval of their administrator.
 - The district will provide all staff teaching in the hybrid model with appropriate materials and technology to perform the work.
7. Online Scheduling and Workload
 - Online classes have students learning only at home. When teaching online classes, educators may work from home, school or other suitable location as agreed upon with the administrator prior to the start of the course.
 - The district will provide all staff teaching in the online model with appropriate materials and technology to perform the work.

MEMORANDUM OF AGREEMENT

Regarding: Adult Basic Education Teachers – Ratio of Contracted to Hourly Staff (continued)

8. Hy-Flex Scheduling and Workload

- Teachers who volunteer or are assigned to teach a Hy-Flex course will be given additional preparation time daily for each Hy-Flex course. Additional preparation time will be agreed upon with the teacher prior to the start of the course.
- The district will provide all staff teaching in Hy-Flex with appropriate materials and technology to perform the work. Hy-flex classes will be taught on site and will be provided with all necessary equipment.

9. Transition Time Between Classes When Doing Multiple Modes of Teaching

- Staff are encouraged to work with administrators to schedule time as effectively as possible to permit reasonable transition time to move from one mode of instruction to another.

10. 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.

11. This Memorandum of Agreement shall be in effect for the duration of the 2021-2023 labor agreement.

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

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT

Regarding: Early Childhood Education

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. It is entered into for the sole purpose of establishing the expectations for District programming for preschool age children.

The District and the Federation agree that access to high-quality Pre-K for all children in St. Paul is one of the most significant steps that can be taken to close the racial opportunity gap.

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

1. Pre-K classrooms should be located on the first floor, convenient to bathrooms, outdoor exit and play areas, and bus/parent drop-off and pick-up zones. Classrooms should contain or be readily accessible to a hand washing area and a drinking fountain. Pre-K classrooms should be clustered with common spaces for student activities, teacher planning, and parent volunteers.
2. Pre-K classrooms should be equipped with age-appropriate toys, portable tables and stackable chairs, portable equipment with wheels, adjustable shelving and bookcases, easels, counter workspace, a sink with hot and cold running water, a carpeted storytelling/ reading area, and the ability to easily darken the room. In addition, classrooms should have adequate storage spaces for supplies, toys and equipment, including large muscle-equipment.
3. In order to minimize the spread of disease, Pre-K classrooms will have access to hot water and cleaning materials to clean toys and surfaces. In addition, any bedding must be in good condition and easily disinfected on a weekly basis.

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

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT
Regarding: Supporting English Learners

SECTION 1. ENGLISH LEARNER STAFFING ALLOCATIONS

The district agrees to assign staffing allocations of EL Teacher FTEs calculated by an EL teacher caseload with a weighted limit of 52, as listed in the table based on EL enrollment and proficiency levels. For staffing adjustments to take place after the start of the school year, a weighted range of 52-54 will be used.

WIDA Composite Proficiency Level	Student Weight
1	2
2	1.5
3	1
4	1

SECTION 2. SECONDARY ENGLISH LEARNERS

EL Language Academy classes for students in Level 1 to 2 will have a class size cap of 27 students. Secondary sites that have more than twelve (12) EL students who qualify for Level 1.5 services shall offer a 1.5 EL class. Level 1.5 classes will have a class size cap of 27 students. Overages in class size of Language Academy courses will follow the Class Size Committee procedure in Article 31.

The FTEs in secondary must provide direct EL instruction in ELD classes and co-teaching. One primary goal of these additional FTEs is to provide EL service to eligible EL students not currently receiving EL service. Additionally, this increase in service will be accomplished without reducing support to ELs at level 1 and level 2.

WIDA Composite Proficiency Level Secondary LA students	Minimum Number of EL Classes with a licensed EL teacher	EL Service
1.0-1.9	4	LA levels 1, 1.5, and 2 students will receive ELA in a double block, Science, and Social Studies instruction in a sheltered class taught by an EL teacher. Level 2 core classes that offer content credit will be taught by a dual-licensed EL teacher, an EL teacher who holds an appropriate variance, or co-taught. Math classes will be co-taught or taught by a content teacher.
2.0-2.9	4	

WIDA Composite Proficiency Level for SLIFE EL (Non-LA) Secondary and students meeting the criteria for SLIFE as defined in MN State statute	Minimum Number of EL Classes with a licensed EL teacher	EL Service

1.0-1.9	3	<ul style="list-style-type: none"> Level 1, 2, and 3 students with SLIFE designation will receive 3 EL classes cohorted for Language Arts, Social Studies, and Science. These classes may be co-taught with licensed content teachers. Students will be offered schedules that include an English Language Development (ELD) section. The ELD classes should be aligned to a specific content area, taught by a licensed EL teacher, and focus on language acquisition in the four modalities of reading, writing, listening, and speaking. Level 4 students will receive 2 EL classes that may be cohorted or co-taught by teachers with appropriate licensure. If a student at level 3 or higher requests to be scheduled into non-cohorted courses, and/or requests not to be in an ELD class, these requests shall be granted. For example, a student might like the support of a cohorted ELA class but would like to be scheduled into a non-cohorted science class.
2.0-2.9	3	
3.0-3.9	3	
4.0-4.9	2	

WIDA Composite Proficiency Level for Secondary ELs who have been classified as EL for at least six years (Long-Term English Learners)	Minimum Number of EL Classes with a licensed EL teacher	EL Service
1.0-1.9	2	<ul style="list-style-type: none"> Level 1 and 2 students will receive two classes with an EL teacher. The classes can be sheltered or cohorted and taught by an EL licensed teacher. Accommodations must be made for students who also receive specialized services. Level 3 non LA students (including Long Term ELs) will receive 1-2 classes with an EL teacher. Students will be offered schedules that may include an English Language Development (ELD) section. The ELD classes should be aligned to a specific content area. They will be taught by a licensed EL teacher, and focus on language acquisition in the four modalities of reading, writing, listening, and speaking. Level 4 students non LA (including Long Term ELs) will receive 1 co-taught class, which may be cohorted if needed, taught by
2.0-2.9	2	
3.0-3.9	1	
4.0-4.9	1	

		<p>an EL teacher and a content teacher. This co-taught class will focus on academic content and academic language development. It will also focus on language acquisition in the four modalities of reading, writing, listening, and speaking.</p> <ul style="list-style-type: none"> • If a parent or guardian of an EL student or an EL student of age 18 or higher at level 3 or higher requests to be scheduled into non-cohorted courses, and/or requests not to be in an ELD class, these requests shall be granted. For example, a student might like the support of a cohorted ELA class but would like to be scheduled into a non-cohorted science class.
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EL sheltered classes shall be composed of only EL students who are eligible for Language Academy programming levels 1, 1.5, or 2 in grades 6-12, at designated Language Academy sites. EL sheltered classes shall be offered when appropriate if there are enough EL students to fill a section. Non-Language Academy sites may offer EL sheltered classes if agreed upon by OMLL, building administration, and the building EL team.

Cohorted EL classes are offered to EL students who typically share similar proficiency levels and are intended to be composed primarily or entirely of EL students.

English Language Development (ELD) class is taught by a licensed EL teacher and is intended to give students reading, writing, listening, and speaking skills to get them to grade level English proficiency. An ELD section cannot be an advisory. An ELD section should be aligned to a specific content area (English language arts, math, science, or social studies) ELD sections may be offered that are not linked to a specific co-taught class if agreed upon by OMLL, building administration, and the building EL team.

In the case of an EL student who has an IEP, the IEP team (which includes the parent and student, as appropriate) will choose the best combination of courses to progress the student towards graduation. Dually identified students must be served by both EL and Special Education.

SECTION 3. EXCEPTIONS. When these requirements are not followed on a school's master schedule, solutions will be determined by an EL schedule problems committee, consisting of one administrator, the counseling department, the EL department, and the SPFE steward or designated union representative. The goal of this committee is to ensure that all EL students are scheduled appropriately according to their level, skills, grades, credits needed to graduate, age, and that all eligible EL students receive service from an EL teacher. The committee will convene at the beginning of the school year and at the beginning of quarter three. Any resulting schedule changes for students will be communicated to students and families.

Any disputes will be resolved through the grievance process.

SECTION 4. LANGUAGE ACADEMY CLASSES. Language Academy (LA) sites will be monitored throughout the school year to ensure accurate placement. When a Language Academy classroom reaches class size limits, the staff will do the following:

- Administrators will contact the Student Placement Center and the Office of Multilingual Learning to review the school's Language Academy enrollment.
- MLL staff will send monthly updates to all Language Academy sites regarding changes in their Language Academy student enrollment including openings per section/grade level.

MOA Supporting English Learners (continued)

- Student Placement will offer families a district-wide Language Academy option (e.g. Four Seasons Elementary, Humboldt High School, and LEAP High School), and encourage them to attend one of the district-wide Language Academy schools.

SECTION 5. EL PLACEMENT. WIDA Screener at the Student Placement Center.

Completing the WIDA Screener at the Student Placement Center prior to a student starting school is critical to ensure accurate class placement and scheduling of EL students.

Students who submit enrollment applications online or by mail with Saint Paul Public Schools, will receive the following:

- A written notification available in multiple languages will be sent to families informing them to proceed to the Student Placement Center to complete the WIDA Screener (Grades 1-12) and the SLIFE Identification assessment (Grades 7-12) prior to attending their assigned school.
- Follow up phone calls from MLL bilingual staff to families during the summer.
- Encouragement from school administrators/clerks/counselors to families complete the WIDA Screener prior to the start of the school year.

Note: Students who register at the Student Placement Center will complete all four domains of the WIDA Screener at the Center. Staffing at the Student Placement Center will be increased as necessary to conduct these assessments.

SECTION 6. GRADUATION PATHWAY FOR SLIFE

A six-year graduation pathway will be offered to **Students with Limited or Interrupted Formal Education (SLIFE)** students who need extended time to meet the Minnesota graduation requirements. The pathway will begin at Grade 9 for students. In the student's record (i.e. Campus), extended time will be designated with the suffix "E" for extended time in the grade (i.e. 9, 9E, 10, 10E). The E means the student is extending time in the grade level, but NOT repeating classes or grades. Parents and students will be informed of the six-year graduation pathway when they enroll in the district. This information will be available in writing in multiple languages at the Student Placement Center, and at their new school and will be communicated by the counselor. General education teachers, a counselor, administrator, an EL teacher, and a parent must periodically review multiple performance data points when determining the six-year option. The pathway is flexible and accounts for individual student's strengths and needs over time.

SECTION 7. LATINO CONSENT DECREE IDENTIFICATION

SPPS will institute an "LCD Flag" in the SPPS Student Information System for all students who are eligible. The Family Engagement director will work with the Office of Family and Community Engagement and OTL to add an LCD flag in Campus and ensure student flags are accurate and up to date.

SECTION 8. LANGUAGE ACADEMY **STUDENT** DEFINITION

Students **will be considered Language Academy eligible if they** have a WIDA Composite Proficiency Level of 1.0-2.9 **and:**

- **Have been in the country 2 years or less for K-1 or**
- **Have been in U.S. schools for 2 years or less for grades 2-5 or**
- **Have been in U.S. schools for 3 years or less for secondary students.**

SECTION 9. ACCESS TESTING

To ensure continuity in EL services throughout the school year, the ACCESS test for EL students shall not be proctored exclusively by EL teachers or MLL Educational Assistants in either elementary or secondary schools in order to minimize disruption to delivery of EL services. Tests shall be proctored by a combination of building staff not limited to EL teachers and MLL EAs. **In order to assist buildings with their ACCESS testing plan, the MLL Department will collaborate with building staff to review testing plans and provide additional guidance and feedback prior to annual testing to minimize disruption to EL services.** In the event that more staffing is needed then the Office of Multilingual Learning, in concert with REA, will assist the building.

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

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT
Regarding: Hmong Dual Language

In order to allow for greater clarity and improved coordination, the District and the Federation agree to establish this memorandum of agreement. The District and the Federation agree that the development of a Hmong Dual Language program requires additional resources to be dedicated for curriculum writing and translations.

District leadership and members of the Hmong Dual Language Committee (Subcommittee of the Teacher Professional Issues Committee) will work collaboratively to establish a list of instructional and supplemental materials to support core instruction. To create broader capacity, improved sustainability and enhanced teacher support, the following will be provided:

- To support the agreed upon Hmong Dual Language Translation process, Hmong Dual Language teachers will have access to 5 days of substitute teacher time, during the school year, to work collaboratively with district staff to complete prioritized curriculum writing and translations.
- Each Hmong Dual Language teacher may access up to 5 days of summer curriculum writing and translating time, at the curriculum writing rate of pay, to work collaboratively with district staff to complete prioritized curriculum writing and translations.
- Hmong Dual Language teachers who assess literacy in English and another language will be provided up to two days of substitutes during each assessment period.

The materials and resources created will be maintained and shared through processes defined by the Hmong Dual Language Committee. The district's learning management system and cloud based storage tools will be the prioritized locations for sharing collaboratively created resources.

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
Assistant Director, Employee/Labor Relations	Lead Negotiator
Date	Date

MEMORANDUM OF AGREEMENT
Regarding: Contract Teachers as Substitutes

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. It is entered into for the sole purpose of reducing the substitute shortage in St. Paul Public Schools.

When the total number of unfilled teacher absences in a building exceeds 50 by spring break in a school year, a full-time building substitute will be assigned no later than seven (7) days from the 50th occurrence and such assignment shall continue for the remainder of the school year and for the following school year.

For the 2022-2023 school year the parties will use the absence rate numbers from the 2019-2020 school year to determine which sites shall be assigned a building substitute at the beginning of the year. Additional sites who meet the qualifications above during the 2022-2023 school year will also be assigned building substitutes.

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

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT
Federal Setting 1 and 2 Teacher Workload

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. It is entered into for the sole purpose of establishing appropriate workloads for Federal 1 and 2 special education teachers and in recognition of the collective efforts to address workload concerns unique to these teachers.

For the 2022-23 school year, the parties agree to pilot this internal process to equalize workloads amongst Federal Setting 1 and 2 teachers. This process does not supersede the caseload ranges identified in the contract.

A Federal 1 and 2 workload committee will meet throughout the school year to review and evaluate the impact and effectiveness. At the end of the school year, the committee will determine continuation of this system, or create a new system for future contract recommendations.

Amount of Service (general and special education minutes)	Weight
1-119 minutes	1
120 minutes or more	1.5

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

 Assistant Director, Employee/Labor Relations

 Lead Negotiator

 Date

 Date

MEMORANDUM OF AGREEMENT
Birth to Three and 3-5 Community Inclusion Weighted Workloads

The parties agree to create two workload committees specific to Early Childhood Special Education. The two committees will be: Birth to Three and 3-5 Community Inclusion. The role of the evaluator would be embedded within each committee. These committees shall be composed of SPFE Members and district administration. The purpose of these committees will be to determine the changes needed for staffing workload for jobs in each specific committee. The committees will meet once per month September through May or until the start of the 27-29 contract negotiations.

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

Assistant Director, Employee/Labor Relations _____
Lead Negotiator

Date _____
Date

MEMORANDUM OF AGREEMENT
Itinerant DHH

SPFE and SPPS agree to form a workgroup to hold meaningful conversations on Itinerant DHH staffing parameters, including a review of the caseload calculation currently being used by the Itinerant DHH team, with the goal to approve a tool for staffing Itinerant DHH teachers. This workgroup shall begin upon the ratification of the 2023-2025 collective bargaining agreement. This workgroup will continue into the 2024-2025 school year as necessary. The workgroup shall include SPFE members and shall include, at a minimum, the director of Office of Specialized Services (OSS) or their appointed designee.

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

Assistant Director, Employee/Labor Relations _____
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/Seesaw 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

Assistant Director, Employee/Labor Relations

Lead Negotiator

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 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

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT 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 districts and schools 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. Additional 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.
- **Quarterly check-in meetings with a representative from each site council to be held at SPFE for district wide site council support and collaboration opportunities.**

MOU re: Site Councils (continued)

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.
 - **After review of the budget for the upcoming school year by the site council, the school administration will communicate any changes they implement back to the site council at the following site council meeting so the council can discuss said changes.**
 - **Staffing updates will follow HR timelines and communication guidelines.**

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).
- **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.**

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MEMORANDUM OF AGREEMENT
Due Process Support Planning

The District and SPFE jointly agree to create a Due Process Support work group to explore innovative solutions to improve Due Process in the district. This group will be co-chaired by SPFE and SPPS. SPFE may appoint up to five Special Education staff; including but not limited to Teachers, Educational Assistants, and Related Service Providers. This group will meet monthly in the 2024/25 school year to develop solutions for the following topics:

1. Due Process Support. This may include but is not limited to opportunities to reduce due process paperwork, simplify due process procedures, and assess the need for and scope of due process support staff.
2. Special Education Scheduling. Examining the current practices and challenges to develop a clear model for scheduling. This will include consideration of time to complete Due Process including assessment and progress monitoring.
3. Child Study. Reviewing and examining current practices and challenges regarding the Child Study model at the Elementary and Secondary Levels with the goal of developing agreed upon district practices in this area.
4. Natural Grade Progression. Reviewing and examining current practices in regards to natural grade progression at the transition from Elementary to Middle, Middle to High School, and High School to Transition (18-22) with the goal of developing agreed upon district practices in this area.

This work group will report out to Special Ed PIC at each regularly scheduled PIC Meeting.

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MEMORANDUM OF UNDERSTANDING
Advanced Technology, Including Generative Artificial Intelligence

Saint Paul Public Schools believes that human relationships are key to student development and is committed to continuing to rely on professional educators, rather than Artificial Intelligence, to be the primary mode of delivering instruction in our schools.

Subd. 1. **Advanced Technology**. Advanced Technology includes, but is not limited to, any hardware or software solution utilizing machine learning, predictive analytics, or other artificial intelligence algorithms to automate tasks, analyze data, or generate content.

Subd. 2. **Generative Artificial Intelligence (AI)**. Generative AI refers to models or systems capable of producing new outputs—such as text, images, audio, video, or code—based on patterns in training data.

Subd. 3. **Definition Update**. The Federation and District may, by mutual agreement, update the defined terms in Subd. 1 and Subd. 2 to address newly emerging technologies.

Subd. 4. **Maintenance of Work**. The District shall not eliminate bargaining unit members as an immediate and foreseeable result of adopting or implementing generative AI technologies.

Subd. 5. **Discussion at Professional Issues Committee**. The Federation and District may discuss topics and issues relating to Advanced Technology and Generative AI at the regularly scheduled PIC Meetings.

Subd. 6. **Discipline**. In no event shall an educator be disciplined, involuntarily transferred, or receive an adverse employment action or evaluation solely on the basis of AI-generated data, metrics, or analytics.

Subd. 7. **Training**. The District and the Federation are committed to ensuring that AI technology is used safely, effectively, and equitably in the classroom. The District will provide guidance and ongoing support to educators, administrators, and students to understand and use AI technology in a responsible way.

This MOU shall be effective until the ratification of the 2027-2029 SPFE Contract.

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MEMORANDUM OF UNDERSTANDING
Online School

Online School Remote Work. Licensed Staff Employees of the SPPS Online Elementary, Middle, and High School shall be allowed to work remotely. Employees are required to attend in-person training on district Professional Development Days. Additionally, when employees are needed to proctor in-person testing, an equitable schedule shall be created, and employees shall be given advance notice.

Online School Access to Training and Software. Licensed Staff of the SPPS Online Elementary, Middle, and High School shall have access to online-specific methodology and pedagogy training as part of the regular duty year, to be chosen by each Online School's leadership team. Each leadership team will incorporate these PD times into each online school's PD plan. Additionally, each leadership team will recommend software necessary to support online education for students.

Online School Access to Lunch. Until such a time that funding can be secured from the state, the district will pay for meals for online students who come to the building for school testing and field trips.

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