

**SAINT PAUL PUBLIC SCHOOLS
PROPOSAL 5T
ARTICLE # 14
05/29/25**

**Licensed Contract
Teacher Contact Time - Licensed Staff - ECFE**

RATIONALE Teacher Contact Time: It's time to define our expectations for licensed educators' student contact time. The current unwritten rule, which caps ECFE licensed educators at 10 classes, fails to account for the diverse class durations (1, 1.5, 2, or 3 hours). This makes very inconsistent schedules across the board. In the current school year we have licensed ECFE educators that range from 31-51% of their time as student contact time.

To establish a consistent and effective standard, I propose that up to 70% of their time be dedicated to direct student contact or, for Parent Educators, home visiting assignments. Let's push for this change to ensure our licensed professionals are primarily engaged where they are needed most.

Artifacts:

[Current SPPS ECFE ScheduledTime Allocation](#)

[Current ECFE Schedule Sample](#)

[Proposed ECFE Schedule](#)

RATIONALE evening work: ECFE is a vital program dedicated to serving our community, particularly those who are often underserved. Given recent reductions in ECFE programming, it's crucial that we extend our offerings and remove existing limitations for families, rather than creating new ones. Our past practice of limiting staff to working only two evenings per week has created a significant barrier to achieving this goal. We know that both mornings and evenings are the most accessible times for families to attend classes, and this restriction actively hinders our ability to meet their needs.

To truly fulfill ECFE's mission, offering robust morning and evening class options is key. The current two-evening limit severely restricts the number of viable classes we can offer and impacts enrollment.

Increasing staff availability to three evenings per week would provide several key benefits:

- **Expanded Community Access:** An additional evening of classes would significantly increase available slots, directly addressing community demand for flexible scheduling. This allows more families to participate in programs that fit their busy lives.
- **Optimized Resource Utilization:** Our facilities and resources are currently underutilized on potential third evenings. Expanding class offerings would maximize the use of our space and equipment, leading to more efficient and cost-effective operations.

- **Improved Program Viability:** More evening classes mean more opportunities to reach enrollment targets and ensure the financial health of our programs. This, in turn, allows us to offer a wider range of activities and maintain a robust schedule year-round.
- **Meeting Diverse Needs:** Families have diverse schedules and commitments. Offering an additional evening class provides greater flexibility, making our programs accessible to a broader demographic within the community.

Increasing our ECFE evening class offerings to three nights per week is essential. It will allow us to better meet community demand, optimize our resources, and ultimately strengthen the overall delivery of our critical programs.

RATIONALE: ECFE licensed staff prep time should include all duties outside of student contact time. Currently the schedule is laid out with prep time, room clean up and set up, and other details. The hope to give teachers all time outside of class time is to give teachers the freedom to use their time effectively and what works best for them. Possible uses of prep time include, but are not limited to: lesson planning, assessment time, team planning, classroom set up or clean up, curriculum planning, communication with families, IEP/IFSP meetings, and data analysis.

ARTICLE (14). TEACHERS' BASIC CONTRACT YEAR AND TEACHERS' DAY
SECTION 3, LENGTH OF TEACHERS DAY
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~~ **three** evenings a week. Working on Saturday is equivalent to working an evening.
- ECFE staff can choose to work more than ~~2~~ **three** 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.
- **To ensure consistency, maximize the impact of our licensed professionals, and align their work with the core mission of direct student engagement, we propose that all licensed ECFE educators should be scheduled to student contact time or home visiting**

(Parent Educators only) for up to Seventy percent (70%) of a licensed ECFE educator's scheduled work time. This change will establish a consistent and effective standard, ensuring that our licensed educators are primarily engaged in the direct service and support of our students and families, where their expertise is most critically needed.

- The district commits to providing ECFE Licensed staff with time blocks for preparation.

Prep time should be considered any unscheduled time (time not scheduled to be in a class or duty) between the licensed staff's scheduled daily hours. Possible uses of prep time include, but are not limited to: lesson planning, assessment time, team planning, classroom set up or clean up, curriculum planning, communication with families, IEP/IFSP meetings, and data analysis.