

2025 - 2027

SAINT PAUL PUBLIC SCHOOLS

Agreement between the

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

and the

Saint Paul Federation of Educators

Representing

**School and Community
Service Professionals**

July 1, 2025 through June 30, 2027



SAINT PAUL FEDERATION
OF EDUCATORS LOCAL 28



SAINT PAUL PUBLIC SCHOOLS
Independent School District No. 625

Board of Education

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Uriah Ward	Vice Chair
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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 Dassar	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
Ed Johnson	Licensed Staff
Jenny Konkel	EA
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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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 "District" or "Employer"), and the Saint Paul Federation of Educators Local 28, AFT (hereinafter referred to as the "Federation" or "Union"), pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, (hereinafter referred to as PELRA), has as its purpose the provision of the terms and conditions of employment for School and Community Service Professionals and other professional employees covered by this Agreement for the duration of this Agreement.

ARTICLE 2. RECOGNITION AND JURISDICTION

SECTION 1. RECOGNITION. In accordance with the provisions of PELRA, and the certification order issued by the Commissioner of the Bureau of Mediation Services, State of Minnesota, on May 1, 1991, the Board recognizes the Federation as the exclusive representative of School and Community Service Professionals and other professional positions within the appropriate unit as defined in this Agreement.

SECTION 2. JURISDICTION. The Federation is the sole elected representative of all School and Community Service Professionals and other professional employees who are defined as members of the appropriate unit for the duration of this Agreement. The Federation, as exclusive representative, has those rights and duties as prescribed by PELRA and this Agreement.

ARTICLE 3. DEFINITIONS

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 employees covered by this Agreement but does not mean education policies of the District.

SECTION 2. EMPLOYEE. "Employee" shall mean any person who holds a position in the appropriate unit as defined in Section 3 of this Article.

SECTION 3. APPROPRIATE UNIT. For the purpose of this Agreement, the term "appropriate unit" shall mean that unit of employees of Independent School District No. 625, Saint Paul, Minnesota, who are classified as School and Community Service Professionals and other Professional employees excluded from the Civil Service Professional Unit and from the Licensed Units who are public employees within the meaning of Minnesota Statute (M.S.) §179A.03 Subdivision 14, excluding confidential, supervisory and all other employees.

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 a designated representative.

SECTION 6. DAYS. "Days" shall mean employee workdays, except where otherwise designated.

SECTION 7. OTHER TERMS. Terms not defined in the Agreement shall have those meanings as defined by PELRA.

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 District 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. EMPLOYEE RIGHTS

SECTION 1. RIGHT TO JOIN AND PARTICIPATE. Employees 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 2. RIGHT TO VIEWS. Nothing contained in this Agreement shall be construed to limit, impair, or affect the right of any employee to the expression or communication of a view, complaint or opinion on any matter related to the conditions or compensation of employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful, and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

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

SECTION 4. LEGAL SERVICES

Subd. 1. Except in cases of malfeasance in office or willful or wanton neglect of duty, the Employer shall defend, save harmless, and indemnify employee against tort claim or demand, whether groundless or otherwise, arising out of alleged acts or omission occurring in the performance or scope of the employee's duties.

Subd. 2. Notwithstanding Subd. 1. of this Section, the Employer shall not be responsible for paying any legal service fee or for providing any legal service arising from any legal action where the employee is the plaintiff, or is a participant in any legal action against the Employer.

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. REPRESENTATION FEE

Subd. 1. The Federation agrees to indemnify and hold the District harmless against any and all claims, suits, orders or judgments brought or issued against the District as a result of any action taken or not taken by the District in compliance with the provisions of this Article.

ARTICLE 7. FEDERATION RIGHTS

SECTION 1. OFFICER, ORGANIZER OR STEWARD. An officer, organizer or authorized steward of the Federation has the right to meet with employees so long as the meeting does not interfere with the job responsibilities of any employee. It is understood that whenever possible these meetings will be held before work, after work, or during a designated break in the employee's workday.

SECTION 2. OFFICER OR STAFF LEAVE. Employees 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 up to 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. An employee granted such leave shall retain all rights to return to an appropriate vacancy, as described in Article 10, Section 6, Subd. 2., General Non-Compensatory Leaves, with no progression on the salary schedule. The employee while on such leave will retain access to insurance benefits at no cost to the District. No more than one (1) employee shall be granted leave under this provision.

SECTION 3. RELEASED TIME. Members of the Federation Negotiation team shall be released from their assignments with appropriate advance notice for such reasonable time as is necessary to carry out the responsibilities of the Federation. Such time may be granted upon approval of the staff's immediate supervisor. The provision of substitute service and the payment of salary during time off may be granted only at the discretion of the superintendent.

SECTION 4. FEDERATION 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 his/her discretion, elect to authorize specified additional days beyond the days permitted herein. Except for members of the Saint Paul Federation of Educators Executive Board no one person may be granted leave under this provision for more than five (5) person days in a school year.

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

ARTICLE 7. FEDERATION RIGHTS (continued)

Leave requested by the Federation for negotiations purposes is handled separately, under Section 3 of this article, and the approval of Human Resources is required. Such approval will not be unreasonably withheld.

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

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

SECTION 5. MAINTENANCE OF MEMBERSHIP. Any member of the bargaining unit may authorize the District to deduct from his/her pay the amount of dues charged by the Federation. This authorization must be in writing and forwarded to the Payroll Office not less than two (2) weeks before the payday when it is to become effective. The District agrees to implement all the terms of dues-checkoff authorizations submitted to the District by the Federation and agreed to by the Employee.

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

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

SECTION 6. ACCESS TO MEMBERSHIP LISTS. By October 1 of each school year, the District shall provide in electronic form to the Federation the names, addresses, telephone numbers, e-mail address, birthday, not including the year of birth, full-time equivalency (FTE) status, worksite location and assignment of all bargaining unit members employed. On a quarterly basis or on request, the District shall provide the Federation with a current bargaining unit list. Such requests shall be filled within five days.

SECTION 7. ACCESS TO WORKSITES. District will grant union leadership card access to District schools Monday-Friday 6AM to 6PM. This is consistent with access given to other staff who travel between buildings throughout the day. Union leadership will display their SPPS badge at all times while in the building.

SECTION 8. ACCESS TO EMPLOYEES.

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

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

ARTICLE 8. PROFESSIONAL WORKDAY AND WEEK

Subd. 1. The normal hours of work for the employee shall be a minimum of eight (8) hours in any twenty-four (24) hour period and forty (40) hours in a seven (7) day period.

Subd. 2. As professional employees with responsibility for the operation of various programs, members of this bargaining unit are often obligated to work at times outside and beyond the normal eight (8) hour daily and forty (40) hour minimum schedules, described in Subd. 1 of this Article, and/or on any day of the week. Such times are construed as part of the professional workday/work week, and do not generate additional pay beyond the regular biweekly or annual salary.

ARTICLE 8. PROFESSIONAL WORKDAY AND WEEK (continued)

Subd. 3. Flex time may be scheduled in instances where the employee is required to work outside the normal work week. Unless otherwise authorized by the employee's supervisor, flex time shall normally be used within the next three (3) calendar months following the extended workday or week. It is understood by the parties that Overtime Compensation under Fair Labor Standards Act (FLSA) does not apply to this unit of professional employees.

Subd. 4. This Article shall not be construed as, and is not, a guarantee of any hours of work per normal workday.

Subd. 5. Schedules, Assignments, and Additional Duties. Employees will perform the duties outlined in their job description. At the beginning of the school year and/or each semester, all employees **shall work with** their supervisor or designee, **to create a schedule** that outlines their daily responsibilities and assignments. **They shall also schedule their legally allowed paid breaks.** The responsibilities and assignments shall align with the employee's job description. Except in extreme circumstances or emergencies, additional assignments shall not be directed to employees beyond their daily schedule.

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

ARTICLE 9. PROBATION

SECTION 1. NEW EMPLOYEE PROBATION. A newly appointed employee shall remain on probation for a period of one (1) full duty year. During the probationary period, the employee may be disciplined or have his/her employment terminated at the discretion of the Employer, and without recourse to the grievance procedure. For the purpose of this Article, "duty year" shall mean twelve (12) calendar months of active employment from the start date.

SECTION 2. NEW ASSIGNMENT PROBATION. An employee who has completed the one (1)-full duty year initial probationary period and subsequently undertakes a new position at the same level and job title, will then serve at the same level a ninety (90) calendar day probationary period. During this period, the employee may be returned to the previous assignment or a similar and equivalent assignment at the discretion of the Employer, and without recourse to the grievance procedure.

2.1 An employee who has not completed the full duty year of probation and has taken on a new assignment will serve no less than ninety (90) days new assignment probation, and no less than one (1) duty year total probationary period.

ARTICLE 10. EMPLOYEE BENEFITS

SECTION 1. HEALTH AND LIFE INSURANCE

Subd. 1. Employees who have been regularly employed in the District for more than thirty (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 the Subd. of this Section. Insurance benefits provided eligible employees include hospital, surgical, medical, major medical, dental, long-term disability, and life insurance coverage. Detailed descriptions of coverages, options, procedures, and eligibility requirements are provided in a pamphlet prepared for that purpose.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

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. Eligible Employees

3.1 Full-Time Status. For the purpose of this Section, full-time employment is defined as appearing on the payroll regularly at least thirty (30) hours per week or at least sixty (60) hours per pay period.

3.2 Half-Time Status. For the purpose of this Section, half-time employment is defined as appearing on the payroll regularly at least twenty (20) hours but less than thirty (30) hours per week or at least forty (40) hours but less than sixty (60) hours per pay period.

Subd. 4. Cafeteria Benefits Plan

4.1 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.

4.2 Contribution to Cafeteria Plan Credits: Each eligible full-time employee with single coverage shall receive **\$945** per month which may be spent in a District-qualified cafeteria benefits plan. Each eligible full-time employee with family or single+1 coverage shall receive **\$1,450** 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.

4.2.1 Effective **January 1, 2026**, each eligible full-time employee 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 employees with family or single-plus-one coverage shall receive **\$1,508** per month.

4.2.2 Effective **January 1, 2027**, each eligible full-time employee 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 employees with family or single-plus-one coverage shall receive **\$1,598** per month.

4.2.3. Eligible part-time employees shall receive one-half the monthly amount of District contribution provided to full-time employees which may be spent in a District-qualified cafeteria benefits plan.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

4.2.4 If the cost of benefits selected by the employee exceeds the amount of credits an employee receives from 4.2.1 and 4.2.2, above, that cost shall be paid by the employee through payroll deduction.

4.3 An employee who is insured as a dependent through the medical (dental) insurance coverage provided by Saint Paul Public Schools may elect to waive the employee medical (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. 5. A SCSP 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 4.2.

Subd.6. Domestic Partners. 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.

SECTION 2. RETIREMENT BENEFITS

Subd. 1. Benefit Eligibility for Employees who Retire Before Age Sixty-Five (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:

- A. Be eligible to receive pension benefits from the St. Paul Teachers Retirement Association or other public employee retiree program at the time of retirement and have severed the employment relationship with the District;
- B. Must have completed at least fifteen (15) years of continuous employment with the District prior to retirement.
- C. Employees hired into the District on or after January 1, 2014, will not be eligible for any district contribution toward health insurance upon retirement.

1.2 A retiree may not carry his/her 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.

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

1.5 Employees terminated for cause will not be eligible for employer contributions toward insurance premiums for either pre-age 65 or post-age 65 coverage.

Subd. 2. Employer Contribution Levels for Employees Retiring Before Age Sixty-Five (65)

2.1 Health Insurance Employer Contribution

Employees who meet the requirements in Subd. 1 of this Article will receive a District contribution toward health insurance until the employee reaches sixty-five (65) years of age as defined in this Subd.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

- 2.1.1 The District contribution toward health insurance premiums will equal the same dollar amount the District contributed for single or family coverage to the carrier in the employee's last month of active employment.
- 2.1.2 In the event the District changes health insurance carriers, it will have no impact on the District contribution for such coverage.
- 2.1.3 Any employee who is receiving family coverage premium contribution at date of retirement and later changes to single coverage will receive the dollar contribution to single coverage that was provided in the contract under which the retirement became effective.

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 sixty-five (65) or over.

Subd. 3. Benefit Eligibility for Employees After Age Sixty-Five (65)

- 3.1 Employees hired into the District before January 1, 1996, who retired before age sixty-five (65) and are receiving benefits per Subd. 2. above are eligible, upon reaching age sixty five (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 sixty-five (65) or older must have completed the service eligibility requirements in Subd. 1. to receive District contributions toward post-age-sixty-five (65) health insurance premiums.
- 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 sixty-five (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.

Subd. 4. Employer Contribution Levels for Employees After Age Sixty-Five (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 Subd. 3.1 or 3.2 of this Article are eligible for premium contributions for a Medicare Supplement **or Medicare Advantage** 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, are eligible to participate in an Employer-matched Minnesota Deferred Compensation Plan or District approved 403(b) plan. Effective July 1, 2022, the District will match up to \$1,150 per year of consecutive active service. Part-time employees working half-time, or more will be eligible for up to one half (50%) of the available District match. Time worked in the City of Saint Paul will not be counted toward this three (3) year requirement.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

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

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

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

Employees who have completed the service eligibility requirements in 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 a 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.

SECTION 3. LIABILITY INSURANCE

Subd. 1. Employees are included as additional insureds on the liability policy of the 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 an employee is specifically required to use his/her automobile on District business, and is eligible for mileage reimbursement. The limit of coverage shall be \$1,000,000. The coverage is in excess of basic limits of \$100,000 per person, \$300,000 per accident for bodily injury, and \$25,000 for property damage. The excess coverage assumes that all eligible employees provide their own basic limits coverage as described above. Any employee whose personal automobile is used on District business is required to carry the basic limits coverage herein described.

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

SECTION 4. VACATION AND HOLIDAYS

Subd. 1. Vacation. Twelve (12) month, full-time employees shall have twenty-two (22) days of vacation per year. Twelve (12) month, full-time employees who have completed seven (7) consecutive years of employment with the District shall be granted at total of twenty-seven (27) days of vacation per year. Twelve (12) month, full-time employees who have completed fourteen (14) consecutive years of employment with the District shall be granted at total of thirty (30) days of vacation per year.

Ten (10) month, full-time employees shall have 18 days of vacation per year. Ten (10) month, full-time employees who have completed seven (7) consecutive years of employment with the District shall be granted a total of 23 days of vacation per year. Ten (10) month, full time employees who have completed fourteen (14) consecutive years of employment with the District shall be granted a total of 25 days of vacation per year.

The amount provided at the start of the calendar year is understood to be the total accrual for completing the full year of work at a 1.0 FTE and that any partial FTE is prorated. Employees leaving prior to the completion of the full calendar year only receive that prorated portion of vacation for that period of time actually worked. Ten (10) month employees who work beyond their normally scheduled work year shall not accrue additional vacation time.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

Subd. 2. An employee may carry over into the following year up to one hundred eighty-four (184) hours of vacation

With supervisor approval, vacation days may be carried over beyond the one hundred eighty-four (184) hours of vacation maximum. Hours carried over beyond the one hundred eighty four (184) hours maximum must be used within the following calendar year.

Subd. 3. Employees who work less than the full fiscal year, or less than full time, shall earn vacation time on a prorated basis (i.e., for six [6] months of full-time employment [one-half year] the employee would be eligible for up to one-half the available vacation amount for that year).

Subd. 4. All vacation dates are subject to prior approval of the employee's immediate supervisor or the department head.

Subd. 5. Holidays. Employees who are employed in twelve (12) month positions shall be granted time off without loss of pay for the following holidays: *

Martin Luther King, Jr. Day	Thanksgiving Day
Presidents' Day	Day after Thanksgiving Day
Memorial Day	Christmas Day
Juneteenth	New Year's Day
Independence Day	
Labor Day	

*The days listed above are illustrative. In the event of a conflict, the official school calendar shall control. In the event that an employee is required to work on any of these specified holidays, an employee who is eligible for the holiday will work that day at straight time and shall be granted an alternative holiday soon thereafter, and prior to the end of the work year. The actual date of said alternative holiday is subject to approval by the immediate supervisor.

5.1 When a listed holiday falls on a Saturday, the preceding Friday shall be observed as the holiday. When a listed holiday falls on a Sunday, the following Monday shall be observed as the holiday.

5.2 To be eligible for holiday pay, an employee must have been compensated for all scheduled hours of his/her last scheduled workday before the holiday and for the first scheduled workday following the holiday.

Subd. 6. Employees assigned to work less than a twelve (12) month work year shall be granted time off without loss of pay for the legal holidays named on the school calendar and for Thanksgiving Friday, whenever such days fall during the employee's regularly scheduled work year. Such employees shall be on duty during their regularly assigned work year on those legal holidays on which the District is authorized to conduct school and as shown on the school calendar.

Subd. 7. SCSPs who are directed by their supervisor to work evening conferences in the fall may schedule ½ day flex time during MEA break for each evening worked.

SECTION 5. COMPENSATORY LEAVE

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.

Subd. 1. Sick Leave. Sick leave shall be granted for absence subject to the provisions of this section and [M.S. 181.9445](#), [M.S. 181.9446](#), [M.S. 181.9447](#), [M.S. 181.9448](#). **Sick leave shall be allowed and accumulated in accordance with the provisions of this section.**

Employees can use sick leave for reasons such as those governed by [M.S. 181.9445](#), [M.S. 181.9446](#), [M.S. 181.9447](#), [M.S. 181.9448](#) and as defined on the District ESST webpage: <https://www.spps.org/about/departments/human-resources/payroll/esst>.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

Paid sick leave shall not be granted for illness or disability during the course of any other type of leave. Sick leave shall be allowed and accumulated in accordance with the provisions of this Section.

Subd. 2. Accrual.

- 2.1 Each full-time employee employed for twelve (12) months per fiscal year shall be eligible to earn the equivalent of fifteen (15) days of sick leave during that twelve (12) month work year, or prorated for time worked, **accrued at the rate of 0.0576 for each full hour on the payroll, excluding overtime.**
- 2.2 Each full-time employee employed for ten (10) months per fiscal year shall be eligible to earn the equivalent of twelve (12) days of for the ten (10) month work year, or prorated for time worked, **accrued at the rate of 0.0576 for each full hour on the payroll, excluding overtime.**
- 2.3 Each full-time day of sick leave equals eight (8) hours.
- 2.4 The employee shall be permitted to accumulate and be credited with the unused portion of sick leave, in the next subsequent fiscal year, if the employee is continuously employed in the District in the next subsequent fiscal year.
- 2.5 Sick leave shall be available only for **qualifying events as outlined in Section 1, subd. 1.** There shall be no conversion of unused sick leave in any amount at any time to any cash payment. This limitation shall not be construed as exclusion from the District's severance pay plan.
- 2.6 Summer School Sick Leave. Employees 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.
- 2.7 Each part-time employee employed on either a twelve (12) or ten (10) month basis shall be eligible to earn and use the pro rata equivalent of the amounts stated in 1.1 and 1.2 of this Section.
- 2.8 **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 the State statute.**
- 2.9 Sick Leave Conversion. Employees who have and maintain a minimum of one hundred eighty (180) days of accumulated sick leave, may convert such sick leave days in excess of one hundred eighty (180) days to vacation time within the following limitations:
 - Conversion shall be on a two (2)-for-one (1) basis.
 - No more than ten (10) days of sick leave may be converted for five (5) days of vacation time in any one year.
 - No sick leave days may be converted to vacation which would result in less than one hundred eighty (180) days of accumulated sick leave remaining.
 - Sick leave days may be converted to vacation days only when actually so used, and cannot be converted for carryover or for cash payment.
 - Written application for such conversion is subject to the approval of the Superintendent or **their** designated representative as to the scheduling of vacation time.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

Subd 1. 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 2.1 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 2.2 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.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

Subd. 3. Jury Duty Leave. An employee who is required to appear in court as a juror shall be paid **their** regular pay while so required and engaged. Any fees that the employee shall receive from the court for such jury service shall be paid to the District, except that the employee may retain any mileage reimbursement or travel allowance provided by the court.

Subd. 4. Work-Related Injury Leave. This provision shall apply provided that the employee acted in an appropriate and professional manner, and with appropriate precautions.

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

In the event that injury caused by assault in the course of carrying out duties and responsibilities as an employee of the District results in incapacitation for performance of duties for a period longer than that provided above in this Subd., the employee may then choose to use **their** accumulated sick leave. In no case shall the combined benefits paid to the employee from Workers' Compensation and the use of sick leave described herein exceed the employee's regularly scheduled salary for the period of incapacitation.

Subd. 5. Court Cases Leave. Any employee who is duly subpoenaed as a witness in any case in court shall be entitled to leave with pay for that purpose provided that the employee is not a party in the case, and provided that the case is not the result of litigation undertaken by the employee or the Federation against the District. In cases where the Board is a party in the litigation, the employee shall be entitled to pay while attending as a witness at the request of the Board or as a co-defendant in the case.

Subd. 6. Military Leave. Pursuant to and within the limits of the requirements of M.S. §192.26, employees shall be granted paid military leave for up to fifteen (15) days in any calendar year for required military service.

Subd. 7. Quarantine or Catastrophic Disaster Leave. Employees 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 at the employee's worksite and/or community which causes the closure of the District or the employee's worksite.

Subd. 8. Professional Leave. Employees may be excused for professional reasons without loss of pay for up to five (5) days during the contract year after written application to and approval by 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 employees requesting leaves and the number of days of leave requested shall be considered in granting or denying requests.

Subd. 9. Sabbatical Leave. Sabbatical leave is a leave of absence for travel or study for employees for the purpose of professional enrichment which shall result in benefit to the Saint Paul Public Schools.

9.1 In order to be eligible for sabbatical leave, an employee shall have actively served in the Saint Paul Public Schools for seven (7) full school years or more. In order to be eligible for more than one sabbatical leave, an employee 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.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

- 9.2 Sabbatical leave may be granted for one full school year, a half year or a quarter of a year.
- 9.3 The allowance granted to an employee absent on sabbatical leave shall be at the rate of fifty percent (50%) of the employee'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.
- 9.4 An employee on sabbatical leave shall retain all contractual rights and benefits, and progression on the salary schedule as though working in a district position during that period, except that credits earned during sabbatical leave shall not apply for salary purposes before the employee's return to service in the Saint Paul Public Schools.
- 9.5 Pension contributions by the District shall be based on fifty percent (50%) of salary for the duration of the leave. Upon return to service, the employee shall be reassigned to his or her former position or to a similar and equal position.
- 9.6 Applications must be received in the Human Resource Department by April 1. The sabbatical leave would take place the following July 1 through June 30. The number of sabbatical leaves available to be granted in any year shall be limited to one (1).
- 9.7 If the number of approved requests for sabbatical leave exceeds the maximum number allowable, first consideration shall be given to the benefits the District should realize from the leaves. Secondary factors that shall be considered are the length of service and benefit to the individual. Consideration may also be given to the availability of a replacement should a leave be granted.
- 9.8 The sabbatical leave will be approved at the discretion of the HR Director.
- 9.9 Employees who are granted any sabbatical leave shall pledge themselves to return and serve the District for a period of one (1) contract year. In case an employee is unwilling to meet this obligation for service after sabbatical leave, he or she shall refund, to the District, over a period of one (1) year, the amount of compensation granted during leave. This provision shall not apply when, upon proper medical certification, it is determined that the employee is incapacitated for any professional employment in the District.

Subd. 10. Citizenship. 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 in accordance with district practices and procedures.

SECTION 6. NON-COMPENSATORY LEAVE

Leave of absence without pay may be granted to employees under the provisions of this Section upon approval of **Human Resources**. Such leave shall be without compensation and without pension contribution or other benefits. Information regarding application and return procedures and conditions for such leave is available from the District's Human Resource Department.

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** will provide procedures.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

Subd. 1. General Non-Compensatory Leave. The District, at its sole discretion, may grant leave without pay or benefits, up to one (1) year in length. Information regarding application and return procedures and conditions for such leave is available from Human Resources. Employees returning from such leaves approved by Human Resources, shall return to service under the following provisions:

1.1 Return from Leave.

1.1.1 Human Resources will assign the person to an appropriate vacancy should one exist, upon the completion of the leave.

1.2 Appropriate Vacancy.

1.2.1 An appropriate vacancy is a position equivalent in level and Seniority Group, to the position held by an employee immediately prior to taking leave, and is a vacancy for which no other employee has rights.

1.2.2 Reassignment upon termination of general non-compensatory leave will occur only when an appropriate vacancy is available; no new employee shall be placed in a position which is an appropriate vacancy for an employee whose leave has expired, and who is awaiting return.

1.2.3 If no appropriate vacancy exists upon the termination of the leave, the employee's name will be added to the list of employees awaiting reinstatement, for up to eighteen (18) months following the termination of the leave.

1.3 Failure to Return. Any employee on unpaid leave who refuses a position which is offered by the District at the time of scheduled termination of the leave, or after that date, when an appropriate vacancy becomes available, shall therewith forfeit all rights to a position, unless an extension of the leave has been granted by the District. Extensions are at the sole discretion of the District.

Subd. 2. Military Leave. Employees shall be granted leave for military service as required by statute.

SECTION 7. SEVERANCE PAY

Pursuant to appropriate Minnesota statutes, laws, and City ordinances, the following are provided:

Subd. 1. Severance Pay. The District shall provide a separate severance pay program as set forth in this Section. Payment of severance pay shall be made within the tax year of the retirement as described in Business Office Rules. All payments made under this Subd. shall be made to the District 403(b) Tax-Deferred Retirement Plan for Sheltering Severance Pay and Vacation, hereinafter referred to as the "Severance Plan."

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

1.1.1 The employee must be eligible upon separation of service to receive pension benefits under provisions of the Public Employees Retirement Association (PERA) or other public employee pension program.

1.1.1 The employee must be voluntarily separated from District employment or have been subject to separation by layoff or retirement. Those employees who are discharged for cause, misconduct, inefficiency, incompetence or any other disciplinary reason are not eligible for this severance pay program.

1.1.3 For the purpose of this Severance Plan, a death of an employee shall be considered as separation of employment and, if the employee would have met all of the requirements set forth in this Section at the time of his or her death, contributions to the Severance Plan shall be made to the employee's estate.

ARTICLE 10. EMPLOYEE BENEFITS (continued)

1.2 Severance Pay.

1.2.1 If an employee notifies the Human Resource Department three (3) months in advance of the date of retirement and requests severance pay and if the employee meets the eligibility requirements set forth in 1.1 above, they will receive a District contribution to the Severance Plan in an amount equal to \$125 for each day of accrued, unused sick leave, up to 140 days. In this instance, the maximum amount of severance pay will not exceed \$17,500. Effective June 1, 2008, up to 160 days of accrued, unused sick leave may be used to a maximum amount of severance pay not to exceed \$20,000.

1.2.1.1 If an employee notifies the Human Resource Department in less than three (3) months in advance of the date of retirement and requests severance pay and if the employee meets the eligibility requirement set forth above, they will receive a District contribution to the Severance Plan in an amount equal to \$100 pay for each day of accrued, unused sick leave up to 150 days. In this instance, the maximum amount of severance pay will not exceed \$15,000.

1.2.1.2 If exigent circumstances exist, such as a sudden illness/injury of the employee or immediate family member necessitating immediate retirement, and if the employee meets the eligibility requirements set forth above, they will receive a District contribution to the Severance Plan in an amount equal to \$125 pay for each day of accrued, unused sick leave up to 140 days. Effective June 1, 2008, up to 160 days of accrued, unused sick leave may be used.

1.2.2 The maximum amount of severance pay that any employee may obtain through this Severance Plan is \$17,500. Effective June 1, 2008, the maximum amount of severance pay that any employee may obtain through this Severance Plan is \$20,000.

1.3 Pay for Earned, Unused Vacation. Employees who meet the eligibility requirements of 1.1 of this Section, who qualify for severance pay per 1.2 of this Section, 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. PARENTAL LEAVE

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 available 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.

ARTICLE 11. PARENTAL LEAVE (continued)

- 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.
- 1.4 Non-Compensatory Parental Leave: A parental leave without pay shall be granted for up to twenty (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 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 be coincident 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 in person or by U.S. mail, certified mail, email, the Director of Human Resources or designee, in writing 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. 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 as defined in Article 10, section 6, subd 2.

ARTICLE 12. 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 10 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 13. SALARY PROVISIONS

Compensation-related provisions of this Section shall be as follows:

SECTION 1. Employees in positions in this unit shall be compensated pursuant to the salary schedules as shown in Appendix A, as expressly prescribed in this Article.

SECTION 2. Employees working twelve (12) month assignments and who hold less than a Bachelor's degree shall be paid at the scheduled base twelve (12) month salary in Appendix A (see Lane 1). Employees working twelve (12) month assignments and who hold a Bachelor's degree relevant to the employee's current assignment shall be paid the scheduled BA twelve (12) month salary in Appendix A (see Lane 2). Employees working twelve (12) month assignments and who hold a Master's degree, or higher advanced degree, relevant to the employee's current assignment shall be paid at the scheduled MA twelve (12) month salary in Appendix A (see Lane 3).

SECTION 3. ELIGIBILITY FOR LANE PLACEMENT ON THE SALARY SCHEDULE

Employees shall be eligible for change in lane placement on the salary schedule in accordance with their earned degrees as specified in the provisions of this Section.

Subd. 1. General Eligibility Requirements. Undergraduate and graduate degrees, to be considered for application to the salary schedule, shall be earned from an institution accredited by recognized agencies to grant such undergraduate or graduate degrees.

1.1 All degrees, to be recognized, must be relevant to the employee's contractual assignment, as determined by the Human Resource Department.

Subd. 2. Procedures for Effecting Lane Changes. Evaluation of credits for degree recognition shall be made only after receipt of a written request in the Human Resource Department. Such evaluations shall be based upon official transcripts. The employee is responsible for submitting to the Human Resource Department accurate and complete verification materials by the submission deadline.

2.1 All transcripts, grade reports or other materials which may be used as verification of credits earned (as described in this Section) must be requested, received, and reviewed by the employee before delivery to the District Human Resource Department. Materials submitted shall have been reviewed by the employee to determine:

- Inclusion of all course work relevant to the requested lane change, completed in the transcribing institution
- Accuracy of course numbers and credit hours
- Proper designation of courses as graduate, undergraduate, etc.
- Correct recording of grades
- Completeness of information (course number, credit hours, grades, date degree awarded)

IT IS THE RESPONSIBILITY OF THE INDIVIDUAL EMPLOYEE TO OBTAIN THE CORRECT TRANSCRIPTS OR OTHER VERIFICATION MATERIALS FROM THE INSTITUTION OF HIGHER EDUCATION.

2.2 When a request for evaluation of credits for degree recognition is submitted with the proper official transcripts and final official verification attached, and with any other explanatory information from the employee, the lane change request will be given preliminary review and effected as described in 2.2.1.

ARTICLE 13. SALARY PROVISIONS, Section 3 (continued)

2.2.1 A request for credit evaluation which meets the requirements of Subd. 2.2, and for which the preliminary review indicates a lane change is warranted, will result in an effective date of lane change beginning the next full pay period following the accurate and complete submission of all credit verification to the Human Resource Department.

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

SECTION 4. SALARY SCHEDULE AND PROGRESSION

Subd. 1. Step advancement occurs only at the beginning of a fiscal year.

Subd. 2. An employee will be advanced one (1) full step on the salary schedule at the beginning of the next fiscal year, subject to the following conditions.

A. The employee was compensated for one thousand forty (1,040) hours on the payroll in the previous fiscal year for twelve (12) month employees or seven hundred fifty (750) hours for ten (10) month employees. These hourly requirements are prorated for part-time employees; and

B. The last appraisal of an employee's performance must be, at a minimum, satisfactory.

Subd. 3. SCSPs who work at RiverEast shall be paid a premium of \$1.00 per hour above their regular hourly rate of pay for all hours worked at RiverEast starting September 5, 2025. This premium shall be factored into the base wage for employees who work thirty (30) or more hours per week for purposes of overtime.

SECTION 5. LONGEVITY STIPENDS

A longevity stipend is a specified annual dollar amount as indicated in this Section, beyond the employee's step of the salary schedule, and is allowed at the beginning of fifteen (15) calendar years of experience in Saint Paul Public Schools and at the beginning of twenty (20) calendar years of experience in Saint Paul Public Schools, and at the beginning of twenty-five (25) calendar years of experience in Saint Paul Public Schools. "Years of experience" shall mean active assignment in the Saint Paul Public Schools. **Active employment includes all compensatory leaves.** Other periods of non-compensatory leave or layoff shall not be counted for career increments.

An employee whose work schedule in any given year is on a part-time basis, and who is eligible for the longevity stipend, shall receive the same proportion of the longevity stipend as they receive of regular salary, proportionate to **their** part-time assignment. Longevity stipends become effective only at the beginning of a fiscal year.

Effective **July 1, 2025:**

Lanes:	Base			BA			MA		
Completed Years of Saint Paul Experience:	15 yrs	20 yrs	25 yrs	15 yrs	20 yrs	25 yrs	15 yrs	20 yrs	25 yrs
Amounts In Addition to Salary Schedule:	\$1,800	\$2,100	\$2,300	\$2,000	\$2,250	\$2,550	\$2,200	\$3,200	\$3,700

ARTICLE 13. SALARY PROVISIONS (continued)

SECTION 6. CORRECTION OF COMPENSATION ERRORS. Employees should routinely review their biweekly paycheck and immediately document any errors or inquiries by contacting the District's payroll department. Failure to notify the payroll department in a timely manner, or failure to routinely review the accuracy of his/her biweekly compensation may result in lost compensation.

Subd. 1. District Authority. When underpayment errors are identified, the District will review the nature of the error and shall reimburse the employee in full up to a maximum retroactive period of two (2) years. In the case of an overpayment in excess of fifty dollars \$50.00, the schedule and amount of deductions will be determined by mutual agreement between the District and the employee up to a maximum retroactive period of two (2) years.

SECTION 7. OUTSIDE CONTRACT YEAR RATES WITH 26 EQUAL PAYCHECKS.

Effective May 7, 2022, School and Community Service Professionals who work at Crossroads may be paid a flat rate of \$30 per hour for working extended duty days in their primary assignment outside the standard Crossroads school year.

Effective July 1, 2022, for 10-month School and Community Service Professional employees who are not at Crossroads and choose to participate in a 26 paycheck program can do so through the Summer Pay Deduction Program. Employees select one of several pre-determined amounts as a flat deduction from net pay during the school year and have the total amount refunded in increments over the summer months. This program is limited to \$8,000 total annual deduction and changes are only allowed before school starts each year. Signup deadline for new employees is October 1 of each year.

ARTICLE 14. MILEAGE

Subd. 1. Employees authorized to use their personal vehicles in the performance of their assigned duties shall be reimbursed therefore according to this Article.

Subd. 2. The mileage allowance for eligible employees shall be established at the discretion of the Board, when so requested and properly reported. Reimbursement shall be for the actual mileage driven in the performance of assigned duties, and based on specific recording and reporting of required District business driving. Reimbursement shall be paid on a monthly basis when properly verified.

ARTICLE 15. DISCIPLINE AND DISCHARGE

SECTION 1. The Employer shall have the right to impose disciplinary actions on employees, including dismissal for unsatisfactory work, or other just cause.

SECTION 2. Disciplinary actions by the Employer may be any of the following actions:

- 1 - Oral reprimand
- 2 - Written reprimand
- 3 - Suspension without pay
- 4 - Discharge

ARTICLE 15. DISCIPLINE AND DISCHARGE (continued)

SECTION 3. Review of disciplinary actions shall be limited to the following:

Subd. 1. Oral reprimand. No review.

Subd. 2. Written reprimand. If a written reprimand is to be placed in an employee's file, the employee may elect to provide a written response which shall, if requested, be placed in the file along with the reprimand.

2.1 A written reprimand which is placed in an employee's personnel file is subject to review through the grievance procedure, including arbitration.

Subd. 3. Suspension and/or Discharge. Employees who are being suspended and/or discharged shall receive notice in writing, stating briefly the reason for discharge.

3.1 Preliminary Review. Prior to issuing a disciplinary action of unpaid suspension, demotion, or discharge, the supervisor will make a recommendation to his/her supervisor regarding proposed discipline. That supervisor will then schedule a meeting with the employee prior to making a final determination of the proposed discipline. The employee shall have the opportunity to have union representation present and be provided the opportunity to speak on his/her behalf regarding the proposed action. If the employee is unable to meet with the supervisor, the employee will be given the opportunity to respond in writing.

3.2 Employees may be discharged immediately and without preliminary suspension for theft, drinking alcoholic beverages while on duty, use of a controlled substance while on duty, assault of a student or client, gross negligence of duty to assure the safety of students or clients, or other serious offenses.

3.3 Discharge is subject to review through the grievance procedure, including arbitration.

Subd. 4. The review procedures outlined in this Section shall be the exclusive means of review for disciplinary action, and the grievance procedure shall be involved only as noted in Subd. 2.1 and 3.3, relating to written reprimand, suspension, withholding of increment, and discharge.

ARTICLE 16. 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 terms of this Agreement.

SECTION 3. GENERAL PROVISIONS

Subd. 1. An employee presenting a grievance may elect to be represented by an appropriate Union Representative. At the informal level, or at Level 1 of the grievance procedure, the employee may choose to present the grievance without being represented by a Union Representative provided, however, that the Union Representative shall be notified of the adjustment or settlement of grievance at Level 2.

ARTICLE 16. GRIEVANCE PROCEDURE (continued)

Subd. 2. It is recognized by the parties that the processing of grievances is limited by job duties of the employees and shall occur during normal working hours only when consistent with employee duties. In such a case, the grievant shall be allowed a reasonable amount of time without loss of pay when a grievance is reviewed by the Employer or an arbitrator during normal working hours. The employee and the Union Representative must notify and receive prior approval of the Human Resource Department.

The Federation will provide and maintain a current Steward and SPFE organizer contact list by building assignment.

Subd. 3. "Days" shall mean working days during the school year. During vacation breaks or the summer months, it shall mean week days, excluding holidays.

Subd. 4. If a grievance is not presented within the time limits set forth herein, it shall be considered "waived." If a grievance is not appealed to the next step within the specified time limit or any agreed extension thereof, it shall be considered settled on the basis of the Employer's last answer.

Subd. 5. If the Employer does not answer a grievance or an appeal thereof within the specified time limit it shall be considered denied, and the Union may elect to process the grievance to the next step. The time limit in each step may be extended by mutual written agreement of the Employer and the Union in each step.

Subd. 6. It is agreed by the Union and the Employer that, if a specific grievance is determined by this grievance process, it shall not again be submitted for consideration under the provision of any other grievance procedure. It is further understood that if a specific grievance is submitted and determined by an arbitrator or by a recognized independent review process other than this procedure, it shall not again be submitted for review and arbitration under the procedures set forth in this Article.

Subd. 7. Rights of the Parties

7.1 The parties shall have the right, at their own expense, to legal assistance at Level 3.

7.2 No recording device shall be utilized at Levels 1 or 2 of these procedures and no person shall be present for the sole purpose of recording the discussion at these levels.

The parties shall have the right to stenographic assistance at their own expense at Level 3 (arbitration). By mutual consent, the cost of such transcript or recording may be equally shared by the parties.

SECTION 4. PROCEDURE STEPS

A grievance shall be resolved in the following manner:

Subd. 1. Informal Procedures. Either the employee claiming a grievance, and/or a Federation representative, or both, shall first discuss the matter with the employee's supervisor (or representative designated by the Director of Human Resources), with the objective of resolving the matter informally. In no case shall a teacher be the supervisor for purposes of adjustment of an alleged grievance.

ARTICLE 16. GRIEVANCE PROCEDURE, Section 4 (continued)

Subd. 2. Formal Procedures

Level 1: In the event the matter is not resolved informally, the grievance shall be submitted in writing to the appropriate supervisor within twenty (20) working days of the occurrence giving rise to the grievance. Such statement of grievance shall set forth the nature of the grievance, the facts on which it is based, the provisions of the Agreement allegedly violated, and the remedy requested. Any grievance not submitted in writing to Level 1 by the employee within twenty (20) working days of the occurrence shall be considered waived.

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

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

Level 2: If appealed, the written grievance shall be presented by the grievant and/or the Union and discussed at an informal meeting within ten (10) working days of receipt of the written grievance, with the Superintendent of Schools or a designated representative. The Employer-designated representative shall give the Union the Employer's answer in writing within ten (10) working days after the review meeting. A grievance not resolved in Level 2 may be appealed in writing to Level 3 by the Union within ten (10) working days following the Employer-designated representative's final answer in Level 2. Any grievance not appealed in writing to Level 3 by the Union within ten (10) working days shall be considered waived.

Level 3: A grievance unresolved in Level 2 and appealed to Level 3 by the Union shall be submitted to arbitration subject to the provisions of PELRA. If a mutually-acceptable arbitrator cannot be agreed upon, the selection of an arbitrator shall be made from a list of five (5) names provided by the procedures of the Minnesota Bureau of Mediation Services, at the request of the Union.

- 3.1 The arbitrator shall have no right to amend, modify, or disregard the terms and conditions of this Agreement. The arbitrator shall consider and decide only the specific issue(s) submitted in writing by the Employer and the Union, and shall have no authority to make decisions on any other issue not so submitted.
- 3.2 The arbitrator shall be without power to make decisions contrary to, or inconsistent with the statutory rights and obligations of the parties, or modifying in any way the application of laws, rules or regulations having the force and effect of law. The arbitrator's decision shall be submitted in writing, with copies to both parties, and to the Bureau of Mediation Services within thirty (30) days following the close of the hearing or the submission of briefs by the parties, whichever be later, unless the parties agree to an extension. The decision shall be binding on both the Employer and the Union and shall be based solely on the arbitrator's interpretation or application of the terms of this Agreement and the facts of the grievance presented.
- 3.3 The fees and expenses for the arbitrator's services and proceedings shall be borne equally by the Employer and the Union. All other expenses shall be borne by the party incurring the expense. If either party desires a verbatim record of the proceedings, it may cause such a record to be made, providing it pays for the record. If both parties desire a verbatim record of the proceedings, the cost shall be shared equally.

ARTICLE 17. SENIORITY

SECTION 1. SENIORITY DATE. The seniority date is derived from the first day of regular service as a School and Community Service Professional and shall continue thereafter. Promotions, demotions, or changes from part-time to full-time or to different salary schedules as a School and Community Service Professional shall not change an individual's seniority date. The district shall compile and maintain the listing of seniority dates of employees in accordance with the provisions of this article.

When seniority is identical for two or more employees, the most senior employee shall be the employee with the lowest employee number.

SECTION 2. LAYOFF PROCEDURES. When the district affects a layoff in a job title, employees shall be laid off in reverse order of the employee's seniority within that job title provided that the more senior employee is qualified to perform the job of the displaced employee. Laid off employees will have the right to apply for and be interviewed for other vacant positions within the School and Community Service Professionals group. Laid off employees retain the right to be recalled to open School and Community Service Professional positions for which they are qualified for up to twenty four (24) months. The District will create and maintain an official list of School and Community Service Professionals awaiting reinstatement. Employees discharged from employment for unsatisfactory work or other just cause, pursuant to Article 15, will not have displacement rights under the terms of this agreement and will not have reinstatement rights only at the discretion of the district.

SECTION 3. EXCLUDED POSITIONS. In some instances, specific unique positions may be designated as excluded from general seniority applicability, because unique skills or training are required of that position. The Federation and the District will agree on the list of "excluded positions" by March 1 of each year.

ARTICLE 18. SUMMER POSITIONS.

Ten (10) month School and Community Service Professionals will have the first opportunity to fill all summer positions involving School and Community Service Professional bargaining unit positions (except for those positions already held by twelve [12] month School and Community Service Professionals). Ten (10) month School and Community Service Professionals will be given a period of 7 -days to apply for positions that are posted. In the event that more than one ten (10) month School and Community Service Professional applies for the same position, (provided the employee is qualified for the summer position) the most senior ten (10) month School and Community Service Professional shall be assigned to the position. Once the 7-day period has elapsed, the district may open the unfilled positions up to other SPPS employees. Ten (10) month School and Community Service Professionals who work a summer position shall be paid at their regular daily rate of pay.

ARTICLE 19. 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.

ARTICLE 19. STUDENT MENTAL HEALTH SUPPORTS (continued)

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

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

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

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

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

Positions may be reallocated across district sites. The current number of positions will be allocated to buildings based on enrollment and needs of the building and the students served. The parties agree to discuss allocations at the Professional Issue Committee and come to an agreement on final placements. If mental health support team positions are not filled by October 1, in consultation with district hiring subject matter experts, schools may repurpose that funding and work with district administration to access alternative services for the school year by temporarily contracting with outside community partners to meet student social, emotional, behavioral, mental, and chemical health needs, until such positions can be filled, and will keep postings for the positions open. Additionally, district School Support Leadership will assess needs in consultation with the impacted school mental health support teams and may temporarily re-allocate unfilled FTEs of student support personnel as identified in this section for up to the remainder of the school year. The Federation agrees not to file a grievance if the following positions are not filled due to a lack of acceptable applicants, as long as the district posts these positions and works to recruit and complete the hiring process in a timely manner.

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

- Licensed General Education Social Workers: 1:500 staff to student ratio districtwide
- Licensed School Counselors: 1:250 staff to student ratio district wide
- School Psychologists: 1:700 staff to student ratio district wide
- Licensed School Nurses

Health Office Staffing:

Elementary Sites: Minimum of full-time health office support for elementary schools. Health Assistants may be staffed in combination with a Licensed School Nurse, with at least one day of overlap.

Secondary and Transition Sites: Minimum of full-time health office support for secondary schools. 1.0 FTE Licensed School Nurse support for secondary schools with a student population over 500. Health Assistants may be staffed in combination with a Licensed School Nurse, with at least one day of overlap.

- Intervention Specialists: A minimum of one per elementary school and a 1:300 staff to student ratio for secondary and transition schools.

ARTICLE 19. STUDENT MENTAL HEALTH SUPPORTS (continued)

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

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

Health Assistants: Staff with health-related experience that work under the direction and training of a licensed school nurse. Health assistants support the day to day health needs of students and identify and communicate potential concerns and risks for further evaluation by or in consultation with a licensed school nurse. Health assistants collaborate with school staff, students' families, and community members to keep students safe at school and healthy to learn.

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

ARTICLE 19. STUDENT MENTAL HEALTH SUPPORTS (continued)

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 for when they are required to carry a walkie talkie.
- Counselors shall only proctor testing as part of a rotation with other staff.
- In an emergency, counselors may substitute up to one class/prep period when no general education substitute teacher is available. They shall be compensated at the hourly rate stated in Appendix D when subbing.

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.

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.

ARTICLE 19. STUDENT MENTAL HEALTH SUPPORTS (continued)

SECTION 3. MENTAL HEALTH TRAINING FOR EDUCATORS

The School Mental Health Support Team will provide onsite mental health and trauma informed training including de-escalation training each school year for all staff. The training will be spread throughout the school year and can be a combination of formal training and ongoing consultation with individual staff members. Each site team will work to schedule training according to needs, school schedules and in coordination with the building administrator. Mental health support team members can request support from their designated department leads as needed.

SECTION 4. MENTAL HEALTH TRAINING FOR SCSPs

The school's Mental Health Support Team will provide mental health and trauma informed training for up to 6 hours throughout the school year. Each site will work to schedule training according to school schedules, site-based needs and in coordination with the building administrator. Participation in training outside of the normal school day will be compensated at the employee's hourly rate of pay.

Subd. 1. Intervention Specialist Support. Intervention Specialists, during their first year of employment, will consult with and be supported by a licensed member of the Mental Health Support Team, in implementing approved strategies.

Subd. 2. Professional Development for Intervention Specialists. All employees in an Intervention Specialist role will have the option of participating in quality monthly district-wide professional development. All efforts will be made to have this professional development scheduled during the workday. Participation in this professional development, outside of the normal work day, will be compensated at the employee's hourly rate of pay. If a Building Administrator denies participation in professional development, they will email the Office of School Support, the Assistant Superintendent, and cc the affected SCSP to explain the reason for denying participation in this valuable professional development.

Subd. 3. Non-violent Crisis Intervention Training. The district will provide NVCI training to all intervention specialists.

ARTICLE 20. 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.

ARTICLE 21. RECRUITMENT AND RETENTION OF TEACHERS OF COLOR

The District will continue current practices in recruitment and retention of educators of color. In addition, the District will allocate \$20,000 per contract year for the purpose of providing support and development of members of color in School and Community Service Professional, Education 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 22. DISTRICT SPONSORED EDUCATOR LICENSURE PROGRAMS

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

ARTICLE 23. PARENT ENGAGEMENT

SECTION 1. PARENT TEACHER HOME VISITS

Subd. 1. The Teacher Home Visit Project was developed by parents in Sacramento, CA where it has been successfully implemented since 1998 and brought to Saint Paul by SPFE in 2010. The goals of the Teacher Home Visit Project are to build a stronger partnership between educators and parents, to promote Saint Paul Public Schools, and to work with parents to eliminate the achievement gap. The Teacher Home Visit Project operates on a model where parents are seen as an asset to the educational process. By meeting parents in an area of their comfort, educators have more success in working with them in partnership around academics.

School and Community Service Professional participation in the Teacher Home Visit project requires the following commitments:

1. Attendance at four (4) hour Parent/Teacher Home Visit training;
For the first year a school and community service professional participates: completing at least one (1) visits with a minimum of 3 families;
2. For all additional years a school and community service professional participates: completing at least one (1) visit with a minimum of 8 families;
3. Payment of the stipends shall be made after the attendance of the fall and spring debrief sessions;
4. Document visits on project visit tracker.

Subd. 2. This program is different and separate from School and Community Service Professional jobs that include home visits as part of their regularly assigned duties.

Subd. 3. School and Community Service Professionals who participate in the Home Visit Project shall be paid an additional \$50 stipend for each home visit conducted by the school and community service professional.

Subd. 4. The total amount of payments under this Memorandum of Agreement shall not exceed \$10,000 during the course of this agreement. In addition, no one SCSP employee can earn in excess of \$1,750 during each school year. An agreement to visit the students with the greatest need for individualized attention as determined jointly by the SCSP and administrator or principal. The union and district will meet twice annually to evaluate the success of the Home Visit Project.

ARTICLE 23. PARENT ENGAGEMENT (continued)

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.

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

Subd. 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.

Subd. 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.

Subd. 3. Training for APTT will be held during the summer and fall. Participants will be paid according to Article 13, Section 7.

Subd. 4. The schedule for the following school year will be altered to allow for the APTT classroom conferences. These conferences will be scheduled and employees may use Flex Time per Article 8. 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.

Subd. 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.

Subd. 6. The District will meet with the APTT Coordinator, Champions, and training team at least once annually to evaluate the success of the APTT project including feedback on family involvement, family satisfaction, family concerns and collaborate on communication and outreach strategies.

ARTICLE 24. MULTILINGUAL STAFFING AND SERVICES

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

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

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

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

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

ARTICLE 25. ACCESS TO TECHNOLOGY

SECTION 1. Access to Technology Needed to Perform Job Duties

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

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

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

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

ARTICLE 26. 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 27. IMPROVEMENT PLAN PROCESS

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

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

- 1) If there continues to be performance issues after coaching has been provided, the supervisor shall complete a formal performance evaluation of the employee. A meeting shall be scheduled with the employee and their union representative (if desired by the employee) and a Human Resources representative, at which time the performance evaluation shall be discussed. The employee must be given written notice of the meeting at least two (2) working days in advance of the meeting in order to have time to contact a union representative. The notice shall inform the employee of their right to have a union representative present.**

ARTICLE 27. IMPROVEMENT PLAN PROCESS (continued)

- 2) The supervisor, employee, union representative (if desired by the employee) and Human Resources representative shall jointly develop a written performance improvement plan that addresses the identified areas of concern with the understanding that the supervisor may implement a plan if no consensus can be reached.**
- 3) Elements of a written improvement plan must include:**
 - a) A statement of the required performance standards and each identified performance concern;**
 - b) A statement of the actions the employee must take to meet expected performance for each identified performance concern;**
 - c) The length of the improvement plan and the schedule of review meetings (at least monthly) between the supervisor and employee along with any other timelines related to specific concerns;**
 - d) Identification of specific resources available to the employee to assist in meeting the improvement plan goals including, but not limited to, mentors, classes, feedback, modeling and employee assistance;**
 - e) Identification of the next level supervisor; and**
 - f) Signatures of the supervisor and employee indicating the plan has been discussed and reviewed along with the date of such discussion (but not necessarily indicating agreement).**
- 4) If consensus is not reached on the written performance improvement plan, the employee may appeal components of and/or timelines related to the plan to the next level supervisor identified as part of the plan. If appealed, any timelines identified as part of the plan are held in abeyance until the completion of the appeal meeting.**
 - a) Notice of the appeal must be sent in writing (including e-mail) within five (5) working days of the discussion meeting.**
 - b) An appeal meeting shall be scheduled within ten (10) working days or as soon as administratively possible of receipt of the written appeal notice. The employee must be given written notice at least one (1) working day advance notice of the meeting in order to have time to contact a union representative. The employee has the right to union representation at the appeal meeting. The notice shall inform the employee of this right.**
 - c) The appeal meeting shall be in the form of a “meet and confer” between the employee, the employee’s union representative (if desired by the employee), the employee’s supervisor, the next level supervisor, and a Human Resources representative.**
 - d) Within ten (10) working days following the “meet and confer” the next level supervisor shall review the plan and make any appropriate adjustments. A final version of the written performance improvement plan shall be given to the employee. At a minimum, the final plan should include appropriate adjustments to timelines in the original plan to reflect the appeal process.**
- 5) At the end of the improvement plan, the supervisor shall formally evaluate the employee’s performance and make a determination of whether or not the elements of the plan have been met.**
 - a) If the employee has not met the improvement plan expectations, a meeting will be held between the supervisor, the employee, the employee’s union representative (if desired by the employee), the next level supervisor and a Human Resources representative to discuss further options with the appropriate notices as described above. Options that shall be considered during the meeting include, but are not limited to, extension of the improvement plan and alternative work assignments.**

ARTICLE 27. IMPROVEMENT PLAN PROCESS (continued)

An employee determined not to have met the improvement plan goals may be subject to progressive discipline pursuant to Article 1415 Discipline and Discharge of the Labor Agreement.

ON TRACK

An employee is considered to be “on track” if they are making adequate progress, as determined by the District, toward meeting the goals of the performance improvement plan. It does not mean that an employee has to have met all of those goals.

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

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

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

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

OTHER PROVISIONS

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

ARTICLE 28. 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 less than ninety (90) days prior to that date.

Subd. 1. Appendix A, the pay schedule attached to this Agreement, shall be effective as indicated therein.

SECTION 2. EFFECT. This Agreement constitutes the full and complete Agreement between the District and the Federation as the exclusive representative of this bargaining unit. The provisions herein relating to terms and conditions of employment supersede any an 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 this term of this Agreement except as stated in this Agreement.

SECTION 4. SEVERABILITY. All provisions of this Agreement are subject to the laws, rules, regulations, and orders of state and federal governments and their agencies. Any provision of this Agreement found to be in violation of any such regulations, directives, laws, and orders shall not be applicable or performed or enforced, except to the extent permitted by law; all other provisions shall continue in effect.

INDEPENDENT SCHOOL DISTRICT NO. 625 SAINT PAUL FEDERATION OF
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

APPENDIX A:

School and Community Service Professionals Current Titles

Schedule 1	Schedule 2	Schedule 3
<ul style="list-style-type: none"> • Athletic Department Specialist • Creative Arts Specialist • Intervention Specialist • Juvenile Justice Transition Coordinator • Mental Health Practitioner • Program Assistant • Special Education Interpreter • Translation Specialist 	<ul style="list-style-type: none"> • Adult Basic Education Counselor • Community Education Program Coordinator • Community Learning Center Site Coordinator • Communications Specialist • Cultural Specialist • ECFE Coordinator • Family Education Communications/Marketing Coordinator • Pre-Kindergartener Education Resource Specialist • Leadership Development Coordinator • Learning Systems Specialist • Project Coordinator • Translator Coordinator 	<ul style="list-style-type: none"> • Community Education Coordinator • District-Wide Test Coordinator • ELL Community Specialist • ELL Specialist • Mentor Program Coordinator • Placement Coordinator • Project Coordinator Restorative Practice • Special Events Coordinator • Special Project Coordinator • Student Engagement and Advancement Board (SEAB) Coordinator (effective 7/25/25)

APPENDIX B: SALARY SCHEDULE

Effective: **July 1, 2025**

	Schedule 1			Schedule 2			Schedule 3		
STEP	Base 12mo	BA 12 mo	MA 12 mo	Base 12 mo	BA 12 mo	MA 12 mo	Base 12 mo	BA 12 mo	MA 12 mo
1	55,836	57,680	59,574	64,119	66,680	68,896	74,877	77,904	80,438
2	58,587	60,523	62,523	65,924	68,501	70,734	76,933	79,971	82,594
3	61,484	63,525	65,628	67,769	70,370	72,622	79,004	82,060	84,816
4	64,539	66,680	68,896	69,678	72,297	74,565	81,192	84,270	87,102
5	66,293	68,501	70,735	71,639	74,274	76,565	83,662	86,761	89,456
6	68,101	70,369	72,622	73,654	76,310	78,625	86,098	89,228	91,947
7	69,961	72,297	74,567	75,733	78,410	80,736	88,677	91,842	94,586
8	71,875	74,277	76,565	77,865	80,566	82,919	91,703	94,907	97,699
9	73,841	76,310	78,625	80,061	82,780	85,157	95,055	98,304	101,147
10	80,824	81,736	84,002	88,512	89,368	91,706	104,312	105,050	107,545
11	80,824	83,563	86,052	88,512	91,494	94,077	104,312	107,841	110,904
12	80,824	86,570	89,150	88,512	94,799	97,476	104,312	111,763	114,935
10-MONTH SCHEDULES									
	Schedule 1			Schedule 2			Schedule 3		
STEP	Base 10 mo	BA 10 mo	MA 10 mo	Base 10 mo	BA 10 mo	MA 10 mo	Base 10 mo	BA 10 mo	MA 10 mo
1	43,768	45,187	46,644	50,139	52,111	53,815	58,416	60,743	62,693
2	45,885	47,374	48,912	51,528	53,512	55,229	59,997	62,334	64,352
3	48,114	49,683	51,302	52,947	54,949	56,681	61,590	63,941	66,061
4	50,463	52,111	53,815	54,416	56,431	58,176	63,272	65,640	67,819
5	51,813	53,512	55,230	55,925	57,952	59,714	65,173	67,556	69,630
6	53,205	54,948	56,681	57,473	59,519	61,299	67,048	69,454	71,547
7	54,635	56,431	58,177	59,074	61,133	62,922	69,030	71,465	73,576
8	56,106	57,954	59,714	60,714	62,792	64,603	71,359	73,825	75,970
9	57,619	59,519	61,299	62,403	64,496	66,322	73,938	76,435	78,624
10	62,992	63,692	65,435	68,903	69,562	71,361	81,057	81,626	83,546
11		65,097	67,012		71,197	73,184		83,772	86,129
12		67,411	69,394		73,741	75,800		86,789	89,230

Note: The 10-month schedules reflect a 40-week work year. Biweekly pay rates can be determined by dividing salaries by 26 for employees who are 12 months or 10 month employees who select 26 paychecks. Ten month employees who select 21 paychecks can determine their biweekly pay rate by dividing salaries by 21.

Disclaimer: These are proximate and rounded to nearest whole numbers for ease of display, exact numbers are listed on paycheck.

APPENDIX B: SALARY SCHEDULE

Effective: **July 1, 2026**

	Schedule 1			Schedule 2			Schedule 3		
STEP	Base 12mo	BA 12 mo	MA 12 mo	Base 12 mo	BA 12 mo	MA 12 mo	Base 12 mo	BA 12 mo	MA 12 mo
1	56,952	58,833	60,765	65,401	68,014	70,274	76,375	79,462	82,047
2	59,759	61,734	63,774	67,243	69,871	72,149	78,472	81,570	84,246
3	62,714	64,796	66,941	69,124	71,777	74,074	80,584	83,701	86,513
4	65,829	68,014	70,274	71,072	73,743	76,057	82,816	85,955	88,844
5	67,619	69,871	72,150	73,072	75,759	78,097	85,335	88,497	91,246
6	69,463	71,776	74,074	75,127	77,836	80,198	87,820	91,012	93,786
7	71,360	73,743	76,058	77,248	79,978	82,350	90,451	93,679	96,478
8	73,312	75,763	78,097	79,422	82,177	84,578	93,537	96,805	99,653
9	75,317	77,836	80,198	81,662	84,436	86,860	96,957	100,270	103,170
10	82,441	83,370	85,682	90,282	91,155	93,540	106,398	107,151	109,696
11	82,441	85,235	87,773	90,282	93,324	95,959	106,398	109,998	113,123
12	82,441	88,302	90,933	90,282	96,695	99,426	106,398	113,998	117,234
	Schedule 1			Schedule 2			Schedule 3		
STEP	Base 10 mo	BA 10 mo	MA 10 mo	Base 10 mo	BA 10 mo	MA 10 mo	Base 10 mo	BA 10 mo	MA 10 mo
1	44,643	46,091	47,577	51,142	53,153	54,891	59,584	61,958	63,947
2	46,803	48,321	49,890	52,559	54,582	56,334	61,197	63,581	65,639
3	49,076	50,677	52,328	54,006	56,048	57,815	62,822	65,220	67,383
4	51,472	53,153	54,891	55,504	57,560	59,340	64,538	66,953	69,176
5	52,850	54,582	56,335	57,044	59,111	60,908	66,476	68,908	71,023
6	54,269	56,047	57,815	58,623	60,709	62,525	68,389	70,843	72,977
7	55,727	57,560	59,341	60,256	62,356	64,180	70,411	72,894	75,048
8	57,229	59,113	60,908	61,929	64,047	65,895	72,786	75,302	77,489
9	58,772	60,709	62,525	63,651	65,785	67,649	75,417	77,964	80,197
10	64,251	64,966	66,743	70,281	70,953	72,788	82,678	83,259	85,217
11		66,399	68,352		72,621	74,648		85,448	87,852
12		68,759	70,782		75,216	77,316		88,525	91,014

Note: The 10-month schedules reflect a 40-week work year. Biweekly pay rates can be determined by dividing salaries by 26 for employees who are 12 months or 10 month employees who select 26 paychecks. Ten month employees who select 21 paychecks can determine their biweekly pay rate by dividing salaries by 21.

Disclaimer: These are proximate and rounded to nearest whole numbers for ease of display, exact numbers are listed on paycheck.

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

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

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

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

APPENDIX 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	5.75 x BU

	number of days lunch is served during the school year = rate for one-half hour duty.	
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	The minimum requirements for this stipend are: <ul style="list-style-type: none"> • Compete in the full official school year season inter-district competition and tournament play. • The activities occur outside the professional workday for teachers. • After the first four (4) weeks of the season, the position and payment will be discontinued if full team competition is not to be completed. 	3 x BU
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
CTSOs (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 Manager	Inventory	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	8.5 X BU Director of Musical will also be paid at the per "Performance Stipend" for each performance of	

		musical. Maximum of 6 performances per production. Additional performances must be approved by principal.	the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.	
Vocal Director of Musical	Works alongside the Musical Director in providing vocal music direction for a musical. Vocal director assists with auditions, rehearsals, dress/technical rehearsals and performances as well.	7 x BU This person will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.	4.5 X BU This person will also be paid at the per "Performance Stipend" for each performance of the musical. Maximum of 6 performances per production. Additional performances must be approved by principal.	
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.	
Technical Director	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.	7 x BU 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.	4.5 X BU 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.	

Pit Orchestra Advisor for Musical	Advises the student pit conductor and supports the pit orchestra through auditions, rehearsals, dress rehearsals, and performances.	2 x BU 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.	1.5 X BU 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.	
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
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MEMORANDUM OF AGREEMENT
Religious Observance

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 School and Community Service Professionals. It is entered into for the sole purpose of defining the conditions of how and when an employee may use time for the purpose of religious observances.

The parties have agreed to the following:

- 1) Employees 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 employee's supervisor. Employees who use such days for observances of religious holidays may choose to take up to three (3) religious observance days not deducted from vacation; however, such days shall be deducted from sick leave.

This Memorandum of Agreement shall be effective upon signature and shall remain in effect until the expiration of the 2017-19 collective bargaining agreement.

INDEPENDENT SCHOOL DISTRICT NO. 625	SAINT PAUL FEDERATION OF EDUCATORS LOCAL NO. 28
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Chair, Board of Education

President

Executive Chief of Human Resources

Lead Organizer

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT
Licensed Teacher Pathway

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

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

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF
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.

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

MEMORANDUM OF AGREEMENT Regarding: Restorative Practices (continued)

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 Leadership 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 **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 14 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.

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.

MEMORANDUM OF AGREEMENT
Regarding: Restorative Practices (continued)

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 Coordinator(s) 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: Mental Health Support Teams

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

These issues may include, but are not limited to:

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

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF
EDUCATORS LOCAL NO. 28

Chair, Board of Education

President

Executive Chief of Human Resources

Lead Organizer

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

MEMORANDUM OF AGREEMENT
Regarding: Site Councils

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

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

Site councils:

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

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

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

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

Inclusive Decision Making:

- Site councils will meet monthly at a minimum and collaboratively develop an agenda for each meeting.
- Use the 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. Additionally, input and recommendations of the site councils will be considered in the decision-making process.
- Establish regular and accessible communication between the school and the broader community, including updates after each site council meeting.
- Provide opportunities (e.g. forum, etc.) to ensure open communication and collaboration among parents, teachers, administrators, and community members.
- **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.**

MOA Regarding: 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 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.

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF EDUCATOR
LOCAL NO. 28

Chair, Board of Education

President
St. Paul Federation of Educators

Executive Chief of Human Resources

Lead Organizer
St. Paul Federation of Educators

Assistant Director, Employee/Labor Relations

Lead Negotiator
St. Paul Federation of Educators

Date

Date

MEMORANDUM OF UNDERSTANDING
E-Learning Plan for Inclement Weather

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

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

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

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

1. Instituting E-Learning days
 - a. For the first two days of inclement weather in which the District decides to cancel school, they shall implement a paid non-instructional day for impacted-employees.
 - i. For future days of inclement weather, the decision to use an E-Learning day or a non-instructional day is at the discretion of the District.
2. E-Learning day educator practices.
 - a. Educators shall work from home or on site, per educator preference.
 - b. Educators will share directions on assigned E-Learning activities with students by the beginning of each class period, in the appropriate learning management system.
 - c. Teachers will provide content that is an extension or enrichment (formative). Teachers will provide flexibility with due dates of assigned E-Learning activities.
 - d. Secondary classes will follow the regular bell schedule with a Google Meet at the beginning of the period. Elementary classes will have a Google Meet at the normal school start time, with additional learning activities as determined by the teacher. Teachers will use their professional judgement to provide a blend by synchronous and asynchronous instruction.
 - e. Teachers will take attendance in Campus based on student participation in Google Meets, Schoology assignments or discussion, or email.
 - f. Educators shall be accessible for support of student learning during regular school hours by email, phone or online conference tools provided by the district.
 - g. Educators will provide accommodations for students with 504/IEP.
3. Educator E-Learning day attendance
 - a. Educators who have arranged for a sick or personal day on a school day that becomes an e-Learning day can rescind their absence to be credited their day of leave back if they complete the following actions by one hour and fifteen minutes before the normal school start time:
 - i. Email their school administration notifying them of the change.
 - ii. Cancel the sub request in the substitute request system if the employee works in a position that requires a substitute.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL FEDERATION OF
EDUCATORS LOCAL NO. 28

Chair, Board of Education

President

Executive Chief of Human Resources

Lead Organizer

Assistant Director, Employee/Labor Relations

Lead Negotiator

Date

Date

**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.

INDEPENDENT SCHOOL DISTRICT NO. 625 SAINT PAUL FEDERATION OF
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**MEMORANDUM OF UNDERSTANDING
Online School**

SCSP 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. 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.

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 UNDERSTANDING
SCSP Wage & Hour Status**

This agreement remains in full force and effect and will expire upon completion of the negotiations set forth herein.

During the collective bargaining process for the current labor agreement, consensus was reached by the parties in relation to changes in exemption status of SCSP employees in accordance with the Fair Labor Standards Act (FLSA).

The parties do hereby agree;

The parties agree that prior to a change in the payroll or wage and hour status for SCSPs' the parties will negotiate the potential effects of this change on the terms and conditions but will not negotiate the change itself.

INDEPENDENT SCHOOL DISTRICT NO. 625

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Date

Statement of Intent
Regarding: School Restructuring

The District and the Union agree that one of the approaches to achieving the mutual goal of ensuring success for all students is to work together to restructure schools when it is deemed necessary. It is the intent of the Parties that School and Community Service Professional who work in schools to be restructured and administrators in these schools will work collaboratively to create effective learning environments for students. Employees and parents shall have a voice in designing programs and determining work rules that are likely to be successful in such schools. The Union and District agree that School and Community Professional who are working at restructured schools will be engaged in the discussions and process

Statement of Intent
Regarding: Facilities Safety

The District will adopt clear policies and procedures about access to non-public work areas in order to help eliminate confusion about appropriate access. Input from the Federation on needed areas for improvement will be taken into consideration when developing these plans.

Statement of Agreement
Regarding: District Match

On 403(b) Retirement Savings Plan or 457 Deferred Compensation Plan forms, the District will remove the requirement for affirmatively checking to receive the district match. Employees who choose to participate in the 403(b) Retirement Savings Plan, or the 457 Deferred Compensation Plan, will automatically receive the match per their collective bargaining agreement.

Statement of Intent
Regarding: 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 2021-22 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 the school year 2021-22.

Statement of Intent
Regarding: 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
Regarding: 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
Regarding: 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).

**Statement of Intent
Regarding: 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
Regarding: 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.

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