

Education for the Whole Child

Student Mental Health Supports

ARTICLE XX [New]

SECTION 1. STUDENT MENTAL HEALTH SUPPORTS

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

Student mental health needs are best served by a team of trained professionals including Licensed School Counselors, School Social Workers, School Psychologists, and School Nurses.

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

1. Social Workers. Beginning with the 2018-19 school year, Saint Paul Public Schools will provide social workers in every building based on the following minimum social worker to student ratios:
 - a. Special Education (ratio of social workers to students receiving special education services)
 - i. Elementary: 1:30
 - ii. Middle: 1:40
 - iii. High School: 1:50
 - b. General Education Students (ratio of social workers to all district students): 1:500

The District and Federation agree that the ratios for General Education students must meet the needs of the students. The District and Federation acknowledge that the 1:500 ratio will not always be exact in each building but the district as a whole will be staffed to that ratio. Actual assignments of caseloads will be discussed and decided by consensus at a Social Worker PIC. The Social Worker PIC will be a labor/management committee that will meet regularly and will include an equal number of members appointed by the District and by the Federation. The Social Worker PIC will include, at a minimum, the administrator who oversees district social workers and the lead social worker(s).

2. The District will add 2.5 FTEs of Trauma Informed Schools Coaches. Trauma Informed Schools Coaches are social workers who specialize in trauma-informed practices to be housed in school buildings. These social workers will provide on-site support for staff and students on

implementation of trauma informed practices. Actual assignments of caseloads for Trauma Informed School Coaches will be discussed and decided by consensus at the Social Worker PIC.

- 3. Licensed School Counselors. Beginning in the 2018-19 school year, SPPS will provide Licensed School Counselors at every building, serving every grade level, based upon the following minimum ratios:
 - a. Elementary: 1:400
 - b. Middle: 1:350
 - c. High School: 1:350

The above caseloads are for those counselors providing comprehensive school counseling services for all students. These caseloads do not include counselors who have specific job duties such as Early College, CTE, Academies, grant-funded, etc.

- 4. In addition to appropriate caseloads, it is essential that School Counselors are able to perform their duties according to their professional training. To ensure this occurs, the parties have agreed to the following:
 - a. Licensed School Counselors should be compensated for out of school time events and summer work beyond contractual obligations at their regular daily rate (annual salary divided by 187).
 - b. Licensed School Counselors support their school communities by taking ‘fair share’ duties. However, the following duties shall not be assigned to a Licensed School Counselor:
 - i. Test proctoring
 - ii. Teaching prep classes
 - iii. Substitute teaching
 - iv. Master scheduling
 - v. Clerical work

Other Licensed Staffing

ARTICLE XX [New]

SECTION 1. OTHER LICENSED STAFFING

The District will provide the following support staff positions as part of the minimum basic staffing of each building:

- 1. 1.0 FTE Licensed School Nurse;
- 2. 1.0 FTE Licensed Library Media Specialist to support the Personalized Learning capacity of the students in each building.

In addition:

- 1. Each student will have access, during each school year, to instruction from a licensed music, performance, or visual art teacher; from a licensed

physical education teacher; and, in elementary schools, from an elementary science specialist.

- 2. The district-wide ratio for licensed school psychologists to students will be 1:500

The District will ensure that allocations in these enumerated license areas will not diminish staffing in these license areas in any building or other related service providers staffed at the building or district level, such as, but not limited to Occupational Therapists, Physical Therapists, and Speech Language Pathologists.

Supporting English Learners:

ARTICLE XX [New]

SECTION 1. Elementary EL Staffing

No elementary English Learner (EL) teacher shall serve more students than the maximum permitted in the table below:

No elementary EL teacher’s caseload shall exceed the weighted limit of 30, as listed in the table. However, even with weighting, no elementary EL teacher will have an overall caseload of more than 45 actual students.

WIDA Composite Proficiency Level	Student Weight
1	2
2	1.5
3	1
4	1
5	0.5

The district will provide schools with sufficient EL staffing so that students can receive adequate direct instruction from licensed EL teachers in small groups. This will include:

- Level 1 students: no less than 90 minutes per day EL teacher support
- Level 2 students: no less than 75 minutes per day EL teacher support
- Level 3 students: no less than 60 minutes per day EL teacher support

Level 4 students: no less than 60 minutes per day EL teacher support
 Level 5 students: no less than 30 minutes per day EL teacher support

SECTION 2. Secondary EL Staffing

The district will provide schools with sufficient EL staffing so that all secondary EL students in EL levels 1-5 will receive direct service from a licensed EL teacher. Students will be scheduled into a minimum number of EL classes where both language and content are taught, differentiated by EL level, according to the table below.

WIDA Composite Proficiency Level	Number of EL Classes with a licensed EL teacher
1	5
1.5	5
2	4
2.5	3
3	3
4	2
5	1

- In levels 1, 1.5, and 2, core content classes will be taught by a licensed EL teacher and be cohorted, not co-taught;
- Beginning at level 2.5, core content classes may be co-taught, but student schedules must still include an English Language Development (ELD) section taught by a licensed EL teacher, which focuses on language acquisition;
- In levels 2.5 and 3, classes will be a sheltered EL cohort for Language Arts, Social Studies, and Science;
- At level 4, students may be placed in a mixed (EL/non-EL) or cohorted core content class which is co-taught by a licensed EL teacher, and must also receive an ELD section;
- At level 5, students will receive an ELD section taught by a licensed EL teacher, focused on language acquisition and development;

- An ELD section may not be an advisory.

In the case of EL students with an IEP, an IEP team can, consistent with applicable laws and the due process rights of students and their families, override this language to best meet a student’s educational needs.

SECTION 3. EL SECONDARY CLASSES

No secondary class for English Learners (EL) shall contain more students than the maximum permitted in the tables below:

Level 1 and Level 1.5 EL Classes:

Grades 6-8	15 students
Grades 9-12	16 students

Level 2 and 2.5 EL Classes:

Grades 6-8	20 students
Grades 9-12	21 students

Level 3 EL Classes:

Grades 6-8	22 students
Grades 9-12	24 students

Level 4 and 5 EL Classes or Classrooms where 1/3 or more of students are EL:

Grades 6-8	24 students
Grades 9-12	26 students

SECTION 4. LANGUAGE ACADEMY ELEMENTARY CLASSES

Elementary classrooms at Language Academy (LA) sites will reserve spaces, subject to negotiated class size limits, for students arriving throughout the school year. When a LA classroom reaches class size limits, the school must use one of the following options:

- Close for new LA students, and new arrivals will be placed at another Language Academy site with open spaces, OR
- Add additional EL staff to create a new LA classroom with the same level of EL staffing support.
- Place the student into a non-LA classroom, subject to the negotiated class size limits. However, LA students will not be placed in non-LA classrooms unless approved by the school’s class size committee, which must include the LA EL teacher and LA classroom teacher.

SECTION 5. EL PLACEMENT

SPPS Placement Center will administer all sections of the WIDA Screener to all entering students with a Minnesota Language Survey indicating a language other than English. Staffing at the Placement Center will be increased as necessary to conduct these assessments.

SPPS Placement Center will administer the Native Language Assessment to all students who take the WIDA Screener in grades 6 through 12 and score a 1.0 - 2.9 on the reading component of the WIDA Screener.

SPPS Placement Center will send any entering student's school digital copies of the WIDA Screener results, the entire Native Language Assessment, and the SLIFE Questionnaire (if completed). These documents will be shared with the student's teachers upon district receipt of the results.

SECTION 6. GRADUATION PATHWAY FOR SLIFE

St. Paul Public Schools will provide an extended six year pathway to graduation for Students with Limited or Interrupted Formal Education (SLIFE) entering secondary schools. This pathway will be clearly communicated to students and families, in their native language, upon enrollment in a secondary school, and the family will have the choice to opt out of the extended time. The pathway articulation will be available in translated written form as well.

The pathway will begin at Grade 9. In the student's online district record (i.e. Campus), extended time will be designated with the suffix "E" for extended time in the grade (i.e., 9, 9E, 10, 10E). The E means the student is extending time in the grade level, but NOT repeating classes. The pathway will include language support for students in levels 1 through 3 in the content areas of English Language Arts, Social Studies, and Science. SLIFE students shall not be placed into credit recovery classes for a subject in which they have not previously completed a course.

Students shall be provided with class schedules according to their ACCESS scores (ACCESS 2.0 and/or WIDA Screener). Movement from one level to the next is based on ACCESS scores, credit needs, and EL teacher recommendations.

Students who meet SLIFE criteria and are entering the US as a high school aged student will be offered access to extended time through this graduation pathway. Some students may progress through the pathway in less than six years. Students will be allowed to skip a level based on ACCESS score, teacher recommendation, or family request.

SECTION 7. LATINO CONSENT DECREE IDENTIFICATION

St. Paul Public Schools will institute a Latino Consent Decree (LCD) “flag” designation in the district’s online student record system (i.e. Campus). All Latino students who are eligible to receive EL instruction, as part of their academic program, shall be tracked using an LCD flag in the SPPS Student Information System. This flag must be visible to all licensed staff who serve these students.

Supporting Special Education Student Learning

[New] ARTICLE XX:

The following establishes required class sizes and staffing for Special Education classrooms.

1. Weighted points per student will be designated by information in the most current Evaluation Summary Report (ESR) and Individualized Education Plan (IEP) using the following criteria:
 - Percent of day spent in SPED room:
 - 100% of day (5),
 - 80-99% of the day (4),
 - 60-79% of day (3),
 - 21-59% of the day (2),
 - less than 21% of the day (1)
 - Toileting/Self-Help:
 - High amount of support, such as toileting, diapering, or dressing (5),
 - Moderate support - supervision necessary (3),
 - Minimum support (independent) (1)
 - Behavior - frequency of behaviors noted in IEP or ESR (recommend FBA (Functional Behavior Assessment):
 - Daily aggressive behavior (5),
 - Aggressive weekly (3),
 - No aggressive behaviors (1)
 - Communication/language:
 - Nonverbal - AAC device - high support to participate (5),
 - Moderate skills - can communicate wants/needs - need support to follow classroom routines and directions (3),

- Minimal needs - verbal - high functioning language skills (1)
- Running/Safety:
 - Flight risk - high amount of adult supervision (5),
 - Moderate supervision to stay safe and with group (3),
 - Minimum safety risk (1)
- Medically fragile:
 - High medical needs (5),
 - Moderate medical needs (3),
 - Minimal/No medical needs (1)
- Sensory Breaks:
 - High sensory needs - brushing/sensory breaks/joint compression (5),
 - Moderate sensory needs (3),
 - Minimal sensory needs (1)

Maximum points per student = 35

Minimum points per student = 7

2. Class sizes and staffing for SPED Federal Setting 3 Special Education Classrooms will be as follows:

SPED Federal Setting 3 Special Education classrooms will have class sizes of 4-10 students. Class sizes and staffing will be determined using the following guide:

- Students with 18 or more points - 1 adult per 2 pupils
- Students with less than 18 points - 1 adult per 3 pupils
- There will be a maximum of 6 students who have 18 or more points in one classroom (1 teacher + 2 EAs)
- There will be a maximum of 10 students who have less than 18 points in one classroom (1 teacher + 3 EAs)
- If there is a combination of greater than 18 points and less than 18 points students, total cannot exceed 10 students in a classroom, with student to staff ratios remaining the same based on student points (typically, 1 teacher + 3 or 4 EAs There will be no more than 150 “points” per classroom, or 10 students per classroom, whichever is reached first

- There will be a minimum of 2 EAs assigned to each Setting 3 classroom
 - When a student's IEP includes a 1:1 EA, that EA is not counted towards the classroom total
3. SPED caseload sizes determined using the following guide:
 - Federal 3: Caseloads will not exceed more than 150 "points" or 10 students, whichever is reached first
 - Federal 2: Caseloads will not exceed more than 180 "points" or 20 students, whichever is reached first
 - Federal 1: Caseloads will not exceed more than 210 "points" or 25 students, whichever is reached first
 - If a case manager serves students over multiple Federal Settings the "majority" of students served will be used to determine caseload size
 4. Best Practices. Placement, school administrators, and staff should make every reasonable effort to ensure that students are placed in Setting 3 classrooms with similar aged classmates and levels of support needed. If a teacher feels such efforts were not reasonable, the matter shall be discussed at the next Special Education Professional Issues Committee (SPED PIC) meeting. Common scheduling of mainstream classes should be used to maximize paraprofessional support.
 5. Co-Teaching. Consistent with the co-teaching model adopted by the District, no co-taught class with students receiving special education services shall contain more than $\frac{1}{3}$ special education students. Placements into co-taught settings must be appropriate for each individual student. If the majority of non-administrative licensed staff on a student's IEP team believe a particular co-teaching placement is inappropriate, they will: 1. Raise their concern with the appropriate school administrator; 2. If the issue is not addressed to the satisfaction of the non-administrative licensed staff on the student's IEP team, the group may initiate a grievance as described in Article 15 of this Agreement.
 6. Nothing in this Agreement is intended to supercede other agreements regarding staffing for specific special education programs such as Bridge View School or the Birth to Three Program.

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ARTICLE 13. TEACHER’S BASIC CONTRACT YEAR AND TEACHER’S DAY

SECTION 3.

Subd. XX [New]

Preparation time shall not be used for conducting special education evaluations, reevaluations, or complying with due process procedural requirements without compensation for missed preparation time as provided in APPENDIX D of this Agreement. This includes IEP and 504 plan meetings.

Subd. XX [New] Special Education Preparation Time.

The District shall provide special education licensed staff with fifty (50) minutes per day of preparation/planning time for due process compliance. This time shall be in addition to time provided for instructional planning, reflecting on student performance, to plan, prepare, and resource the next steps needed with students.

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[New] ARTICLE XX:

This section establishes maximum permitted caseloads for Occupational Therapists (OTs), Physical Therapists (PTs), and Speech Language Pathologists (SLPs).

1. Caseloads for OTs, PTs, and SLPs will include the number of students for whom a service provider delivers indirect and/or direct services. The determination of the appropriate ratio for an individual therapist must take into consideration the following:
 - The severity of each eligible child’s needs
 - The level and frequency of services necessary for the children to attain IEP goals/objectives
 - Time required for planning services
 - Time required for evaluations including classroom observations
 - Time required for coordination of the IEP services
 - Time required for staff development
 - Time required for follow up
 - Travel time required for the number of buildings served
 - Case Management Duties
 - Billing and Documentation

- FTE of provider (i.e., FTE of 0.8 would be 80% of suggested numbers)
2. The caseload for each service provider working with students receiving special education services in Federal Settings 1, 2, or 3 will not exceed the following numbers:
 - SLP Elementary - 35
 - SLP Secondary - 45
 - OT - 55
 - PT - 40
 3. The caseload for each service provider working with students receiving special education services in Federal Setting 4, due to travel time required for the number of buildings served and severity of student needs, will not exceed the following numbers:
 - SLP - 30
 - OT - 50
 - PT - 35
 4. The caseload for each service provider working with students receiving services in Federal Settings 31, 32, 33, 34, 44, and 45, due to considerations made in number 1, will not exceed the following numbers:
 - SLP: 30
 - SLP (speech only): 25
 - OT: 50
 - PT: 45

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ARTICLE 9

SECTION 10. NATIONAL BOARD CERTIFICATION

Teachers (NBCT), school nurses (NBCSN), **school counselors (LPCC, LPC, or LMFT)**, school psychologists (NCSP), **occupational therapists (BCP OR SSCS OR SSCS-A)**, and **physical therapists (ABPTS)** who are National Board Certified in one or more areas will receive a \$3,500 annual stipend, provided the employee worked a minimum of 100 duty days in that school year. Teachers, school nurses, school psychologists, **occupational therapists, and physical therapists** who maintain their certification for ten (10) years or more will receive an additional \$750. This stipend will be paid on an hourly rate over each biweekly pay period.

Subd. 1. Teachers attempting to become National Board Certified shall receive a \$1,000 stipend in the year they seek certification or renewal upon completion of the work required for certification or renewal.

Subd. 2. Teachers seeking certification or renewal shall receive a \$300 allowance for materials. Reimbursement requires receipts and is subject to verification.

Subd. 3. Candidate teachers may use six (6) hours of the District professional development meeting times during the school year when they are seeking certification to complete work toward certification upon advance notification to the principal.

Subd. 4. Upon teacher request, the District shall reimburse any cost to the teacher for a one-time application for certification (limit of \$3,000). A teacher electing to have the District pay for the cost of application will forego the annual stipend for their first year of certification.

SECTION 11. CERTIFIED SPEECH CLINICIANS, SOCIAL WORKERS, NURSE PRACTITIONERS, **TEACHERS OF THE BLIND-VISUALLY IMPAIRED**

Subd. 1. Certified Nurse Practitioners, Speech Clinicians who hold CCC certification, Social Workers who hold LICSW license, **and Teachers of the Blind-Visually Impaired who hold the COMS certification** will receive a \$3,500 annual stipend paid on an hourly rate over each biweekly pay period. Certified Nurse Practitioners, Speech Clinicians who hold CCC certification, Social Workers who hold LICSW license, **and Teachers of the Blind-Visually Impaired who hold the COMS certification** that renew their certification at the ten year expiration date will receive an additional \$750. Certified Nurse Practitioners, Speech Clinicians who hold CCC certification, Social Workers who hold LICSW licenses, **and Teachers of the Blind-Visually Impaired who hold COMS certification** shall be eligible for the additional compensation and reimbursements in ARTICLE 9, SECTION 10, Subdivisions 1-4 above where applicable.

Recess:

[NEW] STATEMENT OF INTENT

In recognition of the wellness and learning benefits derived from physical activity, it shall be the intent of the District to provide at least 30 minutes of recess per school day to all pre-K through grade 6 students. Students must also be given a reasonable amount of time to eat lunch. Recess for 6th graders at PK-8, stand-alone middle schools, or 6-12 schools shall be provided in consultation with parents and educators at those schools.