

Racial Equity and Social Justice

Restorative Practices

[New] Add to the body of the contract

ARTICLE XX. RESTORATIVE PRACTICES

Section 1. District Staffing Supports for Restorative Practices in Schools

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. The parties have agreed to a process for development and support for the implementation of restorative practices in SPPS schools. ~~for the 2016-2017, 2017-2018, and 2018-2019~~

Saint Paul Federation of Teachers has submitted an application for a Great Public Schools grant through the National Education Association. The parties agree that if SPFT is awarded this grant, grant funds will be used to support the SPFT and SPPS partnership in implementing restorative practices for the following purposes:

Subd. 1. ~~The parties will jointly~~ **The District will fund:** a 1.0 FTE Licensed Teacher (0.5 paid by the grant and 0.5 paid by SPPS) to be the **Restorative Practices Program Coordinator** to work in a collaborative partnership with SPFT, all district employee groups, and schools in restorative practice development. **The Restorative Practices Coordinator will report jointly to the designated district administrator and to the SPFT President or designee.**

Subd. 2. **The District will also fund a 1.0 FTE Licensed Teacher to be the Restorative Practice Coach to provide coaching support for both pilot and non-pilot sites, as well as district departments and community partners, with specific emphasis on schools in year 1 and 2 of their implementation.**

Subd. 3. **The District will also fund a 1.0 FTE restorative practice professional development trainer who will partner with the Restorative Practices Coach and also provide differentiated training for SPPS educators. The trainer will be a licensed teacher or a member of the Educational Assistant bargaining unit or School and Community Service Professionals bargaining unit. The Restorative**

Practices Professional Development Trainer will work, in coordination with the Restorative Practice Coordinator, with local restorative practice community experts to develop curriculum and training modules for the following purposes: To train school communities implementing restorative practices; To train individual teachers who would like to implement restorative practices in their classrooms; To train parents and community members on restorative practices; and To train trainers within SPPS and from community partners to conduct trainings for the above listed purposes.

Subd. 4. The District will fully fund partnerships with community circle keepers, evaluation supports, and funds to deliver restorative practice professional development.

Subd. 5. The District will fund interpreters and childcare providers for restorative practices activities at school sites and other District activities related to restorative practices.

The Saint Paul Federation of Teachers' professional development coordinator and the restorative practice program coordinator will work with local restorative practice community experts to develop curriculum and training modules for the following purposes:

- To train school communities implementing restorative practices,
- To train individual teachers 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.

Subd. 6. 3. The Saint Paul Federation of Teachers **The District** will fund the creation, provide materials, and provide space and coordination for all **restorative practice** trainings for the 2016-2017, 2017-2018, and 2018-2019

SECTION 2. Designation of Sites to Receive District Support for Restorative Practices.

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. The parties further believe that:

Restorative practice allows people to build and nurture relationships through participatory learning and decision-making, to foster healthy social and cultural norms and behavioral boundaries.

School communities are happier, more cooperative, productive, and likely to experience positive changes in behavior when members of that community work together to problem solve and have a voice in those decisions. A restorative culture promotes multiple perspectives by allowing parents, students, and educators to view themselves as and to act as leaders in creating the school environment they wish to see. Problems related to discipline and safety in our schools can only be solved when all involved share responsibility and are prepared to work together.

The parties have agreed to the following:

Subd. 1. The designation as a Restorative Practice School is based on the following process:

- a. Creation of a site based plan
- b. 75% approval of building staff
- c. Recommendation that the school be designated an RP school by the parent members (and student members, if applicable) of the school's SCIT team**
- d. Submission and approval of plan by the District-wide School Safety and Climate Support Team **Restorative Practice Steering Committee** by March 1 of each year

The Restorative Practice Steering Committee will review and select new pilot sites each year based on application, workshop and site visit process. All existing pilot sites will engage in a renewal process each year to determine their next implementation steps and grant support. Staff, family, and community will be surveyed each year of the pilot site three-year process.

Subd. 2. ~~Starting~~ **The District will maintain the nine (9) existing RP sites, add the previously agreed three (3) for 2018-19, and, continuing in the 2016-17 2019-20 school year and beyond, the district will support restorative practices by providing up to a maximum of six (6) adding two (2) more pilot schools per year. Each pilot school will be funded by the District up to at least \$150,000 per school, per school year,**

district wide. The district wide School Climate and Support committee **Restorative Practice Steering Committee** will determine, in response to requests from school climate improvement teams or the current site equivalent, the appropriate allocations per site for these funds. Appropriate allocations could include collaboration with outside community organizations, the hiring of additional school staff, expenses related to professional development, the purchase of additional FTEs of school counselors or other licensed staff for the purpose of providing support for students around social and emotional development, the purchase of materials, or the support for school events. **Restorative Practice Pilot Sites will engage their RP leadership via the designated RP roles of TOSA RP, EA2 RP and RP Project Coordinator (SCSP). Additional restorative practice hirings must be approved by the Restorative Practice Steering Committee.**

Priority for funding will be provided to the 2016-2017 restorative practice schools. Starting in the 2017-2018 school year, the Federation and the District will convene to discuss the level of support to provide to restorative practices with a maximum of nine (9) total sites district wide to a maximum amount of \$1.5 million district wide. Continuing in the 2018-2019 school year, the Federation and the District will reconvene to discuss the level of support to provide restorative practices with a maximum of 12 sites district wide to a maximum of \$2 million district wide.

Subd. 3. Pilot schools shall identify a research based restorative practice model. Implementation plans will be developed jointly by the principal, school leadership team and other student support structures (SCIT, PBIS, SAT, etc). **Implementation plans will be reviewed and approved by the Restorative Practice Steering Committee.**

Subd. 4. Designated schools shall use professional development days and staff meeting time for professional development around restorative culture.

Subd. 5. Pilot schools shall use professional development days and staff meeting time for professional development around restorative culture.

Subd. 6. Beginning in the 2018-19 school year, schools implementing Restorative Practices must have an approved Election to Work Agreement in place to ensure compensation for and collaboration with staff.

SECTION 3. Restorative Practice Steering Committee.

Starting immediately, a **The Federation and the District will maintain the Restorative Practice Steering Committee** District Wide School Climate and Support committee will be convened.

Subd. 1. The committee will be comprised of no more than 15 individuals; no more than **eight (8)** appointed by the Federation and no more than **seven (7)** appointed by the District, with a minimum of **five (5)** secondary students appointed in total. Appointees shall include but not be limited to teachers, principals, students, and parents/guardians **family members, and community members.**

Subd. 2. Notwithstanding the limit of 15 in Subd. 1. above, The committee composition ~~will~~ **may, subject to mutual agreement by the Federation and the District,** grow to include representation from each pilot school site with appointees to be determined by each individual site, inclusive of student representation from each site.

Subd. 3. This committee, supported by the District and Federation, will work to develop:

- A district-wide working definition of restorative practices inclusive of multiple perspectives from racial equity, gender inclusion, school climate and cultural relevance.
- Create a long-term sustainable plan for the implementation and use of restorative practice.
- Seek ways to align and increase the effective use not only of restorative practice, but also of other tools and techniques that together, can most effectively improve the relationships between students and adults.
- Empower the adults within the buildings to be leaders and create a system that supports a safe and positive learning environment.

Subd. 4. The President of the Federation and the Director of the District's Office of College and Career Readiness will select the Restorative Practices Coordinator, Coach, and Trainers. Selection of the Coach and Trainers will be made in consultation with the Coordinator.

Access to School Lunch

[New]

ARTICLE XX. SCHOOL LUNCHES.

No child will be denied regular school breakfast or lunch due to non-payment, inability to pay, time of arrival at school, or other hardship. The Board will adopt appropriate policies and procedures to ensure that this agreement is implemented.

Responsible Banking and Contracting

[New]

ARTICLE XX. RESPONSIBLE BANKING AND CONTRACTING POLICY

SECTION 1. Responsible Banking

Subd. 1. Definitions. For the purpose of this section, certain terms are defined as follows:

A. "Banking institution" shall mean:

- i. State and national banks;
- ii. Credit unions as defined by federal and state law;
- iii. Any institution not previously specified that proposes to enter into a contract with the District for "banking services" as defined below.

B. "Banking services" shall include, but not be limited to, deposit services, electronic access services, disbursement services, lending money on the security of real or personal property or without security and other credit services, clearing and safekeeping of securities, wire transfers of funds, underwriting, and/or other services associated with the issuance or refinancing of bonds and commercial paper, and collection, investment and disbursement services of funds associated with securities transactions.

C. "District" shall mean the St. Paul Public Schools.

D. "Office" shall mean the St. Paul Public Schools Office of Business and Financial Affairs or its equivalent.

Subd. 2. Disclosures of Lending Information for District Depositories and other Banking Business in the Office of Business and Financial Affairs.

A. Banking institutions seeking District banking business through the Office of Business and Financial Affairs shall disclose, at the time they initially apply to engage in such business, and annually thereafter, the following lending and investment information needed for evaluation of the policies and practices regarding housing and economic and community development of such depository. The information shall be reported for the institution and its affiliates and subsidiaries. The information shall be reported separately for each affiliate/subsidiary and aggregated for the institution as a whole. Except where otherwise specified, the information shall be made on forms provided by or prescribed by the Office. The information shall be filed with the Office at the time of the initial application and by June 1 of each year after they were awarded District banking business.

1. Residential Lending Information. The total number and the total dollar amount of residential loans for one (1) to four (4) family dwellings applied for and originated during the previous calendar year in each of the following categories. The data for each item below shall be provided for the entire District, and for each census tract within the District. For home loans, fixed rate loans shall be reported separately from adjustable rate loans:

- i. Home purchase loans, both federally insured and conventional loans;
- ii. Refinancing of home loans;
- iii. Home improvement loans;
- iv. Home equity loans;
- v. Multi-family loans;
- vi. Non-occupant loans;
- vii. Modifications of distressed loans and type of modification, including interest rate reductions, forbearance, principal reduction, or repayment plans in which the outstanding loan amount increases, and an indication of whether the modification was executed under the federal Home Affordable Modification Program (HAMP), another federal program, or the institution's own modification program;
- viii. Short Sales, deeds in lieu, and other mechanisms besides loan modifications that avoid foreclosure;
- ix. Defaults and delinquencies on home loans as well as a statement as to whether the banking institution commit to using mediation prior to foreclosing in cases involving families in the District with school-age children;
- x. Real Estate Owned properties – the number owned by the institution and documentation regarding efforts to address material, health, and safety deficiencies in the properties.

2. Small Business Lending Information. The total number and the total dollar amount of small business loans applied for and originated during the previous calendar year (a) for the entire District and (b) for each census tract within the District. Loans to small businesses with revenues above \$1 million dollars shall be reported separately from loans to small businesses with revenues under \$1 million. The banking institution can use the data reporting procedures mandated by the federal Community Reinvestment Act for reporting small business loans.
3. Community development loans and investments. The total number and dollar amount of community development loans and investments including loans and investments for affordable housing, small business development, economic development, and community facilities for the entire District and for each census tract.
4. Charitable and philanthropic activities. Charitable and/or community investment activities within the District, including in-kind donations. The percentage of the bank's net income that these contributions comprise.
5. Branches and deposits. The number of branches, ATMs, and number and dollar amount of deposits, including the number of savings and checking accounts, for residents within the entire District and for each census tract.
6. Consumer loan data. The total number and dollar amount of consumer loans and other lines of credit, including the minimum, median, and maximum nominal and effective interest rates applied to residents within the District.
7. Affordable banking products. Details regarding small consumer loans that can serve as an alternative to payday loans, and affordable check cashing and other transactional services used by consumers with limited banking accounts or experience;
8. Investments in payday lending and fossil fuel producers. The banking institution's role in credit agreements, credit facilities, or securities issuances for payday lenders, private prisons and detention centers, law enforcement or corrections agencies or their suppliers and vendors, and fossil fuel producers. This includes, but is not limited to, serving as arranger, bookrunner, administrative agent, manager, underwriter, trustee, administrative agent, documentation agent, or syndication agent.
9. Employment. Information regarding the number of people of color, women and District residents employed by the banking institution by job classification.

10. Any additional information requested by the Office.

B. All banking institutions that provide banking services to the District shall notify the Office in writing, of the closings of any physical branches located within the District limits. The contents of the notice shall include:

1. Identification and address of the branch closed;
2. The date of the closing;
3. A statement of the reasons for the decision to close the branch.

C. Banking institutions shall be evaluated according to their classification as "local institutions" or "non-local institutions," as defined below. The primary factor to be used for classifying the institution as a local institution will be the institution's listing of branch locations as reported in the most recent FDIC or NCUA summary of deposit reference file.

1. A "local institution" is defined as a banking institution with 60% or greater of its depository and lending operations within the state of Minnesota.

2. A "non-local Institution" is defined as a banking Institution with over 40% of its depository and lending operations outside the state of Minnesota.

Subd. 3. Failure to provide information. If any banking Institution refuses or otherwise fails to provide any of the information described herein, the Office shall report such refusal or failure to the School Board. If the institution has previously been designated by the District as an eligible banking Institution, the Office shall withdraw the designation and report this action to the School Board. A banking Institution whose designation as an eligible banking institution is withdrawn by the District shall be entitled to one hearing to determine if the withdrawal was based on its failure or refusal to provide the information required by this Article. The hearing shall be conducted by the Office of Business and Financial Affairs. The banking institution may present evidence to rebut the decision to withdraw the institution's designation. The District's decision is final and may not be administratively appealed by the banking institution.

Subd. 4. Public Disclosure. The information required by this Article shall be disclosed on a form to be provided by the Office and signed by an authorized representative of the banking Institution under penalty of perjury. The disclosure statements filed by the banking institutions shall be posted on the District's website for public viewing within

90 days of the beginning of each new District fiscal year; and be available for public inspection and copying. All such information required in this section will be available for public inspection and also placed on the District's website.

Subd. 5. Evaluation and Ranking of Banking Institutions. At least every two years, the Office shall issue a Request for Proposal/Request for Qualifications (RFP/RFQ) for banking services and consistent with state and federal law, shall include as a factor in the choice of banking institutions with whom to conduct banking transactions the Office's evaluation and ranking of banking institutions as described herein. Each Banking institution shall be scored on a scale of zero (0) to one hundred (100) total points, with 100 being the highest possible score. The final number shall be known as the institution's Community Reinvestment Score. Each banking institution shall be evaluated in the following ten (10) categories corresponding to the data required in Subd. 2A 1-10 above. The institution may earn up to twenty-eight (28) points in the first category and up to eight (8) points in the other nine (9) categories. If the institution does not offer products or services in one of the categories described below, the institution shall be evaluated by the applicable areas of business as a percentage. For example, if an institution does not offer any residential lending, but offers lending and investment in each of the remaining categories, its final score shall be determined by calculating the percentage of points out of a maximum of 72 points rather than 100. Those institutions whose scores are determined across all categories mentioned below will have their score measured on a scale of 100 possible points:

1. Residential and Mortgage Lending Performance,
2. Small Business Lending Performance,
3. Community Reinvestment Performance,
4. Charitable/Philanthropic Activities
5. Branches
6. Consumer lending
7. Affordable banking products
8. Investments in predatory lending (the greater the involvement, the lower the score)
9. Employment
10. Any additional information requested by the Office.

A. Banking institutions that qualify as "local institutions" as defined in subdivision 2C1 above shall receive an additional five points to be added to their total score.

B. The Office is authorized to adopt additional criteria to help evaluate and rank banking institutions' level of involvement in the community. Any such additional criteria shall be consistent with the goals of this Article, and be designed to help establish the banking institutions' Community Reinvestment Scores.

C. The Office's evaluation and scoring of banking institutions shall inform the recommendations of the Office regarding which institutions shall be awarded the District's banking business.

D. Prior to making recommendations regarding which banks shall receive District bank business, the Office shall receive public comments over a period of 60 days regarding the community reinvestment performance of banking institution(s).

E. The Office shall make publicly available before or at the start of the public comment period, the annual data disclosures. The information shall be placed on the official web page of the District and upon request, the Office shall make available to the general public, hard copies of the information.

F. The Office shall consider public comments received during the comment period and at the hearings in making their recommendations. The recommendations shall include which banks shall receive District deposits and other District business and the amount or percentage of deposits received by each institution. The Office shall also make publicly available its recommendations of which banks should receive District business.

Subd. 6. Award of Banking Business. Prior to conducting any banking transactions to which this Article applies, the Office shall review the performance of the banking institution which seeks to do business with the District. The Office shall disqualify any banking institution from receiving District banking services contracts if the institution has exhibited a pattern of discriminatory or other illegal credit practices, or has violated criminal or civil laws. A banking institution which has been so disqualified shall be entitled to one hearing to determine if the disqualification was based on a finding that it has exhibited a pattern of discriminatory or other illegal credit practices, or violation(s) of criminal or civil laws. The hearing shall be conducted by the Office. The banking institution may present evidence to rebut the disqualification. The Office's decision is final and may not be administratively appealed to the banking institution.

SECTION 2. Responsible Contracting.

Subd. 1. Beginning with contracts entered into during the 2018-19 school year, the District will not contract out services to any outside company that does not pay at least a \$15.16 per hour minimum wage to all of its employees. The District will also pay all of its own employees at least \$15.16 per hour.

Subd. 2. Beginning with contracts entered into during the 2018-19 school year, the District will not contract out services to any outside company that does not offer earned sick leave to all of its employees. Such paid leave shall provide, at a minimum that:

- a. Employees can accrue one hour of earned sick and safe time for every 30 hours worked, up to 72 hours a year.
- b. Employees can use accrued earned sick and safe time after 90 calendar days of employment.
- c. Employers must allow up to 40 hours of accrued earned sick and safe time to be carried over annually.
- d. Successor employer must give remaining employees all earned sick and safe time benefits earned with the predecessor employer/contractor.
- e. Earned sick and safe time can be used for:
 - i. diagnosis, care, or treatment of a mental or physical illness, injury or health condition, and preventive care;
 - ii. care of a family member;
 - iii. safe time for employee or family member absences due to domestic abuse, sexual assault or stalking
- f. Employers may not count earned sick and safe time as absences that lead to discipline, discharge, demotion, suspension, or any other adverse action.

Teachers of Color Recruitment and Retention

[New]

MEMORANDUM OF AGREEMENT

Recruitment and Retention of Teachers of Color

Currently, 78 percent of district students identify as part of a racial group other than white and 81 percent of the district's licensed teachers are white. Saint Paul Public Schools students deserve a learning environment in which their racial, ethnic and linguistic diversity is valued and reflected in their teachers, in order to empower students and close the opportunity gap between students who identify as part of a

racial group other than white/non-Hispanic and white students.

In order to recruit teachers of diverse racial and ethnic backgrounds, the District will:

- Maintain funding for the Future Educators of St. Paul stipends in Schedule C-1 of the teacher contract to support building a pathway to engage high school students in teaching as a career. Saint Paul Public School graduates who return to teach for at least five (5) years in the District will, in coordination with other loan forgiveness programs, have the full amount of their student loans forgiven.
- Build pathway programs to recruit substitute teachers of color for vacancies by designating a member of the Human Resources staff to schedule recruitment meetings with identified short call substitutes of color. The District will not contract with any substitute staffing agency that requires the payment of a finders fee for the hiring or placement of a teacher of color.
- Recruit teachers of color reflecting the district's student racial, ethnic and linguistic population, who are culturally and racially responsive to the district's families of color by encouraging members of color from the Educational Assistant bargaining unit to pursue licensure using the Educational Assistant Licensed Teacher Pathway in the Educational Assistant contract.
- Recruit teachers of color for high demand content areas utilizing alternative pathways to licensure approved by the Minnesota Department of Education.

In order to support and retain teachers of color and reduce racial isolation, The District will:

- Provide mentors for new teachers of color from the same race, ethnicity or linguistic background. Mentors will be compensated at the rate for Team Leaders in Article 9, Section 8 of the teacher contract. In addition, mentors of color will be provided with training and be compensated at their regular daily rate (annual salary divided by 187) for attending training. The duration of the assignment of mentors will be mutually determined by the new teacher and the mentor.
- Teacher candidates of color will be given the choice to match with other teachers of color as their hosts. Teacher candidate hosts will be compensated at the rate for Team Leaders in Article 9, Section 8 of the teacher contract.
- Increase and maintain teachers of color at all buildings, and particularly in buildings where there is a high number of students of color by providing collaboration opportunities for teachers of color who are isolated in buildings with few/no other teachers of diverse racial and ethnic backgrounds. Teachers participating in these collaboration opportunities shall be excused from at least half of one professional development day per year and at least one principal

directed meeting per month in recognition of the time spent on this work.

- Develop curriculum that reflects the diversity of the student population in the district. To support this work, the Federation and the District agree that this topic will be a standing item on the agenda for each meeting of the Advisory Staff Development Committee (ASDC).
- Discuss the setting of and progress toward goals for the recruitment and retention of teachers of color during at least one meeting of the Professional Issues Committee per year.

Tiered Licenses:

ARTICLE 14. PERSONNEL CHANGES RESULTING FROM STAFF REDUCTION

SECTION 5. PROCEDURES: PLACEMENT PROCESS

[New] Subd. 10. Tiered Licenses. In 2017, the State of Minnesota enacted new teacher licensure categories requiring less rigorous teacher preparation, less professional experience, and fewer qualifications. In order to ensure that students in the St. Paul Public Schools with the greatest needs receive the highest quality education, no teacher holding a Tier 1 or Tier 2 Minnesota Teaching License shall be hired or placed at any district school with more than 70 percent of students qualifying for free or reduced lunch.