

ARTICLE 20. TEACHING AND LEARNING FOR CAREER EDUCATORS (continued)

SECTION 4. Peer Assistance and Review **Educators** (continued)

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

**SECTION 5. TEACHER DEVELOPMENT AND EVALUATION**

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

ARTICLE 21. NOTIFICATION OF VIOLENT STUDENT BEHAVIOR

The District will comply with all applicable laws and regulations relating to the [notification](#) of staff about violent student behavior.

ARTICLE 22. CELLULAR PHONES

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

ARTICLE 23. PARENT AND FAMILY ENGAGEMENT

SECTION 1. HOME VISIT PROJECT

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

ARTICLE 23. PARENT AND FAMILY ENGAGEMENT  
SECTION 1. HOME VISIT PROJECT(CONTINUED)

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

1. Attendance at four (4) hour Parent/Teacher Home Visit training;
2. For the first year a teacher participates: completing at least one (1) visit with a minimum of 3 families;
3. For all additional years a teacher participates: completing at least one (1) visit with a minimum of 8 families;
4. Attendance at fall and spring debrief session;
5. Document visits on project visit tracker;
6. An agreement to conduct visits that follow the model outlined in the training:
  - voluntary for teachers and parents
  - conducted in pairs
  - not solely targeting a particular group of students
  - relation-based, focused on the hopes and dreams of the family
7. The District shall meet with the project's local training/leadership team at the team's December and June meetings for the purpose of evaluation and leveraging home visiting work to promote common SPPS/SPFE parent engagement goals.

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

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

SECTION 2. ACADEMIC PARENT-TEACHER TEAMS

The parties will continue to support Academic Parent-Teacher Teams at schools that choose to participate, subject to the annual availability of District allocated funds.

The Academic Parent-Teacher Team (APTT) is based on a model developed by the Creighton School District in Arizona. This model replaces the two traditional parent-teacher conferences with three group conferences throughout the year and one individual conference. During the group conferences, where teachers meet at one time with all the families in their classroom, each family is provided with data showing their child's performance indicators as well as the data for the class as a whole. Teachers then provide an in-depth coaching session on how to interpret the data in the context of overall classroom performance, school goals and state standards. Families are provided with strategies and tools to help support learning at home. Families then practice the strategies with their child's teacher's guidance. Together, with the teacher's support, each family sets specific **academic goals for their child and makes a plan for how they will achieve them.**