

Outline of Negotiating Package to be Submitted to the Boston School Committee

By BTU President, Richard Stutman, on behalf of the BTU Negotiating Team

(On February 2 the Boston Teachers Union will be submitting a detailed package of negotiating items to the Boston School Committee. The below document lays out our general goals for the upcoming bargain without specifically detailing each and every item. Our package, when delivered to the Boston School Committee, will include the specific items proposed by our 50-member Collective Bargaining Committee, which met over a two-month period and discussed and vetted more than 220 proposals submitted by our membership.)

Collective Bargaining Goals

(The actual Collective Bargaining Proposal will be submitted to the School Committee on February 2)

Preamble

Every child in the city of Boston has a right to an excellent education. Children in our schools should be challenged, supported, engaged, and inspired. No group is more dedicated to this goal than the Boston Teachers Union. We have come together to create a set of proposals which we believe will help move us closer to this vision and which articulates in practice the values we hold in the ideal.

Improving working conditions for teachers is essential to this ideal, because the working conditions for teachers are the learning conditions for students. Two salient examples: Children need smaller class sizes that allow for every child to receive individual attention just as children should have access to clean bathrooms with soap and running water. Children deserve access to a well-rounded curriculum.

To create the best possible learning conditions for our children, we have addressed both lofty goals and mundane details. Together, this package represents our values and beliefs as the educators of Boston's children. We believe that:

- *rather than more standardized testing, children need more access to the arts, technology and field trips*
- *to meet the needs of all children, inclusive classrooms require more than one educator, not one educator with more than one license*
- *in order to attract and retain the best educators, we must treat them as professionals capable of guiding their own growth, supporting their colleagues, and creating leadership initiatives*
- *effective, experienced, professional educators should be mentoring novice teachers, not replaced by them*
- *the most valuable resource in education is time – we must align school start and end times and the compensation structures for extended learning time to maximize this resource*
- *our schools and our city deserve a thoughtful, inclusive process to build schools for the next century, preserving rather than closing important neighborhood institutions.*

Perhaps most importantly, we believe that improving schools is collaborative work. We embrace that collaborative spirit as we embark on these negotiations, and we are optimistic about the educational experience we can create for Boston's children together, in the finest urban school system in America.

Boston Teachers Union reserves its right to alter, amend, add to, or delete from these proposals at any time.

The below is not intended, and not meant to be, a full and inclusive set of our members' goals. Nor is it meant to delineate the full scope of our collective bargaining package that will be submitted. It is, however, an accurate, if not inclusive, outline of general items in our collective bargaining package that will be submitted to the school committee on February 2, 2016.

After hosting a series of community meetings and listening to parents and students, the members of the Boston teachers Union are seeking that the district adopt a policy that there shall be sufficient K1 classes so that there is a seat available guaranteed to all 4-year olds wishing to attend the Boston Public Schools who apply during the first round.

In its package to be submitted to the Boston School Committee, The BTU will make a proposal regarding school closings.

Learning/Teaching Conditions

The members of the Boston Teachers Union are seeking to equalize planning and development time between all grade level staff

After hosting a series of community meetings and listening to parents and students, the members of the Boston Teachers Union are seeking that the district adopt a policy that all students in a school have access to clean bathrooms, including handicap-accessible bathrooms, with locking doors, adequate sanitary supplies, hot and cold running water, soap, and paper towels. The members of the Boston Teachers Union are seeking to provide all of our own employees with the same such access in every building.

The members of the Boston Teachers Union are seeking to provide any BTU member who is currently a nursing mother with access to a sanitary, private, locking space other than a bathroom for pumping breast milk; and further, our members shall be provided the time and space to pump will be provided upon request.

The members of the Boston Teachers Union wish to have access, should they wish, to their buildings and their classrooms for the purpose of setting up no later than three calendar weeks before the first day of school.

The members of the Boston Teachers Union are seeking that the School Committee provide two days without loss of pay or personal leave for observance of religious holidays, including Lunar New Year.”

To provide all children equal access to educational opportunity, the members of the Boston Teachers Union are seeking the School Committee to provider at least one field trip per class to be funded by the district per year, inclusive of transportation.

In order to adopt a more sensible testing policy and to increase teaching and learning time the members of the Boston Teachers Union wish to establish in each school a 5-member committee (three teachers elected by BTU members and two administrators) who shall decide what non-mandatory standardized tests shall be given. At the start of each school year, each school shall receive a list of all state- and city-mandated standardized tests. The school-based committee shall decide by majority vote what city-mandated standardized tests the school wishes to implement. A school(s) may appeal a placement or a non-placement of a particular test to the Joint Steering Committee.

To better serve our public school children and families, the Boston Public Schools shall get first priority over charter and parochial school in the assignment of school bus schedules.

The members of the Boston Teachers Union are seeking that all teachers have (in one of the rooms that they use) an exclusive working desk, an adult-sized chair, and a space in which to lock up personal belongings. All teachers shall be provided access to technology including, but not limited to, one laptop computer per teacher, one digital projector and document camera per classroom.

After hosting a series of community meetings and listening to parents and students, the members of the Boston teachers Union are seeking that the district adopt a policy that all students and staff be provided with safe and clean learning spaces/classrooms, furnished with enough seating and writing spaces for all students. All classrooms will have access to technology including, but not limited to, netbooks, tablets, or laptops, provided to students at a ratio of 1 device to 3 students.

And to address our student and staff technological needs, all schools shall be required to provide adequate internet service at no less than a national standard, which we shall shortly identify.

In order to provide a more effective use of their PD time, the members of the Boston Teachers Union are seeking that with all new initiatives mandated by district policy affected teachers shall be trained in this initiative as part of their contractual 30 hours of professional development, or as part of other work time; further, all needed and necessary materials shall be provided.

To provide for family time the members of the Boston Teachers Union are seeking that on the day before Thanksgiving, the day before Winter Recess, and the last two days of the school year pupils shall be dismissed at not later than 12:30 p.m. provided that permission for such dismissals is granted by the State Department of Education.

To adequately provide instruction in the visual and performing arts and as well as the technology needs for our students the members of the Boston Teachers Union are seeking that all BPS High Schools be assigned at least one full time music teacher, one fulltime visual arts teacher, and one fulltime instructional technology teacher.

To bring out class size down to a more reasonable and educationally-sound ratio, the members of the Boston Teachers Union are seeking that the class size maxima

in all K-8 classrooms shall be reduced by 1 and, at the high school level, by 2 and to increase the payment for class size overages.

Inclusion Items

In order to provide an educationally-sound environment for all of our Special Education Students The members of the Boston Teachers Union want to establish the following protocols in our Inclusion classrooms:

All inclusion classrooms shall be assigned two teachers, one regular education and one special education and no more than twenty students with up to five being special education students. Additional staffing resources shall be allocated depending on the needs of the students.

Full Time Inclusion Specialist - Full time specialists will be assigned on the basis of one to every four inclusion classrooms. Schools with less than four inclusion classes shall be provided a part-time FTE inclusion specialist.

Increase co-planning and collaboration ability by providing additional time for all service providers currently in an inclusion setting.

Dual Language Programs

To improve our Dual Language programs, the members of the Boston Teachers Union are seeking that all teachers in Dual language programs be furnished with necessary curricular materials in Spanish to teach their class. Those who do not receive such materials and translate curricular materials will be compensated an appropriate rate.

In dual-language programs where teachers must complete this benchmark testing in two languages, the teachers will receive substitute coverage for four days -- two of which shall be in September and the remaining two in June -- per teacher/per year.

Finally, students in dual language classrooms shall be afforded the same class size protections as students in SEI, Bilingual, and ESL classes

On-Street Parking

To cut down on wasted travel time between school sites, the members of the Boston Teachers Union request that sufficient on-street parking be provided for all itinerant staff.

Compensation and Benefits

To be able to attract and retain the best teaching and paraprofessional force, The Boston Teachers Union will be seeking a fair and equitable wage (rates and differential) increase on September 1 of each year of the agreement.

To compensate our members fairly, to provide for staff family and personal needs, and to be treat all members fairly and equitably, The Boston Teachers Union is seeking to equalize base pay and hours of all schools (traditional and non-traditional) in accordance with the Schedule A model, while allowing for scheduling autonomy for school communities that wish to extend their school day with an agreed-upon, fair compensation model for all time in excess of the Schedule A model.

The members of the Boston Teachers Union will be seeking the same coverage for all its members as is described in the City of Boston parental leave ordinance appearing in Article V of the Charter, Section 5-5.20, as amended by Ord. 2015 c.3.

The BTU shall seek a pro-rata increase pay for substitute teachers and nurses in all schools with extended time.

The members of the Boston Teachers Union are seeking to place Sign Language interpreters into the teachers' bargaining unit effective September 1, 2016

The members of the Boston Teachers Union are seeking to make uniform the mileage stipend for all itinerant service providers, including behavioral health specialists

In an attempt to go Green and free up limited parking at our school sites, the members of the Boston Teachers Union shall seek to negotiate no-cost MBTA Monthly Passes provided to BTU Members who commute to work.

Professional Issues

PD Autonomy

The members of the Boston Teachers Union request that all approved conference days outside of contractual school hours shall be credited toward 30 hours of required professional development.

In order to maximize the relevance of professional learning for educators, educators may, in consultation with their school leader, develop a personalized learning plan to satisfy the required professional development hours. The district and the union shall collaborate to develop protocols and procedures for developing, approving and monitoring the completion of these plans.

The union and district shall collaboratively sponsor activities such as professional learning communities or affinity groups organized around areas of educator interest. Participation in these activities shall be counted toward the educator's required hours.

Collaborative Teacher Leadership Committee

The members of the Boston Teachers Union ask that there be established a Teacher Leadership Lab "TLL" to promote, design and administer teacher leadership initiatives. The TLL shall be funded with an appropriate budget allocation. The TLL shall be administered by a collaborative committee.

The members of the Boston Teachers Union also seek to combine The Peer Assistants, Peer Assistance and Review, and New Teacher Developer programs into a newly-created "Educator Supports Program" that will support teachers at all stages of their careers.

Staffing

Regarding Open Postings and Suitable Professional Capacity, the members of the Boston Teachers Union wish to make better educational use of our highly-trained professionals who find themselves in the position of being assigned as a Suitable Professional Capacity teacher, and towards that end, we seek to amend the Open Posting Agreement such that only Open Posting vacancies that receive the approval of 60% of teacher bargaining unit members at the school can be duly classified as Open posting vacancies. Then option to place a stipend on the vacancy in order to 'open post' is hereby eliminated. Further, no votes to Open Post positions shall take place in years when current schools are being closed, consolidated, turned around, or otherwise restructured.

And to cut back on the number of professional educators assigned to Suitable Professional Capacity, no vacancy in traditional schools shall be posted after April 15, 2015, the current posting date of the transfer list. All vacancies that remain unfilled (or vacancies that arise) thereafter shall be reserved for permanent teachers and shall be included in the PTPP.

Paras

The members of the Boston Teachers Union wish to give paraprofessionals the same right of personal day usage as teachers, and further, in order to give paraprofessionals equitable right of advancement, the members of the Boston Teachers Union A paraprofessional who takes a position as a teacher (provisional or long-term sub) shall be granted a LOA from his/her paraprofessional assignment and shall maintain seniority while positioned as a teacher. Paras shall retain an attachment right to their former position until the start of the following school year

To provide a better educational experience for our kindergarten students, the members of the Boston Teachers Union to establish All K2 classrooms shall have a full time paras assigned

The members of the Boston Teachers Union seek to upgrade the compensation for Paraprofessional who increasingly are called upon to substitute for teachers. We also believe that the department should provide a substitute qualified paraprofessional in any special education classroom, when the regularly-assigned paraprofessional is absent.

Substitute Teachers

The members of the Boston Teachers Union are seeking that prior to the implementation of a *do not call* designation, substitutes shall have the right to review all information and documents leading to the designation.

Groups

ASL

Regarding ASL interpreters, we seek to recognize those with a Bachelors or higher to be as teachers.

School Psychologists

We seek to provide School Psychologists an improved ratio citywide to better allow them to meet the counseling and social needs of our students.

SOA

We seek to equalize the working conditions for Supervisors of Attendance

Social Workers

We are seeking to provide assist to provide our social workers with the clinical supervision required under their licensure; we also want to increase the number of our practitioners to better meet the socio-emotional needs of our students.

Nurses

In order to provide the nursing services our students and school need, we are seeking to increase the number of nurses, and want to insure that all of our schools are provided a nurse whenever is nurse is absent for a full day.”

COSESS

We are seeking to improve the caseload formula of our COSESS members and provide them will a full time, trained clerk.

To better service our students we will be seeking an adjustment – with protections -- in the caseload formula for OTs, PTs, SLPs, and Teachers of the Visual Impaired and Certified Orientation and Mobility Specialists. We are also seeking supplies and an appropriate space for Teachers of the Visual Impaired and Certified Orientation and Mobility Specialists

Performance evaluation for Itinerant Specialists

To better and more accurately perform evaluations of our specialists, we are seeking evaluations to be performed by our supervisors at United Student Services.

Pupil Adjustment Counselors

The number of Pupil Adjustment Counselors shall increase by one counselor in the first year of the contract and by an additional one counselor in the second year of the contract.

Guidance

To better provide for the needs of our students, the members of the Boston Teachers Union shall be seeking an improved staffing ratio in our schools for our Guidance Counselors.

COTA

The members of the Boston Teachers Union shall be seeking to officially recognize any member of the BPS staff currently serving as a Certified Occupational Therapist Assistant.

Visual and Performing Arts

To improve the delivery of services in the visual and performing arts, our specialists will receive PD in their content area, and our arts classrooms will receive funding for adequate and relevant resources.

Athletic Coaches

To better serve and to be able to provide safe and state-of-the-art equipment for our athletes the citywide athletic equipment fund for our student athletes shall be increased. In order to better promote safety and provide a better experience for our student athlete, all sports at the high school and middle school level shall have a coach and an assistant.