



Boston Teachers Union

2018 Collective Bargaining Package: Creating the Schools Our Students Deserve



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2018 BTU Negotiating Priorities: Creating the Schools Our Students Deserve

Preamble:

The Boston Teachers Union is a community of educators that believes all students can succeed and deserve a quality education that meets their diverse needs. We advocate for justice and equity in the communities we serve and for the members we represent. As one of the leading urban school districts in the country, we are committed to building on our professionalism, experience and teamwork to serve all students in Boston and strengthen our public schools.

We believe in the promise of quality public education for all students. Our schools should be fully funded for success locally and federally. Through our contract negotiations we will advocate for the teaching and learning conditions that will help our students succeed. Our vision and priorities for successful teaching and learning, identified through a multi-faceted member and community engagement process, are outlined below. Each major topic includes an aspirational vision of what we are working towards as well as specific proposals that move us toward our vision of creating the schools all of our students deserve.

1. Well-Resourced and Fully Staffed Inclusion Programs

Aspirational vision:

All students with disabilities in the Boston Public Schools will be educated in the least restrictive environment, with appropriate staffing so that the requirements of all students' IEPs are met every day. Inclusion programs in BPS will include a clear vision and definition of the structures available and accessible to students at each school. This includes staffing and age-appropriate class size ratios, supports and special programming available, along with eligibility requirements for such classrooms. When implementing inclusion programs there will be clear communication at all levels, with all stakeholders including families and educators. All educators will have access to ample time for planning and collaboration, and high-quality, ongoing professional development. All inclusion programs will be evaluated thoughtfully and regularly. There will be clear, full inclusion pathways K-0 through 12 available to families.

2. School Schedules that Work for Our Communities

Aspirational Vision:

All schools will have a reasonable start and end time with a majority of ideal start times beginning no earlier than 8:00 am and dismissing no later than 3:30. School schedules are created with the developmental needs of specific student groups in mind and with the authentic input of stakeholders at each school site, including educators, parents and students. No changes are made without a thoughtful engagement process that includes adequate time for meaningful feedback.

3. Nurse in Every School: Supports for Students' Health and Well-Being

Aspirational Vision:

Every school building will be staffed by at least a full-time school nurse, and a coverage or substitute nurse will be provided whenever a nurse is absent. Every nurse's office will have adequate facilities and equipment, including bathrooms and sinks. Nurses will be hired and evaluated by a licensed nurse in coordination with the school principal, and will have access to SNAP outside of school. There will be clear responsibilities and sufficient staffing for student health and well-being.

4. Supports for Social Emotional Learning

Aspirational Vision:

With an increase in need for culturally relevant social emotional learning there will be a thoughtful and comprehensive plan to improve social emotional supports in BPS. This includes adequate staffing of licensed clinical staff, including but not limited to psychologists, for non special education purposes, social workers, pupil adjustment counselors and guidance counselors. There will be regularly updated training for working with students who have experienced trauma, including trauma related events in the communities we work in, for all educators. There will be professional development opportunities for social emotional programs available for every school, and consistency of programs in every classroom in a school building, which may include Second Step, Open Circle, and Restorative Justice. Parents will be engaged in, made aware of and invited to participate in trainings. The district will have accountability and be charged with monitoring programs in every building.

5. Increased Supports for English Learners

Aspirational Vision

All English Learners (ELs) in the BPS will receive support from a licensed teacher of ESL in addition to their regular teacher. Student:teacher ratios will allow for all ELs to have their

learning needs met. Teachers of ELs will be allowed to dedicate their time to serving those students, and not be mandated to perform other tasks. All documents will be translated into multiple languages, and families who need interpretation services will be provided interpreters for meetings. LATFs will be compensated adequately and be provided adequate time for their leadership and their additional work.

6. Fair and Equitable Compensation

Aspirational Vision

All BTU members will receive compensation that allows them to live and raise a family in Boston, including a fair and equitable wage increase for all members in each year of the contract. Members who work in different types of schools will be compensated equitably in accordance with their required workday and work year.

7. Sustainable Workloads and Smaller Class Sizes to Meet the Needs of Students

Aspirational Vision:

All educators will have a reasonable workload that can be completed in their scheduled workweek. The requirements of every educator role will be clear and consistent across the district. Flexibility will be built into educators' schedules to allow them to handle new students and inevitable crises that require their involvement or individual expertise. To achieve this goal, we will have:

- Smaller class sizes at all grade levels K-0 through 12
- Smaller class sizes for ELs
- Equity among the workload of our different RSPs
- Schedules that account for more than just minutes of direct service or instruction, including: travel and parking time for educators who work in multiple buildings, collaboration with team members, IEP meetings, and contractual requirements
- Teacher-to-student ratios that are appropriate for all students in the classroom

8. Quality Professional Development/Professional Culture

Aspirational Vision

Our goal is to have relevant, high quality professional development for all members including paraprofessionals, Supervisors of Attendance, and Transportation Officers. Educators should have voice, choice and leadership opportunities in professional learning for their respective roles. Members should have the right to choose learning experiences that meet their needs whether they are offered within the school or outside it. Priorities for learning design include:

opportunities to share expertise, time to collaborate with colleagues, and improved and expanded coaching and mentoring systems that include peer observation.

9. Valuing Our Paraprofessionals and Substitutes

Aspirational Vision:

Paraprofessionals and substitutes play integral roles in the success of our schools. They are valued as professionals and treated with respect. Working conditions for paraprofessionals and substitutes will make their work lives sustainable. Schools are adequately staffed with paraprofessionals and will have substitutes who are integrated into each school community.

10. State of the Art Science, Technology and Material Resources

Aspirational Vision

The district will provide every school and place of learning with adequate current technology (i.e. laptops, etc.) for teachers, paraprofessionals and students. There will be adequate opportunities for students to gain technological skills through state of the art computer labs and access to classes to learn current technology trends, practices and programming beyond typing. Supports for technology include consistent high speed wireless access and bandwidth. Each classroom will be supplied not only with access to technology, but also the necessary books, materials, labs and kits needed for their learning in all classes.

11. Equitable Parental and Childcare Leave for All Families

Aspirational Vision:

Educators will be able to balance work and parental life. There will be equity of parental and childcare leave for all parents. Parents will have enough time to care for their children during and after a leave. Parental leave language will reflect cultural competency and reflect the diversity of families.

12. Supporting Our Specialists and Access to Arts and Athletics

Aspirational Vision:

All students will have access to quality arts and athletics opportunities with adequate materials, resources and safe equipment. Every school will have Art, Music, Physical Education, Theater and/or Dance. Specialists will have opportunities for quality professional learning as well as opportunities to meet together to share best practices. Specialists classes will be fully funded and include budgeting that replaces materials and includes the maintenance of instruments and equipment. Athletic programs will include adequate staffing

for safe and successful programs for middle grades and high schools. Schools will have funding for athletic equipment and address equity of pay across sports programs that take into consideration the number of students in a program.

13. Equity and Respect for Educators in “Non-Traditional” Schools

Aspirational Vision:

Many of our “non traditional” schools with autonomies (Innovation, Horace Mann “in-district” charters, pilot schools and “turnaround” schools) have different working conditions that are often inequitable as compared to “traditional” schools. Our goal is to create more equity for our members in autonomous schools. All schools should be sustainable places to work, where educators have a voice and are respected as professionals. In addition we would like to positively frame variation in school types and recognize that traditional schools have autonomies too!

14. Welcoming Schools Buildings and Facilities

Aspirational Vision:

Our vision for our school buildings and school grounds is that they will be bright, beautiful, clean, safe, well maintained and rodent free. Classrooms will be well furnished and large enough to accommodate the needs of all students. All school will have libraries, gymnasiums, cafeterias, adequate and sanitary bathroom facilities for students and staff, and will be handicapped accessible. Sensory rooms and calm spaces for student de-escalation will be available. Heating and cooling will be provided so that conditions are comfortable and all windows and shades are functional. All schools will have ample wireless access. All Related Service Providers will have adequate space to both provide services and write reports. Nurses will have adequate space with separate bathroom facilities. Playgrounds will have safe and engaging equipment, including specific equipment to meet the needs of special populations.

15. Fair Evaluations for Professional Educators

Aspirational Vision:

Educator evaluation will be fair, transparent, and humane. All educators will receive helpful feedback. Evaluators will be qualified, versed in the work of their evaluatee, and willing to listen to teacher feedback without retaliating.

16. Access to Fully Staffed and Resourced Libraries

Aspirational Vision:

Schools will have access to regularly trained certified librarians, library spaces, library support staff, well-stocked books with diverse and culturally relevant titles, and resources including technology and relevant updated software.

17. Utilizing Excessed, Unassigned Teachers

Aspirational Vision

Permanent BPS teachers who are excessed or leave a long-term position should be valued by the district and maintain due process rights, as all educators are entitled to. Teachers not assigned to budgeted positions should be supported and given pathways to acquire appropriate positions where their expertise and experience can best be utilized. Vacant positions should be filled by existing, professional-status, licensed BPS teachers.

18. Aspirations for Adaptive Behavior Analysts

Aspirational Vision:

ABAs will be accorded the same respect and courtesy as Related Service Providers to perform their daily responsibilities with the student population, and contractors will be limited. ABA Specialists will be provided with the time, resources, space, planning time, pay and manageable caseloads to sustainably complete their duties and meet the needs of the children they serve.

19. Addressing the Whole Child With Hub Community Schools

Aspirational Vision:

Hub Community Schools are full-service schools providing academic and others supports to students and families such as after-school programs, ESL classes or parent education opportunities, physical and mental health services, dental or vision centers, arts, music and more. All Hub Schools will have a full-time coordinator/staff position to lead a needs and assets assessment with all stakeholders to determine their school's needs, existing strengths and plan accordingly with partners to offer a comprehensive array of academic, enrichment, health and family engagement services.

20. Ending Homelessness for BPS Students

Aspirational Vision:

Students who are homeless face significant challenges. Our families and students will not be displaced due to gentrification, lack of affordable housing, foreclosures and lack of job opportunities for caretakers. Students and their families will have stable homes where their school is accessible, and they can participate in school functions and travel to the school with ease. The City of Boston has demonstrated its ability to address homelessness for individuals by focusing on the issue and bringing together public and private sector partners. The city of Boston and BPS are partners in a pilot program to house homeless families of 165 students in Boston schools with plans to scale that up at the end of the pilot period to house the families of up to 4,000 homeless students. We will work together with the pilot partners with the goal of eliminating homelessness for families of students in Boston schools within five years.

Glossary of Terms and Acronyms

504 - A document outlining special learning accommodations for students who do not require specialized instruction. A 504 Plan is supported by the federal civil rights law, Section 504 of the Rehabilitation Act of 1973

ABA - Applied Behavior Analysts, who work with students who have an autism diagnosis

ASL - American Sign Language

CFC - Community Field Coordinator, a paraprofessional who coordinates outreach to families and community partners at a school

COLA - Cost-Of-Living Adjustments, an increase in wages for all members

COSE - Coordinator of Special Education

CPT - Common Planning Time, where teachers across disciplines (or within disciplines) work together to plan curriculum, assessments, and other grade/discipline related activities

EL - English Learners

ELT - Extended Learning Time, generally refers to a school day longer than 6 hours

ESL - English As A Second Language

“Educators” - in this document, the word “educators” refers to all bargaining unit members, including but not limited to teachers, paraprofessionals, substitutes, nurses, related service providers, COSE

FTE - Full Time Equivalent, refers to a full-time position of employment

IBB - Interest Based Bargaining, a negotiating process that differs from traditional bargaining methods because it focuses on a collaborative problem-solving process that enables everyone to air their concerns, encouraging understanding and trust

IEP - Individualized Education Plan, is the plan required by federal law for all students receiving special education services. The plan spells out the student’s needs, the services the school will provide, and how progress will be measured

JD - Juris Doctor, the degree required to practice law in the United States

LATF - Language Acquisition Team Facilitator

PD - Professional Development

P&D - Planning and Development Period, a planning and development period is a period during which a teacher is not assigned to a class/students

Para - Paraprofessional, school-related educators that include classroom assistants, library assistants, community field coordinators, etc.

RSP - Related Service Provider, a group of educators who provide services that address special learning needs, such as occupational therapists or speech and language pathologists

SNAP - a school-based nursing and health software

SEI - Sheltered English Instruction, a program model where students that are all English Learners (ELs) who speak the same native language, taught by qualified teacher(s), which is intended to make instruction in grade-level academic content areas more accessible to EL students. The language of instruction is English, with native language clarification provided when needed

TLT - Teaching and Learning Teams, the groupings of schools in the organizational structure of Boston Public Schools