



## **Draft 2 (As of 8/12/20)**

Creating the Schools Our Students Deserve:

# **Aspirations, Proposals, and Priorities of the Boston Teachers Union for a Safe Restart**



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## Introduction

Boston educators miss our students, and we miss teaching them in the classroom. We want to resume safe in-person learning, and we will return to the classroom when it is safe for our students, their families, and all of us. Recent weeks have made it clear, however, that many of our schools are not able to open in a way that keeps students, families, and educators safe. This is a direct result of the federal government's failure to contain the virus and make the tough choices necessary for a safe school reopening. As a society, we've prioritized opening bars and casinos rather than getting the virus under control, and it's left us in this position. Community transmission of COVID-19 is on the rise again in Massachusetts. The effective reproduction rate has risen to 1.08 not far from 1.25 that prompted the Governor to shut down the Commonwealth in March.

Given this data, why are we taking this risk with our children and our educators? Lengthy delays in obtaining test results make testing relatively ineffective. In our schools, windows don't open, bathrooms lack hot water and soap, ventilation systems need upgrading, and nurses treat sick students in converted closets with no room for social distancing. This is especially true in our schools and communities that are predominantly Black, Latinx, APIA and Indigenous, where structural racism and years of disinvestment mean that students and their families have higher levels of pre-existing health conditions that put them at greater risk from COVID-19, while their schools have fewer resources to protect them. If schools reopen without adequate safety measures, we will put the health and safety of students, their families, and educators at risk.

If we reopen without a thoughtful plan and science-based protocols, we will contribute to a resurgence of COVID-19 in our communities. Parents, grandparents, and educators – maybe even students – will die. This is unacceptable. Our priority must be the health and safety of everyone in our schools and preventing a resurgence of COVID-19 in our communities. Therefore, school districts and the state must demonstrate that adequate health and safety conditions and negotiated public health benchmarks are met before buildings reopen.

We join the AFT Massachusetts (our state affiliate) and MTA members across the state to say we will not return to unsafe school buildings until districts and the state can meet these necessary criteria to protect students, families, and educators:

- Community transmission of COVID-19 is under control in the region
- There is a public health infrastructure to support effective disease testing, surveillance, tracing and isolation in schools
- All staff who are at high risk or live with someone who is high risk have access to remote work assignments, and that in-person teaching is a voluntary choice
- The district and school have funded safeguards and implemented protocols, including the below essential components:

- 6-foot physical distancing
- Face coverings provided by schools to all students and staff, from pre-K up
- Adequate personal protective equipment provided to staff
- Access to hand-washing facilities with consistent 100 F degree water and soap
- Resources and staffing to clean and sanitize facilities, including transportation
- Necessary updates to ventilation and building systems to ensure safe levels of air flow
- Adequate space for nurses to isolate potentially infected students
- All BTU members should be held harmless with respect to pay and sick time if diagnosed or asked to quarantine.
- BTU members and leaders, families and community partners are included in the reopening planning process

The BTU will advocate with Superintendent Cassellius, the Boston School Committee and Mayor Walsh that Boston Public Schools will submit an application to DESE to waive the 180 day requirement, gaining additional days of professional development for staff prior to the start of instruction on September 24, 2020.

We will use these days at the start of this school year, before instruction of students begins, to redesign remote learning with our school teams and reconnect with our families and build the critical relationships that are integral to successfully teaching remotely or in person.

We call on BPS to plan for a fully remote opening to begin the school year and a phased-in return to any in-person learning only when all safety protocols are in place and verified.

## Executive Summary

In schools, August is a time for planning. As Boston Public Schools continues to delay decision-making around the safe restart of our schools, families, teachers, and students are left with too much uncertainty and no ability to plan. It is past time to agree upon a plan to return to learning that is safe, engaging, and supportive for our students and families. This plan must seamlessly and predictably be able to transition between remote and in-person learning with the least amount of disruption to school communities. The Boston Teachers Union has drafted “Creating the Schools Our Students Deserve” as a model to address the needs of our communities.

Key highlights of this proposal:

- 10 days of planning for schools to prepare and connect with families
- Improved remote learning with our best digital learning and materials for students to work on projects off screen at home
- In-person learning in areas where safety measures can be met:
  - Some school buildings
  - Also partner with universities, non-profits, and private enterprises who have unused space that can easily meet safety requirements
  - Creative use of outdoor spaces
  - Walk-throughs to verify safety measures before classes and services begin in person
- Team-based approach to decide on the who, what, where, and how for in-person learning and/or services for students with special needs or English learners.
  - Student Support Teams (SST) and families work together to determine students who most need in-person learning
  - Flexibility to create small BPS learning communities
  - Flexibility for students to have whole days, partial days, whole weeks, or partial weeks of in-person learning, based on family and SST determination of need
- Let educators opt in to in-person learning:
  - On a recent survey, 26% of members already indicated a willingness to return to some form of in-person learning
  - More teachers are likely to opt in once it's clear that only safe facilities will be used.
- Start small, observe, and revise before expanding in-person learning
  - Track learning and health
  - Evaluate and make revisions to the model before expanding
  - Build trust with parents and teachers about the safety of in-person learning
  - Keep the goal of moving 100% of students to in-person learning at least part-time so long as health metrics and safety audits of facilities remain favorable.



## Our Guiding Principles

### 1. Full funding

Our schools need full funding whether we return to school remotely, hybrid or in person. This includes PILOT payments, full funding of the SOA, and passage of the HEROES Act.

### 2. Safety first

We can only return to in person schooling if it is safe to do so. This determination is to be made building by building and guided by the best public health science available.

### 3. Social, racial, and economic justice

Our plans must address the social, racial and economic inequities that have for too long created unequal education systems and disparate treatment of our Black, Latinx, APIA and indigenous students.

### 4. Equity is based on needs, not uniformity

Our most marginalized students should be prioritized and their safety ensured in any return to in person schooling. This includes our youngest learners, our students with disabilities, our English learners, students lacking basic needs, and the children of essential workers. There must be a fair and transparent process for determining who is in need of in person schooling. Furthermore, any return to school must protect members and students who are in high risk categories with no penalty options to work and learn remotely.

### 5. A team approach

Align school schedules so all families within schools and across the district can have consistency to plan. Maintain consistent and transparent communication. Fight alongside communities to ensure a safe reopening or safety at home. Ensure the public is educated about the risks and their rights.

### 6. Planning saves more time than it takes

Our phased reopening should begin with school-based professional development and preparation, followed by family and student connection and community building, and then a focus on SEL and Trauma Informed Teaching.

## Baseline Conditions to Reopen School Buildings

### *We believe...*

In person learning is ideal, but it won't be effective until we have safe conditions. School buildings should be reopened only when they fully meet all Public Health regulations and have all the required supplies and protocols to maintain compliance with the above regulations. These measures and requirements must be made public so they can be monitored.

### *So we propose...*

1. There must be a thorough assessment of each building completed and shared with all members of the building community before any decision is made to hold in-person activity in the building. The district must consider racial equity to ensure meaningful engagement with vulnerable populations (including all community languages and interpretation in every document and meeting, and an outreach plan to contact un-reached families).
2. Proper ventilation of all buildings and individual spaces must be established and documented.
3. BPS should fund free baseline testing for all employees and students.
4. BPS must release clear guidelines on how positive cases within schools will be handled:
  - a. Define a number of cases in a given school when building needs to be closed.
  - b. BPS will provide clear protocols and procedures for testing and contact tracing of staff and students, including quarantine requirements, and documentation requirements for clearance for re-entry.
5. Safety committees need to be established in each school including nurses, custodians and other staff, along with family members and administrators in order to plan and monitor safety protocols. Along with this planning and support from the District to all school regarding how to collaborate in these committees
6. COVID-specific board and an anonymous reporting mechanism will be established to report issues confidentially with follow-up measures reported to BTU
7. A full return to school will not be implemented before a full implementation of COVID vaccinations has occurred.
8. BPS and BTU will engage in joint advocacy for funding for testing (and immunization) through community centers.

## Planning to Succeed

*We believe...*

Now more than ever, professional learning must be relevant and responsive to the specific needs of educators. Therefore they must be given choice and voice to gain the new knowledge and skills they need to meet this moment.

*So we propose...*

1. Boston Public Schools will apply for a waiver to DESE for the full 10 days of preparation
2. Those 10 days:
  - a. will take place from September 8, 2020 through September 23rd, with a start date for students of Thursday, September 24.
  - b. will include a mix of school-based and district-wide PD to plan for the year, to establish school-based plans and processes, to plan for addressing trauma, health and safety needs of students, families, and staff to address the unique context of education in 2020 including for all staff:
    - i. collaboration time for planning as a whole school and within content and grade level teams
    - ii. trauma sensitive practices, including grief and healing
    - iii. antiracism and abolitionist teaching
  - c. will be used to connect with families and prepare for remote learning.
  - d. will include opportunities for educators to return to their school building classrooms in a safe, socially distant manner to retrieve necessary items for continued remote learning.
3. Teams of Educators and District leaders will create model schedules that schools may choose to adopt or adapt to fit their contexts. Each school must finalize its remote schedule by September 11, 2020.
4. When students do begin, we will dedicate the first days/weeks of school to social/emotional learning, physical safety protocols, student well being, community building, use of technology, and family connections for all educators including RSPs.

## Improving Remote Learning

*We believe...*

It is in our best interest to come up with the most robust, effective remote learning plan, because it is likely to be necessary. All children must have access to culturally relevant learning opportunities that reflect the moment we are living in. Our goal should be the best learning opportunities for students, not maximizing students in buildings. We must leverage the power of educator teams to meet the unique needs of groups of students. Flexibility, not uniformity will be essential to success.

*So we propose...*



## 1. Staffing

- a. If additional staffing is required after the beginning of the year, any unassigned teachers with professional teaching status must be deployed to a budgeted position before any unlicensed teacher is hired on a waiver.
- b. The district must provide additional funds for district level reading specialists and other academic interventionists to work in small groups or one on one with students.
- c. Substitutes must be assigned to specific schools and teams with specific responsibilities to best meet the needs of ALL students.
- d. Novice teachers should be partnered with experienced teachers for co-teaching.
- e. Educators must be allowed to share class responsibilities or team-teach remotely when applicable and mutually agreed upon by the educators.

## 2. Scheduling

- a. The district will engage educators to design innovative learning models including small groups, multi grade level and cross-disciplinary teams, and models that allow for remote “pods” of students across the district.
- b. Educators will have flexibility to allocate asynchronous and synchronous hours in consultation with their principal. Schools will share scheduling innovations as the year develops.
- c. Notice of required meetings shall be provided at least three work days in advance, including via a regular schedule.
- d. No educator will be required to work for more than 2 consecutive synchronous hours without a 30-minute break.
- e. Paraprofessionals (including Community Field Coordinators) will receive written clarification of classroom duties and schedule for both remote and in-person models.
- f. Any educators who must co-teach (e.g. paraprofessionals, ESL or IEP service providers) will have at least one common planning period with the classroom teacher per week as part of their synchronous hours and will also have access to lesson plans in advance of each class.

## 3. Keeping track

- a. We must have clear and consistent grading policies and practices so educators and families know what to expect, when to expect it, and how it will count.
- b. Attendance protocols should reflect the different challenges brought about by this pandemic.
- c. A clear definition of what constitutes Present, Tardy, Unexcused Absence, and Excused Absence will be written and posted on the Boston Public Schools website in multiple languages.
- d. The district and the union will create opportunities for educators and schools to switch to narrative grading, standards-based, mastery-based, or competency-based grading, or other models of evaluating learning. Professional development will be offered in these topics.
- e. A clear grading policy will be written and posted on the Boston Public Schools website in multiple languages.

## 4. Materials

- a. Funding and logistical support will be provided to allow educators to provide students

with physical learning materials (including books, manipulatives, art supplies, science materials, and any other materials that educators deem necessary for their students' best learning) during remote learning.

b. **Educator Voice and Tech Support**

- i. All staff who work directly with students will be supplied with laptops (such as Chromebooks). This includes all substitutes and paraprofessionals.
- ii. Technology support staff will be funded at each school through a stipend or part-time TST role.
- iii. At each school site, the platform(s) used for remote instruction shall be determined by in collaboration with affected BTU members at that school site.
- iv. Educators will continue to be able to choose when and whether to appear on video.
- v. Before instruction begins, educators will have 10 days dedicated to learning new technology and systems.
- vi. ASL Interpreters will be provided the appropriate equipment and access to internet that provides the bandwidth necessary for long use video and audio streaming. Specialized training will be provided.

5. **Family Connections to Support Learning**

- a. Support for families on using any platforms will include dedicated workshops and training in order to support their students.
- b. The district will provide tech office hours and a tech support hotline in multiple languages for families for immediate tech issues.
- c. The district will develop and publish protocols for the timely replacement of inoperable laptops and other BPS-provided technology for students and staff.
- d. BPS will provide educators the capability to make Aspen and Google Classroom communicate with each other. Teachers will only be required to enter grades into only one platform, providing parents only one place to check.
- e. District will invest in technology that allows teachers/staff to send translated text messages to student/families in L1/preferred language (e.g. Talking Points)
- f. Any BTU member who must enter data into a BPS-determined system for the purpose of documenting family connections (e.g. Aspen, EdPlan, SNAP), will be given 5 hours per week in their schedules of required work time for such purpose.
- g. BPS will continue to provide computers and the internet to every family. Both parties agree to advocate for free city-wifi.
- h. District will convene RSPs, ABAs, and Interpreters in order to determine specialized technology needs to satisfy student needs (IEPs) and will provide all appropriate and necessary digital programs and special devices for students with special needs.

6. **Continuing to improve**

- a. Educators are encouraged to implement project- based learning, competency-based learning, and ethnic studies, and professional learning opportunities will be provided to support them.
- b. Professional development will be made available to address new public health concerns as they pertain specifically to the areas of speciality for special education teachers, paraprofessionals, ABAs, and related service providers.
- c. BPS will share models and provide PD for effective use of substitutes and

paraprofessionals to manage the needs of their assigned students in breakout rooms, small groups, tutoring, office hours and the like.

- d. Up to 6 contractual Professional Development hours may be used for:
  - i. Role-alike educators meeting for professional development, planning, and resource-sharing opportunities to break down silos between schools.
  - ii. PD for Special Education teachers on co-teaching, managing multiple google classrooms. (e.g hyperlinked docs and other best practices to support executive functions)
  - iii. mentoring and support (e.g. affinity groups) to addresses educator social emotional needs (e.g secondary trauma, burnout) - especially for educators of color and specifically Black educators
  - iv. PD for Related Service Providers that addresses the new public health concerns specific to our jobs.
  - v. PD for Community Field Coordinators that addresses new challenges in family engagement related to COVID

## Addressing Social-Emotional Wellness

*We believe...*

Whether remote or hybrid, our schools must attend to the social- emotional needs of students and staff in this unique time. School-based structures like SST, parent councils , School Climate Teams, Safety Teams and more must be revisited and strengthened to meet the moment. Our focus at schools must shift toward healing and community building and away from high-stakes testing and evaluation of students. We need to think about supports around community building for the whole year, especially if there is a staggered schedule, a hybrid model, or any other interruption to consistency, such as students who opt in or out of remote-learning mid-year.

*So we propose...*

1. **Staffing**
  - a. Every school will have at least one adjustment counselor and one school psychologist.
  - b. Every school will have a minimum of one full-time mental health professional.
  - c. BPS will commit to hire more counselors, social workers, psychologists, and SEL instructional coaches overall.
  - d. BPS will commit funding to decrease the ratio of counselors to students to at most 1:250.
  - e. BPS will increase the number of Related Service Providers (RSPs) in order to adequately provide the required services that students are entitled to moving forward, as well as to make up for lost services.
  - f. BPS will hire substitutes for RSPs so that student services are not further interrupted.
  - g. BPS will centrally hire and deploy COSE, Special Education teachers, and School Psychologists in an equitable manner to address the backlog of reevaluations and initial evaluations that have resulted from the school closure.
  - h. BPS and BTU will work with the Guild to develop guidelines for special education clerks to work with CoSE remotely in order to support compliance and engagement.
  - i. BPS will deploy current emergency trauma teams when we lose teachers or students

from this virus.

- j. Athletics and extra-curricular activities essential foster student well-being and will continue, but must be held remotely or outdoors, and safely.

## 2. Work Expectations

- a. Each school will create a new Student Support Team (SST) model to reflect the needs of students and families during the COVID-19 crisis. This team model will meet weekly. It will include clear communication between counselors, administrators, psychologists, nurses, and school partner service-providers. There will be specific point-people identified for school community needs, including housing, food access, and healthcare access.
- b. All educators of a school site (not exclusively teachers) should maintain contact with a small group of students and families to ensure regular two-week communication on academics and well-being. (Specific group numbers should be set based on student populations, but no more than 5 students.)
- c. Optional outdoor advisories and community building time should focus on joy, creativity, and safety. BPS will supply tents, space reserved in public parks, and other creative solutions for outdoor experiences.
- d. BPS will fund teacher-led PD around restorative justice and deescalation, with a focus on how these principles can be applied to remote learning environments and to support young people and children as they transition back into school buildings after the extended shutdown.
- e. Considerations for service providers for students on IEPs
  - i. The Office of Special Education will consult with BTU members regarding additional support for populations that utilize Safety Care
  - ii. Adjustment will be made to special educators caseloads to ensure that they can be present at an increased number of IEP meetings and to ensure that the minutes of all student IEPs are met.
  - iii. Schools will adopt one data collection method for services provided and will share it with the Office of Special Education. No secondary replication of data entry will be required.
  - iv. In consultation with the Office of Special Education, licensed professionals will use their professional judgment regarding the administration of remote assessments.
  - v. No assessments will be required unless ALL accommodations can be provided as outlined in the IEP.
- f. School-based counselors' responsibilities will be prioritized to focus on supporting the social-emotional and physical health and wellness of students and school community.
- g. Other administrative staff will be responsible for operational and administrative work, so that counselors are able to focus on student support.

## **Returning to In-person Learning**

*We believe...*

Any return to school must protect members and students who are in high risk categories with options to work and learn remotely. All in-person learning experiences must be voluntary for members and

families. We must ensure the public is educated about the risks and their rights. A return to in person learning can only happen when it is safe to do so, and should be phased in. This determination can be made building by building and population by population, guided by the best public health science available. Our most marginalized students should be prioritized and their safety ensured in any return to in person learning. This includes our youngest learners, our students with disabilities, our English learners, students lacking basic needs, and the children of essential workers. There must be a fair and transparent process for determining who is in need of in person schooling. Finally, we believe that learning depends not on physical locations but on human connections.

*So we propose...*

#### 1. Phasing In Prioritized Populations

- a. Small groups of students or one-to-one instruction and services will be prioritized first for in-person learning.
- b. Student Support Teams will collaborate with families to identify students to prioritize for in-person learning. Meetings will be held with families to determine together appropriate scheduling, location, student groupings, and staffing for these classes.
- c. Any family whose child is prioritized for in-person learning must have the choice of remote or in-person, but must give advance notice if they desire to switch.
- d. Families of students in K0 through first grade will receive a social story (universal across the district so all get one message) to prepare with their students for in-person learning.
- e. The first phase of in-person learning must be assessed in terms of efficacy and safety before being expanded.

#### 2. Staffing

- a. Educators may opt to return to in-person learning on a voluntary basis.
- b. Educators who opt into in-person learning will receive hazard pay.
- c. Every in-person learning site will have access to a BPS school nurse on site.
  - i. Non-COVID student health cases should be sent to the site's Health Office while there is an additional location (e.g. trailer or tent) outside of the indoor learning site with Health Dept. personnel monitoring suspected COVID cases.
  - ii. Nurses and BPS will collaborate on protocols that reduce non-essential referrals to Health Offices during the day.
  - iii. Each Health Office will have a safe waiting area, a sink, and a refrigerator
- d. In the event of a teacher absence, other members within the building will not cover a class if they are already assigned to a different cohort and do not already work with those students in person.
- e. No classes will be combined in order to fulfill substitute coverage
- f. Specialists and other members who work with more than one cohort of students will work with their principal to determine schedules that limit their exposure.
- g. If there are set times to use the bathroom, allowances will be made for students who are toilet training
- h. Considerations for self-isolation
  - i. Any BTU member who must quarantine or self-isolate due to COVID-19 will receive paid administrative leave or will be permitted to work remotely where possible.
  - ii. Any BTU member whose immediate family members become sick or need to be

quarantined will have access to applicable leaves, including but not limited to paid administrative leave, FMLA or the Families First Coronavirus Response Act.

- i. Except in the case of third-year provisional teachers, the formal evaluation process for members of all units will be temporarily supplanted by a narrative-based observation and feedback process, including artifacts and a summary memo.

### 3. Scheduling

- a. Any in-person learning schedules will be aligned so all families within schools and across the district can have consistency to plan.
- b. There will be staggered entry times for indoor learning spaces, as well as staggered lunch, recess, dismissal, and periodic mask breaks that take place outdoors.
- c. Students will be isolated into groups with 1-2 teachers that only interact with each other
- d. No more than 10 people will be assigned to be in an in-person classroom area, and certain classrooms should have smaller number of students depending on the need of the students (e.g. smaller sizes for children with higher needs) and classroom's square footage.
- e. Technology (e.g. airstream, videos) will be used to allow teachers of other subject areas to teach virtually in classrooms to avoid movement and sharing of classrooms.
- f. Each classroom will have a classroom-based paraprofessional, other than any one-to-one paras assigned to a student in that cohort.
- g. Paraprofessionals (including Community Field Coordinators) will receive written clarification of duties and schedule for both remote and in-person models.
- h. Any educators who must co-teach (e.g. paraprofessionals, ESL or IEP service providers) will have at least one common planning period with the classroom teacher per week as part of their synchronous hours and will also have access to lesson plans in advance of each class.
- i. BPS will continue to use protocols for teacher voice in configuration of teams (e.g. choice sheets, staff vote).

### 4. Facilities

- a. Any indoor or outdoor learning area used by Boston Public Schools must allow for strict adherence to safety guidelines.
- b. BPS will partner with various sites across Boston to increase the available number of facilities that meet this criteria.
- c. Any facilities identified for in-person learning will be equitably made available to students, irrespective of school assignment.
- d. Indoor learning spaces, morning, morning and afternoon and evening, monitoring bathrooms and eating places
- e. BTU members will not be required to conduct routine cleaning of in-person learning areas.
  - i. Protocols will be implemented for routine cleaning no less than twice daily
  - ii. Handles, doorknobs and other frequent-touch surfaces must be cleaned at least three times a day
  - iii. If aerosol cleaning products are used, there will be time to let it leave the air before students and teachers enter the area
- f. Non-essential visitors will not be permitted to enter any indoor learning spaces.



- g. Students and staff must receive a health and/or temperature screening before entering indoor learning spaces if it is recommended by public health experts.
- h. Anyone entering an indoor learning area will wash hands on entry, with soap and water or hand sanitizer
- i. Hands free sinks will be available in any indoor learning spaces.
- j. Hand sanitizing stations will be available in all public areas of an indoor learning space.
- k. Clear and transparent formulas for occupancy per square feet of space will allow for six feet of social distancing at all times.
- l. The use of elevators will be limited with clear regulations.
- m. Furniture must be provided to ensure 6 feet social distancing. For example, furniture should be lightweight, appropriate size, with wheels that lock, with multi- drawer cubbies for manipulatives and materials.
- n. In schools, gymnasiums and library spaces must be maintained for students in support of individual exploration and resource gathering and physical fitness and health, respectively. This applies to before and after school activities as well.
- o. Any classes occupying an indoor learning space that serves as a voting site will conduct remote learning on election days.
- p. Fire Drills, Shelter in Place and Evacuation Procedures will account for social distancing requirements.
- q. Hallway and transition procedures will be established to maintain physical distancing and minimize transitions without reinforcing historical racial biases.
- r. Bathroom times for indoor learning spaces with one bathroom will be staggered and an alternative space will be provided for students who have medical issues.
- s. Any staff who will work in an in-person learning space must have the opportunity in advance of student arrivals to affirm that agreements herein related to their individual classrooms have been met.
- t. Non-school-based BPS personnel will be sent to visit all in-person learning spaces to support the expectations and experience them for themselves (including arrival, departure, transportation).

## 5. Materials

- a. BPS will provide necessary cleaning supplies and PPE for in-person learning spaces, including but not limited to:
  - i. masks, gloves, gowns, face shields, disinfectant, and plexiglass barriers for stationary locations that where BTU members work (e.g. tardy desk, teacher desk, circulation desk)
  - ii. returns dropboxes for libraries
  - iii. specialized PPE for related service providers; educators will not be required to purchase materials.
  - iv. easily sanitizable individual cushions, in lieu of rugs, for students when they sit on the floor.
- b. No BTU member will be responsible for cleaning materials without negotiated agreement and specific protocols.
- c. Masks will be required and provided for anyone participating in in-person learning.
- d. The district will provide clear, culturally responsive, grade level appropriate protocols and practices for responding to students who refuse to or are unable to wear masks or

- adhere to other health and safety protocols.
- e. Each educator in charge of an indoor classroom learning area will be provided with a basket of supplies for the purpose of sanitizing materials. The educator will pick it up at the beginning of each day and return it each afternoon to be restocked for the next day.
  - f. Funding and logistical support will be provided to allow educators to provide students with physical learning materials (including books, manipulatives, art supplies, science materials, and any other materials that educators deem necessary for their students' best learning) during in-person learning.
  - g. BPS will provide all necessary materials for any members who must perform diapering: shields, mask, gloves, booties, chucks, gown, separate covered trash bin, and diapers
  - h. BPS will release clear written policy on diaper-changing protocols
  - i. Any diaper areas will have a water source
  - j. Any staff who will work in an in-person learning space must have the opportunity in advance of student arrivals to affirm that agreements herein related to their individual classrooms have been met.

#### 6. Transportation

- a. Dedicated transportation will be provided to any students who are learning in person.
  - i. In addition to existing school buses, MBTA can run special buses for all schools like they do for exam school students.
- b. Bus monitors will be hired for the purpose of ensuring safe social distancing and monitoring symptoms on BPS-dedicated transportation.
- c. BPS must work with bus monitors and the Bus Drivers Union regarding safe and healthy protocols and necessary PPE to ensure the safety of our students and staff.
- d. Schools will create a plan for students who arrive at an indoor learning space without having been directed to do so. This plan must be documented and submitted in advance of any return to in-person learning.