



BTU

BOSTON TEACHERS
UNION



2021 Collective Bargaining Package:
**CREATING THE SCHOOLS OUR STUDENTS
DESERVE POST-PANDEMIC AND BEYOND**

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2021 BTU NEGOTIATING PRIORITIES: CREATING THE SCHOOLS OUR STUDENTS DESERVE POST PANDEMIC AND BEYOND

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. To achieve this goal, our schools should be fully funded for success locally and federally. Prior to the pandemic, we fought for the passage of the historic Student Opportunity Act. Now more than ever, we need to address the inequity that existed before the pandemic and was further exacerbated over the last year and a half. With thoughtful usage of federal funds and a full implementation of the Student Opportunity Act (yet to be fully honored by the Commonwealth), we have a unique opportunity to reset the foundation for our students post pandemic and beyond.

Through our contract negotiations, we will continue to advocate for the teaching and learning conditions that will help our students succeed, particularly in light of recovery and post pandemic needs. 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, post pandemic and beyond.

1. WELCOMING SCHOOL 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. The pandemic underscored both the importance of modern facilities for safety as well as the inadequacies of our buildings as a result of decades of deferred maintenance. Classrooms must be well-ventilated, well-furnished and large enough to accommodate the needs of all students. All schools 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 and technology. All Related Service 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.

PROPOSALS:

1. Work orders will be responded to within two weeks and there shall be a plan for completion within 2-4 weeks. All repairs will be completed in order based on a district wide assessment of risk level.
2. Educators will not be required to use their personal hotspots for WiFi.
3. The District will maintain a 3-month supply of classroom cleaning and disinfectant supplies including but not limited to disinfectant spray, paper towels, hand soap for sinks, and hand sanitizer.
4. Every 3 years teachers will receive updated tech hardware that will remain with the teacher so long as they are still working in BPS. This will include, but not be limited to extension cords, charging carts, power strips, connectors, mounted projectors, wireless headphones, speakers, smart TVs. BPS shall maintain the hardware provided.
5. Every health office will be equipped with a working sink and separate isolation/quarantine area.
6. Air quality standard set for all BPS classrooms including an ACH of no less than 3. Yearly surveillance of air exchange and ventilation in all rooms and problems addressed within 3 months of determinations.
7. A maintenance schedule and plan will be furnished on a yearly basis that include but is not limited to painting, repairs and upgrade at each school site.
8. All new buildings shall have HVAC systems.
9. Increase access to fans 1 fan and functional window or air conditioning in all classrooms.
10. All future new school buildings and renovations will have access to usable green spaces on site or nearby. The district will increase access to green spaces, where possible, at existing school sites.
11. Furniture, including playground equipment that is destroyed, broken or in disrepair will be repaired or replaced within 30 days after it is reported.
12. The District will provide comprehensive daily compliance expectations focused on cleaning and restocking in bathrooms, nurses offices, cafeterias, and other common areas within the school, with written practices and standards available upon request. There will be a central BPS number that schools can call when those expectations are not being met.
13. Where applicable, CTE students and staff will receive their own individual safety glasses and other personal use materials, gear and supplies.

2. SUPPORTS FOR SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH

ASPIRATIONAL VISION:

With an increase in the need for social emotional learning, particularly after the pandemic, 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, 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. BTU members will also have access to social emotional support and professional development that addresses adult social emotional needs.

PROPOSALS:

1. BPS will maintain a maximum average system wide ratio of 1 school psychologist per 500 students enrolled in BPS schools.
2. The maximum individual counseling caseload of a school-based School Psychologist shall not exceed fifteen (15).
3. The maximum individual assessment caseload of a school-based School Psychologist shall not exceed fifty (50).
4. The maximum individual assessment caseload of Compliance based School Psychologist shall not exceed ninety (90).
5. Add new language: "All students receiving special education services or evaluation will be provided a location that allows for uninterrupted service delivery, physically appropriate furniture, file storage that ensures their privacy and a working phone for consultation with the students' families and outside providers and internet access.
6. BTU members that are required to travel to various buildings will have ID badges that allow for access to those buildings throughout the school year.
7. Guidance counselors will be hired and maintained based on the nationally recommended caseload of not more than 250:1.
8. There will be a designated social worker per school. The District will maintain a maximum average system wide ratio of 1 social worker per 300 students.
9. No more than 15 hours out of the school year will be spent on school- or District-mandated standardized testing per student (not including MCAS, IEP evaluations, and Access)
10. Related Service Providers shall have continued access to the same online therapeutic and evaluation tools that were made available during the pandemic as they have proven helpful.

11. Parking passes will be made available to BTU members who travel to two or more buildings in a single day.
12. Change language on supplies to increase the amount from \$200 to \$500: "In addition, the BPS will budget \$500 per itinerant service provider for supplies related to their discipline. Itinerants will be provided with a list of approved vendors, by Nov 1st of the school year."
13. Each school shall have at least one social worker, mental health professional, coordinator or CFC whose primary role is to facilitate circle based racial and restorative justice work with school communities, including families.
14. The district shall maintain at least one administrator or coordinator position whose full position is dedicated to ongoing strategy, planning for and implementation of restorative practices in BPS including providing for professional learning opportunities.
15. The district shall maintain in perpetuity at least:
 - An introductory professional learning opportunity open to all educators and school staff focused on implementing restorative practices which can be accessed on demand or at least four times per year.
 - Annual professional learning opportunities for educators who implement restorative practices.
 - \$20,000 per year allocated for continuing education opportunities for educators implementing restorative practices.

3. ADDRESSING THE WHOLE CHILD

ASPIRATIONAL VISION:

Wrap around services are critical to supporting the whole child and their families and should be universal. In addition, since 2013, the BTU has been advocating for Hub Community Schools (nationally known as community schools), which are full-service schools providing academic and additional 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. In our vision, all schools will have universal access to whole child supports and may become sustainably funded Hub Community Schools with a full-time coordinator/staff position to lead a needs assessment with school stakeholders (including families, students, educators and community partners) to determine their school's needs and plan accordingly with partners to offer a comprehensive array of academic, enrichment, health and family engagement services.

PROPOSALS:

1. BPS shall provide a baseline budget for every school to have visual arts, music, performing arts, sports, STEM, languages, and technology.
2. BPS shall offer a K1 seat for all 4-year olds in Boston by SY 2023-24
3. Access to technology and internet that is reliable and free (WiFi free to every student.)
4. Each school shall have a minimum of 1 full time Family Liaison.

5. Undocumented student/family support coordinator for the district. Helps find housing, assists in college admissions process, and other supports. The coordinator will work with Unafraid Educators and connect students with free legal and other resources.
6. All teachers bargaining unit members are given an additional 40 minute P&D per week specifically designated for family outreach and 2-way communication.
7. Additional budget per student designated for staffing stipends and materials costs for clubs and activities.
8. The School Committee shall jointly advocate with the BTU for free community college (Bunker Hill, RCC, or MassBay) for students with a 2.0 or higher, including undocumented students.
9. \$200,000 to pilot the Parent Mentor Program in 10 schools to engage families in school--partner with outside organizations (for example, St. Stephen's Youth Programs) to provide parents with leadership development, and pay them to work with teachers in classrooms 2 hrs/day through the school year providing hands-on support to students. <http://www.ssyboston.org/parent-mentor-program>
10. BPS shall create and fully fund a program of youth summer jobs for BPS students supervised by BTU members to audit all books possessed by BPS schools and used in all curricula taught in BPS through an anti-racist lens for summers of 2022 and 2023.
11. BPS shall fund M7 passes given to every student above the age of 12.

4. WELL-RESOURCED AND FULLY-STAFFED SPECIAL EDUCATION 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. All students, no matter their setting, need to have their services met with qualified, licensed professionals who have the time and resources to fully meet their needs. All educators will have access to ample time for planning and collaboration, and high-quality, ongoing professional development. All schools should have well-defined descriptions of a schools' inclusion and/or substantially separate models. Definitions should include an explanation for student eligibility for each program (based on students' needs/IEPs), class sizes and staffing models.

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 inclusion programs will be evaluated thoughtfully and regularly. There will be clear, full inclusion pathways K-0 through 12 available to families. Schools that need the most support to implement

inclusive practices must have experienced administrators and school leaders to help create the needed culture and supports. Teachers and parents must understand how inclusion programs work, and what makes a student eligible for a particular program to ensure equity across the district.

PROPOSALS:

1. The district and the union will agree upon a common definition of an inclusion class that is clear to everyone.
2. Dual/triple licensure will not be required or considered the sole service delivery model.
3. Every licensed provider of special education services shall receive 90 minutes of SpEd paperwork time per week above and beyond all P&D, CPT, TFT and other non-teaching time
4. All new directives will include clearly written directions, time to implement the new directives and include PD opportunities provided for rollout of new initiatives/documentation expectations. Before such directives are given, there will be consistent opportunities for stakeholder feedback before final decisions are made to inform the implementation and execution of new directives.
5. Teachers will be provided Special Education certified coverage for all consultation time required on the A Grid of student IEPs.
6. Professional development will be provided for co-teaching models of inclusion.
7. There will be a minimum of xxx minutes of weekly shared common planning time for co-teachers and/or other staff: paras, RSPs, ABAs and/or teachers will be provided with special education certified coverage for all consultation time required on the A Grid of student IEPs.
8. There will be an appeal process for inclusive practices/models that aren't working for particular classrooms.
9. Additional service delivery staff will be provided for students with both a disability and ELL needs.
10. Maintain a virtual videoconferencing option for IEP meetings to increase access for families, translation and staff that service multiple buildings.
11. All specialist classes will have a para assigned for classes where students from inclusion or sub separate classes are assigned.
12. Clear, age-appropriate inclusion class size limits, taking into account the needs of the students. For example: x students per class max (K0-K2), y students per class max (1-5) and z students per class (6-12), with limits on the number of students with disabilities of different prototypes and student profiles (R1, R2, L3, etc.).
13. The district will provide each school access to reading specialists or interventionists to support struggling readers (including students who do not have an IEP).

5. INCREASED SUPPORTS FOR MULTILINGUAL 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 or released adequately for their leadership and their additional work.

PROPOSALS:

1. All families given access codes and access information to Lionbridge interpretation services, available in all languages.
2. The district will employ and maintain at least 10% bilingual RSPs per job category.
3. LATFs should receive increased stipends at all levels and/or receive release time to manage compliance tasks. Schools with at least 250 ELs should have a .5 LATF and schools with more than 500 should have a full time.
4. SEI/ESL/Bilingual class size limits in K-Grade 2 are reduced to regular ed max, even if there is a paraprofessional. To accomplish this, revise existing language as follows: “– 22 pupils In Sheltered English Immersion (SEI) classes, Bilingual Classes, and ESL classes in grades K0-Grade 2 with a paraprofessional, excluding dual language schools.”
5. All curricular materials provided by the district to classrooms will be provided to dual-language schools in the language of instruction.
6. This position will include primarily translating and communicating with families at the staff members regular site. This role will have a stipend like the tech liaison. Schools that do not have in-house staff who can fulfill this role will have access to an interpreter and translator provided by BPS Central Office during school hours and for school events including, but not limited to open houses and family nights.
7. The district shall maintain at least 1 full time BTU dual language coordinator, and at least 3 full time BTU dual language instructional coaches, two for elementary and one for secondary education and create a fund to pay for materials, stipends for BTU members who want to write biliteracy curriculum, and for professional development related to dual language.
8. The coordinator shall convene a dual language curriculum writing group that covers AAPI, Black, Indigenous, and LatinX studies. The district shall allocate funds to stipend educators for their participation and/or sponsor professional learning opportunities which provide graduate credit and/or provide release time for educators to participate.
9. Before the district implements a new dual-language program in a school, the district must convene a planning committee at the school with multiple stakeholders, similar to the inclusion planning committees, a year prior to the inception of the new program.

6. HIRING, RETAINING, AND SUPPORTING RACIALLY AND LINGUISTICALLY DIVERSE STAFF

ASPIRATIONAL VISION:

The educators of Boston will be representative of the city's racial and ethnic diversity. Studies have shown that students of color and white students all benefit from a racially and linguistically diverse teaching staff. Benefits for students of color include higher graduation rates, lower rates of school discipline and higher family engagement. All students benefit from exposure to diversity, which prepares them for collaborating and working well in diverse workplaces. To meet this goal, the district must focus on not just recruitment but also retention, leadership development, professional development and support.

PROPOSALS:

1. A district wide Educator Diversity Task Force in conjunction with the Office of Recruitment Cultivation and Diversity will be sustained, including compensation of BTU members at the BTU contractual hourly rate that will be charged with supporting the hiring and retention of staff of color. In addition this task force will staff no fewer than 12 part time recruiters/classroom teachers to be paid at the BTU contractual hourly rate.
2. The district will resume granting permanent status before the first day of the 4th year and consider proficient and exemplary educators of color for such early status, particularly for educators of color in schools where the school's racial demographics of staff are not representative of the school's racial demographics of students.
3. Make publicly available the number of educators of color who leave the district each year, listed by school/program.
4. Teachers of color, whether provisional or in autonomous schools, must have a review process determined by the district wide Educator Diversity Task Force before they are non-renewed or exceeded, with particular attention to schools where there is a disproportionate number of educators of color affected.
5. Double the number of participants in the student to teacher, para to teacher, and community to teacher pipelines programs by prioritizing people of color that reflect the linguistic and cultural population of our student population. For the high school program, additional incentives for recruitment should include scholarships to college as long as there is a commitment to teaching in BPS after finishing their qualifications.
6. MTEL fee waivers will be prioritized for BTU members of color, in addition BTU members will be reimbursed for the costs of MTEL fees.
7. The school committee will join the BTU in advocating for alternative paths to licensure that do not include the MTEL and tripling the amount of waivers given.
8. Revive and rename the CLD with dedicated funding and a focus on leadership development for educators of color.
9. When class lists are created, a racial equity framework should be used to minimize staff bias.

10. So long as the proportion of educators of color is less than that of the BPS student demographics, BPS will provide a signing bonus to newly-hired educators of color.
11. So long as the proportion of educators of color is less than that of the BPS student demographics, BPS will provide student loan reimbursement program for educators of color.
12. Create a BPS/ BTU role focused on supporting staff facing racial equity issues.

7. CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES, INCLUDING ETHNIC STUDIES

ASPIRATIONAL VISION:

As educators committed to welcoming, inclusive and anti-racist schools and communities, it is important that our students see their cultures and languages reflected in the curriculum and culture of their schools. As shared by the BTU Ethnic Studies Now Committee: "The vision for Ethnic Studies in Boston Public Schools centers the history and experiences of people of color to empower us to collaboratively read the world, while honoring and affirming our intersectional identities. Through Ethnic Studies we develop our capacity to interrogate and critique systems of power while building solidarity with others in order to realize a world without racism and other forms of oppression. Ethnic Studies builds on the collective power of communities of color and their social movements to inspire us to act locally and globally toward justice and transformation."

PROPOSALS:

1. The district shall maintain at least 1 full time BTU ethnic studies coordinator, and at least 2 full time BTU ethnic studies instructional coaches, one for elementary and one for secondary education and create a fund to pay for materials, stipends for BTU members who want to write ethnic studies curriculum, and for professional development related to Ethnic Studies.
2. The coordinator shall convene an ethnic studies curriculum writing group. The district shall allocate funds to stipend educators for their participation and/or sponsor professional learning opportunities which provide graduate credit and/or provide release time for educators to participate.

8. HOUSING JUSTICE

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.

PROPOSALS:

1. Create a working group to identify unused city owned spaces to be converted into public housing for families of Boston Public Schools students.
2. 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.
3. The School Committee agrees to advocate that no evictions or foreclosures take place during the school year for BPS families and supports small scale landlords who need it to ensure that they are able to maintain their mortgages.
4. Call on the city to require developers who are building within ½ mile radius of a BPS school to meet with the school site council to negotiate affordable housing, ongoing community input, etc, with an opportunity to consult with the BTU Housing Justice Committee beforehand.

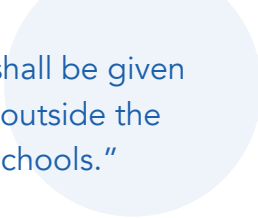
9. FAIR AND EQUITABLE COMPENSATION AND BENEFITS

ASPIRATIONAL VISION:

All BTU members will receive compensation and provisions 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 and policies that support working families. Members who work in different types of schools will be compensated equitably in accordance with their required workday and work year.

PROPOSALS:

1. Para compensation increased
2. New lane for paras
3. All schools budgeted on average salary
4. Pay equity for autonomous schools
5. Salary increase in each year, effective Sept. 1
6. Step increases for paras
7. Family liaisons added to CFC salary rate
8. Creative solutions for housing for BTU members such as low interest mortgages as incentives to live in the city or home equity incentives
9. MBTA Passes/consistent parking access
10. Education Lanes for ABAs

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11. Full salary lane credit for JD degree
 12. Revise first sentence of Article VIII A 3 (b) as follows: “Provisional teachers shall be given salary credit for up to three (3) full years of satisfactory teaching experience outside the school system, and for all full years of experience inside the Boston Public Schools.”
 13. Extend City’s paid family leave time to BTU members
 14. Increase health and welfare benefits for paras
 15. Increased tuition reimbursement for all bargaining units
 16. Religious holidays Revise VIII Q 5 (d) as follows: “The committee shall provide up to two (2) days without loss of pay or personal leave for observance of religious holidays, including but not limited to” [Intent is to allow members of all faiths up to two religious holidays per school year.]
 17. Expanded mental health supports for educators experiencing trauma
 18. Provide student loan reimbursement program for BTU members (See below for details).

BACKGROUND

Employer-paid student loan payment assistance benefits have not been common in years past, in part because employer-paid benefits have been subject to income taxes. But for the first time, the CARES Act of 2020 permits employers to establish Section 127 Education Assistance Programs to help employees defray the costs of student loan payments. The Consolidated Appropriations Act of 2021 extended these benefits through the end of 2025, presenting an opportunity for AFT affiliates to negotiate these benefits for more members, many of whom are struggling with the costs of student loans.

The Public Service Loan Forgiveness (PSLF) program and other public loan forgiveness programs are administratively complex, and employer-paid student loan assistance benefits must consider the impact on eligibility for these programs. In order to ensure that employer-paid benefits do not interfere with eligibility for public student loan forgiveness programs, we recommend negotiating that employer-based student loan assistance takes the form of a reimbursable benefit under IRS Section 127 – Educational Assistance Programs, as opposed to a direct payment from the employer to a lender. An Educational Assistance Program permits tax-exempt employer financial assistance to employee educational expenses of up to \$5,250 per calendar year, including, but not limited to, student loan payments. Under this arrangement, the benefit is paid to members through reimbursement of submitted claims rather than directly to the servicer in order to accommodate the administrative complexity of servicer and loan arrangements.

PROPOSED CONTRACT LANGUAGE

STUDENT LOAN REPAYMENT ASSISTANCE PROGRAM

1. The Employer shall establish a tax-exempt Section 127 Education Assistance Program (“the Plan”) to reimburse eligible employees for education loans as authorized by the Consolidated Appropriations Act (CAA). Benefits will become effective on July 1, 2021.
2. The Employer shall reimburse employees no more than \$5,250 for qualified student loan payments in a calendar year under the terms of the Section 127 Plan Document. Should lawmakers enact an increase or decrease to the \$5,250 ceiling, the Employer will automatically adopt the new ceiling on the effective date.
3. [Eligibility to be determined.]
4. Eligibility is contingent on employees attending a Student Debt Clinic offered jointly by the Union and Employer, which educates employees on potential public student loan forgiveness programs.
5. The cost of administering the plan shall be borne fully by the employer.
6. Expenses eligible for reimbursement by the Employer under the Plan include the payment by an employee toward the principal or interest on any qualified education loan incurred by the employee for the education of the employee. Under Section 127, the Plan cannot be used to reimburse education loans for the education of a spouse or dependent.

7. The program will be administered and conform to all IRS requirements governing Education Assistance Programs.
8. The Employer and the Union shall establish a committee, which shall be composed of an equal number of Employer and Union representatives. The committee shall establish procedures and forms to gather the appropriate information from employees in order to administer the Plan, including proof of student loan debt.
9. The CAA authorized tax-exempt employer-paid student loan repayment through December 31, 2025. Upon expiration or modification of the law governing Section 127 Educational Assistance Programs, whichever comes sooner, the Parties mutually agree to bargain the impacts.
 - Increase “Opt-out” amount for BTU members who forgo the City’s Health Insurance coverage from \$1,000 to \$1,500 for individuals and \$1,500 to \$2,500 for family plans.

10. VALUING OUR PARAPROFESSIONALS

ASPIRATIONAL VISION:

Paraprofessionals play integral roles in the success of our schools. They are valued as professionals and treated with respect. Working conditions for paraprofessionals make their work lives sustainable, and all tools necessary to do their job are provided. Schools are adequately staffed with paraprofessionals who are integrated into each school community.

PROPOSALS FOR PARAPROFESSIONALS:

1. Additional step
2. Same number of personal days as teachers
3. Add a B+30 lane
4. Paraprofessionals eligible for early retirement notification incentive package.
5. Increase tuition reimbursement for paraprofessionals to \$1,500 after 5 years
6. Same BTU Health and Welfare benefits as teachers
7. Increase pay for paraprofessionals who substitute for their teacher to \$12/hour
8. Substitutes for paraprofessionals who are absent
9. Paraprofessionals shall participate in the L4L laptop program
10. Revise Article I A of Teacher contract to include Sign Language Interpreters
11. Newly hired paraprofessionals who have worked in other roles within BPS shall have all years of service credited upon beginning employment as a paraprofessional.
12. Increase the minimum number of Health Paraprofessionals to 12 and add language to para contract.
13. Revise Article 2 A 1 Functions, add “..., lunch monitors or secretaries” at the end of the sentence.
14. Paraprofessionals who are assigned to a classroom (position code) shall have the right to remain in that position code unless properly excessed or laid off.

15. Paraprofessionals and teachers shall have no less than 30 minutes per week to plan and prepare.
16. On the first day of work each school year, all paraprofessionals shall be provided with a written document delineating the start and end time of their workday.
17. Modify Family Liaisons work year to allow for more time off during the summer. Change the work year to 200 days and ensure no work days are scheduled during July.
18. Resolve issues related to ABA Strand paraprofessionals performing ACE duties.

11. VALUING OUR SUBSTITUTES

ASPIRATIONAL VISION:

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 make their work lives sustainable. Schools are adequately staffed with paraprofessionals and substitutes who are integrated into each school community.

PROPOSALS FOR SUBSTITUTES:

1. Salaries/Pay shall be deemed fully earned at the end of the school year and proportionately earned during the school year. Salaries/Pay shall be paid over a 10 month period beginning with the first month of the school year and ending with the June month. Substitutes who opt to be paid over 12 months will receive their full salary in 26 equal checks, issued every other Friday. Those who opt to be paid over 10 months will receive their full salary in 22 checks, issued every other Friday, September through June.
2. Cluster/building subs and long-term subs who will be in the same assignment for at least 20 school days shall have their sick days loaded upon beginning the assignment.
3. Access to district professional development is the same as teachers.
4. BPS will provide long term and cluster subs appropriate technology. Per diem subs will be provided appropriate technology for each assignment for the day.
5. Revise Article I A of teacher contract to include ALC instructors.
6. Cluster/building substitutes will be paid for school holidays and vacation weeks.
7. Article I D should remove the final sentence regarding past practice.
8. First paragraph of Article II A should be rewritten as:
“Per diem subs may be required to perform the teaching duties of the regular teacher who is being covered by the substitute, in the classroom for that school day; provided however, the teacher assignment procedures, teacher program guidelines and teaching load provisions of the teachers’ contract shall not be considered as established policy or binding contractual commitment.

Long term substitutes may be required to perform the work schedules and duties, in and out of the classroom, of the teacher that is being covered by the long term substitute. No long term

- substitute teacher may be assigned teaching periods or administrative duties in excess of the maximum allowed for other teachers in the building.” [The rest of II A should be kept the same]
9. Article III A 2 should be rewritten to remove references to approval by the Director of Personnel or their designee.

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. Specialist 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.

PROPOSALS

1. Submit budget for following year i.e. art expendables like crayons and paper, durables like easels, music like classroom instruments
2. Specialists meet independently for a minimum of 2 times per year to review best practices in their own specific groups.
3. Budget: order from prescribed vendors if needed for specific items in arts classes and for athletic needs.
4. Each department within a school would have specified funds to order copyrighted music scores, maintain equipment, copyrighted scripts, etc.
5. Schedule Arts classes during the school day such as band, theater, chorus, etc.
6. Increasing/adding JV or assistant coaches for sports that do not have them
7. No head coach will be paid less than any assistant coach.
8. One athletic trainer per high school
9. All specialist classes will have a para assigned for classes where students from inclusion or sub separate classes are assigned.
10. Specialist teachers will be provided a designated space for storage of materials and will not be required to teach from a cart.

13. 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.

PROPOSALS

1. Library paras will be provided a self directed P & D period.
2. Teacher Librarian Services: The District shall provide no less than one (1) full-time certified Teacher Librarian, five (5) days per week, for every grade K-8, 6-12, 7-12 and 9-12 school. No other school will lose teacher-librarian coverage to accomplish this. No library para may be exceeded as a result of this provision.
3. Members of the paraprofessional bargaining unit who are pulled from their duties to cover classrooms as a substitute will be compensated for coverage as classroom paras are compensated.
4. The school district will provide designated funding for library collection in the amount of \$15 annually per student attending each school. The teacher-librarian or library para at that school will have discretion over spending the funds.
5. All newly created school library collections will have a minimum of 20 books per student, and schools without libraries will receive an Opening Day library collection in this amount.
6. Page 90, L. Professional Development for Librarians/Media Specialists - change all language of "library/media specialists" to "teacher-librarian" (media specialist is an outdated term, and all teacher-librarians official job title is Librarian - adding in teacher-librarian reminds people that we are certified teachers as well).
7. Per the AASL 2018, 56: Teacher-librarians will have a 100% flexible schedule and will not be constricted to academic classroom schedules that do not allow for open, unrestricted, and equitable access to library services. Flexible schedules allow for collaboration and co-teaching with classroom teachers on research, inquiry-based, and other lessons.
8. Librarian and library para evaluation rubrics need be differentiated specific to their role.

14. ASPIRATIONS FOR ABA SPECIALISTS

ASPIRATIONAL VISION:

ABAs will be accorded the same respect and courtesy as Related Service Providers to perform their daily responsibilities with the student population. 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. ABA Specialists will have the same opportunities for salary advancement as other bargaining units.

PROPOSALS

1. Pay equity: add salary lanes to recognize educational achievement as other bargaining units have. Accomplish this by making the existing salary scale a base lane and add three additional salary lanes \$2,000 above the existing: B+15, M and M+15.
2. Access to professional growth opportunities. Accomplish this by adding new language:

“ABA Specialists who have completed at least one year of service shall be eligible for tuition reimbursement of up to \$1,000 per year for approved college courses.” (New Article III J and renumber remaining sections.)

3. Ability to plan life and balance work/family obligations. Revise Article III D, third paragraph as follows: “190-day ABA specialists shall not be required to work ESY. ESY assignments shall annually be made in seniority order from among those ABA Specialists who are hired to work as ABA Specialists during the ESY. ABA Specialists who are hired to work ESY shall be notified of their assignment by May 1 of each year. No contractors may be hired for ESY prior to the hiring of all ABA Specialists hired prior to 9/13/17 who wish to work ESY In a given year.”
4. Space for individual supports, storage for materials for lessons, and supplies and materials
5. Designated time and space to complete assessments, annual reviews and progress reports. Change the second sentence of Article III C as follows: “ABA Specialists shall have a paid duty-free lunch of not less than 30 minutes and not less than 60 80 minutes of self-directed time per day without the presence of students.” AND Add a new sentence: “Every reporting period, each ABA Specialist shall be granted 3 hours without students to complete progress reports.” [To effectuate this planning time, change 30 hours of direct service to 28.]
6. Ability to plan life and balance work/family obligations without sacrificing pay. Eliminate the final two paragraphs of Article III D (p. 173) and replace with the following: “On September 1 of each year, all ABA Specialists shall make an election whether to be a 215-day ABA or a 190-day ABA. If they elect to be a 215-day ABA, they will be paid for that school year on the 215-day salary scale.”
7. Ensure student grouping meets the needs of students receiving services. Revise Article II A 10 third paragraph as follows: “Before students are grouped, the ABA Specialist and Program Director will meet and jointly agree to the groupings. If an ABA Specialist has concerns about the groupings of their students after beginning services, she or he may request a meeting with their Program Director or direct supervisor who will meet with them to discuss their concerns and jointly develop a written plan to resolve the concerns.”
8. Establish joint labor-management ABA mentoring program to support new and experienced ABA Specialists to improve their practice.

15. 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

PROPOSALS

1. For therapists working in a strand less than ½ time (i.e. multihandicapped, LD, SAR, Moderate cognitive impairment, LAB, autistic) add 1 to the actual caseload:
 - As above but more than ½ add 2
 - For therapists travelling between 2 schools add 1
 - For therapists travelling between 3 schools or more add 2, for example - if you work at one school where more than half caseload is in the autistic strand and you have a total of 34 kids, your caseload would be counted at 36
 - If you worked at 2 schools without strands and you have 32 kids – your caseload would be counted as 33
2. No bilingual/SEI/ESL class in K0-K2 can be over 20. Kindergarten Para is still required.
3. At least one additional testing day to provide better coverage for the testing which at the K2 level is administered individually with each student, including math, ELA Dibels, Fountas and Pinnell Reading, EVT, LAP-D, ACCESS. (Currently teachers have one day of sub coverage in the fall and one in the spring but no sub coverage for mid-year testing).
4. There will be a bus monitor on any bus that has kindergarten students.
5. Increase the number of Supervisors of Attendance by 2.
6. Page 39 Section 8: Eligibility and Placement Coordinators will be created starting in the 22-23 school year. Positions will be posted in the fall/winter of 2021 so that minimal or no excessing of existing COSEs will be necessary. This EP CoSE chairs meetings and completes all paperwork for original/initial evaluations and reevaluation meetings that may result in a change of placement to a more restrictive setting. The caseload for this position will be 160. Each case counts as 1. Any reconvene meetings following the initial evaluation or reevaluation meeting are the responsibility of the EP CoSE but do not count as more than one case.
7. EP CoSE will mentor new school based CoSE for no more than 10 hours per month. (language of what they do can stay the same as 2018-21 contract)
8. School-Based (SB) CoSE shall be assigned to no more than 3 schools
9. SB CoSE shall be responsible for annual review and reevaluation meetings. (Contentious and REs possibly resulting in a movement to a more restrictive setting are the responsibility of the EP CoSE)
10. SB CoSE will support student support team processes through voluntary participation.
11. SB CoSE will have no more than 125 students on their individual caseload. Each annual review, initial evaluation and/or reevaluation held will count as one student regardless of whether the student is determined eligible for special education and/or related services. Each meeting held even if the student moves to inactive status at any point during the academic year will count toward the caseload and if/when needed maximum of 125.

12. CoSE caseloads will be sampled via EdPlan on a monthly basis. CoSE will keep their own data relative to caseload
13. SB CoSE will be reimbursed 750.00 for each student over the caseload limit of 125 up to a maximum of 5.
14. SB CoSE will no longer be responsible for sending any documents other than DESE IEP documents to be translated.
15. There will be one full-time, trained clerk for all COSEs.
16. Lower class sizes at all grades.

16. 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. For example, professional development should be available and relevant for Related Service Providers and other non-teachers. 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. In addition, the district should provide career development opportunities, including dynamic career pathways with professional development that prepares educators for leadership and hybrid roles.

PROPOSALS

1. Autonomy, choice and voice in credited PD hours and content decisions at both school and district levels. All members of the teacher bargaining unit can choose how to use 10 of their required PD hours.
2. Opportunities for regular early release days for vertical and horizontal groupings to engage in PD.
3. Professional development support for principals to understand the contract.
4. All new curricula or instructional practices adopted at the school or district level will have training provided during the regular workday and year.
5. Nurses, School Psychologists and other “non-teacher” groups will receive a differential for obtaining National Certification
6. The Boston Public Schools shall annually make available training during the workday, with release provided, for all high school guidance counselors (and open to other staff) who are charged with supporting undocumented students in the college application process. The training will be crafted with significant input from Unafraid Educators and representatives from the Student Immigrant Movement group. There will be at least one Guidance Counselor in each High School who has attended the training within the last three years.

7. Restore fulltime New Teacher Developers and provide mentoring for nurses and Related Service Providers in the restoration of NTD's.
8. No BTU member will be required to teach students both in person and remotely via video conferencing simultaneously, nor shall paraprofessionals be pulled from their classrooms to teach students virtually.

17. 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!

PROPOSALS

1. Starting school year 2022-2023, excess hours up to 46 21 per school year shall not be compensated. Compensation for hours from 46 21 to 145 120 shall be paid by the school department. Compensation for hours beyond 145 120 will be the responsibility of the individual pilot school.
2. Replacing actual salary with average salaries as traditional schools are budgeted
3. Move teachers at Horace Mann Charter Schools and Level 5 Schools which work additional hours to Schedule A
4. Eliminate Article III D, paragraphs 8 and 9, and replace them with the following: "Pilot schools shall follow the dispute resolution process in the collective bargaining agreement."

ELT/SCHOOL SCHEDULES

1. No student school day may end after 3:30 PM. Any ELT school ending after this time shall have its start time moved earlier with approval of the school site council.
2. Snacks should be provided for all ELT schools

18. 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.

PROPOSALS

1. Clean up ambiguous/contradictory language about Educator Supports Program eligibility.
2. Rewrite final paragraph of V F 11 on p. 63 as follows: "The feedback must include notification in writing the first time during any plan that an observation causes the observer to believe that the educator's performance may be less than proficient. In such a case, the observation must be followed up by at least one observation of at least 30 minutes in duration within 30 school days."
3. ASL interpreters shall be evaluated by a supervisor that is licensed and experienced in that role.

19. STAFFING

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.

PROPOSALS

1. Teachers in roles of suitable professional capacity will be evaluated by the building administrator.
2. BPS will no longer require a "break in service" after 3rd year for provisional teachers rated less than proficient.
3. A central screening committee involving BTU nurses and Health Services will review and make recommendations on school nurse applicants before school-based hiring teams interview them.
4. P 45 Article V B 14.6 Delete ""Nurses in schools with low acuity . . . the right of assignment of nurses" " Substitute with: "Joint Union Management Committee will develop guidelines for determining nurse staffing for every school based on workload considerations that guarantee equitable access to health services to all students. Workload will take into consideration chronic health conditions, socio-economic factors, community health indicators, need for mental health support in the student population, etc."

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

LATE - 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