



INITIAL COLLECTIVE BARGAINING PACKAGE 2024



TABLE OF CONTENTS

EDUCATING ALL STUDENTS	3
Need for More Staff and Support	3
Lack of Support and Resources.....	7
Creating an Inclusive Environment	9
Professional Development.....	10
Evaluation	10
Inadequate Safety Protocols and Training.....	11
EQUITY AND RESPECT FOR EDUCATORS	11
Professional and Personal Financial Stability.....	11
Building Conditions and Maintenance	13
Autonomous School Working Conditions, Autonomies, and Decision-Making.....	14
SUSTAINABLE WORK AND WORKING CONDITIONS	15
Overwhelming Class Sizes and Caseloads	15
Length of Work Year & Hybrid Work	17
Concerns About Start Time, End of Day Impact, and Extended Learning Time.....	18
Insufficient Planning and Prep Time	19
Excessive Workload and Responsibilities.....	20
GLOSSARY OF TERMS AND ACRONYMS	20



EDUCATING ALL STUDENTS

Vision: Our students deserve safe, supportive learning environments so their needs can be met, they can learn, and they can build trusting, caring relationships with educators and other students. This means schools that are adequately resourced and fully staffed with a racially and linguistically diverse group of educators to meet the social-emotional and academic needs of all students. Students deserve social workers, counselors, reading specialists, math specialists, ABAs, SLPs, librarians, and more, so they can not only survive but thrive in BPS. Educators need to be accurately trained and supported in all aspects of their job requirements while being asked to do only the jobs that are actively required of them. BTU members are fighting for a team-teaching model and for adequate substitute coverage. We are fighting for a clear vision for inclusion that provides the support that all students need that does not exacerbate the already existing inequities between communities and schools in the district. We are also fighting for professional development that is relevant, led by experts, and flexible enough to meet the needs of all educators in order to empower us all to provide the education our students deserve.

NEED FOR MORE STAFF AND SUPPORT

There is a clear call for additional teachers, paraprofessionals, and specialized staff to manage the workload and better support students with diverse needs. There is a critical demand for more qualified educators, particularly in special education, bilingual education, behavioral specialists, and support for English Language Learners. The lack of specialized staff is affecting the learning environment and educators' ability to address diverse student needs effectively and provide adequate attention and support to all students. Respondents highlighted the lack of diversity, particularly in leadership and decision-making roles. They emphasized the need for more representation of various ethnicities, genders, and abilities.

1. No educator shall be required to provide instruction using more than one license simultaneously.
2. Every classroom must be staffed by a team of educators to provide general education instruction, ESL instruction, specialized instruction, special education services and social emotional and behavioral health support for students, including our deaf/hard of hearing students and students in alternative education programs, as required by their individual needs and education plans.
3. ESL teachers shall be assigned to schools by a formula that takes into consideration how many MLs there are, what their ELD levels are, and DESE ELD level groupings. The formula must allocate sufficient ESL teachers (NOT general classroom teachers) to meet the service minutes required for all multilingual learners.
4. Prioritize hiring more staff of color and staff that better reflect the student body by expanding the educator pipeline for BIPOC educators and former BPS students, including more bilingual educators in various students facing roles.

- a. 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 in schools where the school's racial demographics of staff are not representative of the racial demographics of students.
 - b. So long as the proportion of educators of color is less than that of the BPS student demographics, educators 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 excessed, with particular attention to schools where there is a disproportionate number of educators of color affected.
 - c. BPS will hire at least 5 additional BTU RCD positions with at least 1 being for ACTT, 1 recruitment fellow, and 1 MTEL support specialist.
 - d. MTEL support specialist will receive a 5% differential to work an additional 9 days during the summer to provide MTEL support
 - e. Allow bilingual educators to opt in to being identified as interpreters in school and be paid a differential for providing this service, to be determined through bargaining.
5. No paraprofessional position shall be reduced due to any IPT plans.
 6. Every school will have specialized staff to meet the needs of all of the students [ex: inclusion specialist, math interventionist, reading interventionists (holding either a MA Reading license, Level 1 certification in Wilson, Orton-Gillingham, or a similar structured literacy program), ABAs, and counselors].
 7. BPS will incentivize hiring more substitute teachers, including cluster/building subs-2 per building in order to ensure there is the appropriate amount of staff to meet the needs of the students.
 8. To effectively manage substitute teacher coverage, the number of full-time cluster subs at each school shall be based on; 1) number of total students 2) historical coverage data from previous school year. Specialized cadre of higher paid and well-trained substitutes to cover IEP meetings and collaborative planning times.
 9. Revise Article V B 8 a-i as follows:
 - a. All Boston Public Schools ("BPS" or "District") Coordinators of Special Education (COSE) will have a cumulative individual caseload cap of 135 cases. Cases will count as follows:
 - i. 504 plans will count as 1.0 cases
 - ii. All evaluations will count as 1.0 cases, even if they do not result in an Individualized Education Program (IEP). One student cannot count for more than one case.

- iii. IEPs will count as 1.0 case.
 - iv. Reconvene meetings outside of regularly scheduled IEP timelines (e.g. annual review reevaluation) resulting in changes to the IEP will count as 1.0 cases.
 - v. Extended Evaluation meetings will count as 1.0 cases.
- b. If a student transfers mid-year and requires a reconvene, that student will count on the caseload of both the receiving and sending COSE.
 - c. COSE will not hold meetings or complete paperwork for compensatory services either through assignment by BPS or through Corrective Action Plans (CAP) directed by DESE and developed by BPS in order to satisfy the requirements of the Problem Resolution System (PRS).
 - d. If a case requires more than three meetings, COSE reserve the right to request additional support from the central office of Special Education. Central office support can vary depending on the need of the case, but BPS acknowledges that some cases are more complex than others and may require additional support from central staff. Notwithstanding the above, COSE shall not receive additional compensation in connection with a request for extra support, regardless of whether or not such support is received.
 - e. BPS shall compensate the COSE for the time spent on each additional case should a COSE's annual caseload exceed an individual caseload cap of 135 cases and the COSE agrees to voluntarily exceed the cap by no more than five (5) additional cases for that school year. Caseloads beyond the additional five (5) cases need to be approved by Deputy Chief of Services and Accountability. Such compensation shall be for nine (9) hours at the prevailing contractual hourly rate. The parties shall meet at the end of the school year to calculate the amount owed, if any, to COSE. Payment to COSE will be made by July 31st.
 - f. BPS will send each COSE a caseload report five times a year (on October 15, January 15, March 15, May 15, and the last school day of the year), including student name and ID number. COSE will have ten (10) school days to submit, via a Google form, a dispute about the caseload calculation to the District. The District will review the dispute once the ten (10) school days period is complete and provide a response to the COSE within ten (10) school days. A dispute resolution process including a member or members of JUM, the Assistant Director assigned to the COSE's school/case in dispute, BTU field representative for COSE and a member of OSS admin.

- g. The District will regularly post positions in order to provide 0.6 FTE clerks to each 1.0 FTE COSE. A COSE will work with no more than two (2) different clerks when feasible. Eligible COSE shall receive one-half of the average salary payable to a 0.6 FTE clerk prorated for the number of days the COSE did not receive clerical support as provided by this paragraph during the applicable school year, for any period(s) of ten (10) or more consecutive days without support. This proposal is made without waiving any argument or rights related to pending grievances and the related settlements.
 - h. COSE will be paid for not having a clerk assigned on an ongoing monthly basis.
 - i. BPS will notify COSE of their assignment (pairing) by March 15th yearly. If the COSE's assignment is reduced beyond 0.5 FTE, they will also receive an excess notice and access to the COSE Pool.
 - j. To the best of BPS's ability, COSE will not be assigned to more than two (2) schools, and their locations will be in close proximity to each other:
 - i. There will be two full-time COSE who will split their time between 0.6 central office and 0.4 school-based to support compliance cases. Centrally, they will work with the Executive Director of Special Education to help COSE with tasks that shall include but are not limited to mentoring, training, and building capacity to meet compliance and instructional best practices. The District will post the positions following Article of the relevant collective bargaining agreement. The Executive Director of Special Education will select the most qualified candidates. The job description and compensation will be mutually agreed upon. The COSE will continue maintaining their seniority and assignment attachment rights to their previous position. [Update as necessary to add the results of ongoing negotiations on this issue.]
10. There shall be no less than one school psychologist per school. In any school where there are more than 500 students an additional full time school psychologist will be provided. The maximum individual assessment caseload of Specialty (non-school based) School Psychologists shall not exceed eighty (80). The number of school psychologists will not decrease from the current 107 school psychologist positions over the life of the contract.
11. BPS will fund and maintain an Ethnic Studies department that will include: 6 full time hybrid positions for the teacher-coaches building the curriculum this year to continue revising the curriculum and coaching other teachers, while continuing to improve their own instructional practice by teaching half-time. The department will also include 2 additional full-time coordinator/coach positions (3 total) to ensure that curriculum is vetted by experts in the field, revised based on community feedback, and that all teachers teaching Ethnic Studies in the district are trained on the Boston Ethnic Studies curriculum.
12. BPS will hire additional CFCs and/or paras for students in the PATH program

13. BPS will increase its allocation of speech and language pathologists by a net number of five (5) each year of the Agreement that expires on August 31, 2027 for a total of nine (9).
14. BPS will increase its allocation of occupational therapists by a net number of three in each year of the Agreement that expires on August 31, 2027 for a total of nine (9).
15. The district will hire designated related service providers (OT, SLP, PT, Vision and Hearing) for the out of district unit.
16. School counselors will be maintained based on the nationally recommended caseload—not less than one counselor for every 250 students.
17. The district shall hire and maintain at least one restorative justice coach for each of the nine regions.
18. Specialists will work with a paraprofessional in any classroom that has students requiring at least 240 minutes of specialized instruction or ML's with ELD levels 1 & 2.
19. Each school providing surround care support will have at least one additional full time teacher and two full time paraprofessionals.
20. Add a Central Based Assignment Transfer Specialist with a rotating schedule to support all areas.
21. Every school will have a centrally funded librarian. Librarians will be maintained at the current ratio of 1 librarian for schools of over 251 students, .5 FTE librarian for schools with less than 250 students, a librarian and a library para for schools of over 500 students, and 2 librarians for schools with over 1,000 students. No library para may be exceeded as a result of this provision.

LACK OF SUPPORT AND RESOURCES

Educators need more access to curriculum materials, especially for specialized content areas, and a centralized folder for sharing resources among schools. Members call for more technology, timely access to classroom supplies, and basic necessities like art supplies, paper, and functioning equipment available on site to reduce the financial burden of purchasing necessary materials out of pocket. Educators express concern that the lack of resources, both in terms of funds and materials, hinders their ability to effectively meet student needs.

22. BPS shall provide a baseline budget for every school to have visual arts, music, performing arts, sports, STEM, languages, and technology.
23. Basic materials shall be provided to all staff (including but not limited to printer paper, chart paper, clipboards, highlighters, dry erase markers, erasers, notebooks)
24. There shall be adequate lab space for each student and equipment for science classes.
25. The district shall provide a menu of multiple language access points

that include differentiated tools (technology, app, facilities, graphic organizers, supplemental readings) with every required curriculum

26. The district shall provide a curriculum for all programs not currently supplied with one i.e. ABA, Science, Writing, Specialists, Special ed (adapted)
27. The district shall provide appropriate native language materials for dual language schools & programs
28. The district shall provide full classroom sets of all materials listed in curriculum (including but not limited to books, workbooks, manipulatives etc.)
29. BPS shall continue to support the Boston Hub Community Schools coalition/working group and commit to funding a minimum of 20 new Boston Community Hub School Coordinators, including a Hub School Coordinator at any new school or merger.
30. Every school shall receive \$20 per pupil annually to maintain or establish their library collection.
31. Housing: The School Committee shall advocate to the Boston City Council that the City of Boston partner with the Boston Housing Authority, or other relevant city partners, to create a pilot social housing program. This program shall use vacant city land to create mixed-income, publicly owned, permanently affordable housing, similar to models used or being explored in Vienna, Seattle, Atlanta, and Montgomery County, Maryland. Residents of Boston shall be accepted into this housing on a lottery basis, with priority given for BPS students, families, and staff members
32. BPS shall include materials at all Welcome Centers that advertise the housing voucher program, and direct families to reach out to their school's homelessness liaisons if they are in need of any housing support. These educational materials regarding the voucher program and school homelessness liaisons shall be created in collaboration with and subject to the approval of the BTU Housing Justice Committee.
33. BPS and the city of Boston shall advocate for increased state funding for the Mass. Rental Voucher Program (MRVP) with an allocation of such vouchers to school districts across the commonwealth to support families regardless of immigration status and use city- and state-funded housing vouchers for all students and their families including students one or more of whose family members may be undocumented. No student or family should be turned away from the housing voucher pilot program due to their immigration status.
34. BPS shall continue to fund family/homelessness liaison positions at all schools so that schools have the capacity to work with community partners and service providers to address student homelessness in all Boston schools.

35. The Boston Teachers Union and Boston Public Schools agree to the establishment of a joint Committee focused on ensuring that all Boston K-12 students engage in robust, meaningful, interdisciplinary climate change and climate justice curricula. This Committee will be composed of at least 75% Boston Teachers Union members appointed by the BTU president. This Committee is tasked with developing and assisting in the implementation of new interdisciplinary climate change curricula or additions to existing curricula, with developmentally appropriate discussions of topics related to climate change and climate justice in all grade levels. The goal of this curriculum is to prepare BPS students to participate productively and responsibly in a rapidly changing world, and in emerging green, sustainable professions. This Committee will make recommendations to the School Committee and School Department for their consideration and approval. This committee will operate at least until the end of this contract in 2027. Committee members shall be compensated at the contractual hourly rate for their hours outside of the contractual workday.

CREATING AN INCLUSIVE ENVIRONMENT

There is a call for better accessibility in terms of both physical spaces and educational resources. Respondents pointed out the necessity of accommodating diverse needs to ensure equal participation and opportunity. Many responses focused on the importance of fostering an inclusive atmosphere within schools by addressing unconscious bias, providing education on inclusivity, and ensuring that all feel valued and accepted.

36. IPT plans will be made public and presented to the whole school community — families, teachers, and students - for review and input. After the plans have incorporated input and feedback from the school community members, the plan will be presented to the SSC or Governing Board for approval prior to submission to the district for approval and budget allocation decisions. IPT allocations in all rounds and revisions will be publicly available and updated quarterly.
37. Each IPT will require that parents are members of the team that are representative of students in the school in terms of learning abilities and languages spoken.
38. IPT teams must include the many roles of the BTU educators (e.g. special education teacher, paraprofessionals, varying grade levels, related service providers, COSE) through either BTU election or being appointed by the school leader.
39. Schools will designate 2 points of contact with BPS central office - a point of contact from BTU elected members and a point of contact from the appointed members of the group - that receive direct communication from BPS on all matters regarding the IPT.
40. School IPTs will appoint a sub-committee to develop transition plans for students from sub-separate programs into partial inclusion opportunities. The sub-committee will establish a communication and feedback loop between all teachers that provide direct instruction to the student and support a successful transition.

PROFESSIONAL DEVELOPMENT

Educators are seeking professional development that is directly relevant to their specific roles and the subjects they teach. They express a desire for training that is tailored to their needs, with a focus on practical applications that can be implemented in the classroom. This includes a call for more opportunities for specialized positions, such as paraprofessionals, and subject-specific training, particularly for arts and special education. There is a demand for professional development to be more flexible and accessible, with options for training outside of working hours and a reduction in the administrative burden associated with professional development. Educators also express a desire for more choice in their professional development opportunities, allowing them to select training that is most beneficial to their practice.

41. BPS will allow teachers to utilize PD time to complete activities related to obtaining licensure such as taking and preparing for the MTEL, if additional licensure is required for continued employment
42. All educators will be provided opportunities for special ed PD for inclusion — i.e. Training on accommodations, co-teaching, UDL, SEL.
43. Synchronous PD for all district curricula will be available at least quarterly, and always available asynchronously.
44. Establish a minimum number of staff in each building that are trained in trauma sensitive care, including but not limited to de-escalation training (i.e. Safety Care) and provide compensation for attendance and completion
45. Provide differentiated PD including for educators, paraprofessionals, substitutes, voc-ed educators, veteran educators, new educators, family liaison etc. that are role specific.

EVALUATION

Educators are looking for professional development that supports their growth and development as professionals. This includes a desire for constructive feedback, opportunities for collaboration and sharing of best practices, and training that is aligned with current educational trends and research. Educators want evidence based, high quality professional development that is taught by highly qualified experts. PD should be well-thought out and include strategies/tools/resources that can be brought back into the classroom.

46. Professionals should be evaluated by professionals who are certified and licensed in the same area (nurses, social workers, school psychologists, and related service providers).
47. Support for improvement and feedback should be given (i.e., more instructional and less punitive). There needs to be transparency regarding suggestions for improvement and feedback following evaluations.
48. Equitable mentoring compensation should be accessible to all educators, which include related service providers

49. BPS will provide all social workers within their first three years of licensure their required supervision.

INADEQUATE SAFETY PROTOCOLS AND TRAINING

Current safety protocols, especially for emergency situations, are deemed insufficient. Educators highlight the need for comprehensive safety plans, better communication systems during emergencies, and proper training to handle violent situations and diverse student needs.

50. All BPS school buildings will have functional and sufficient building security that includes secure exits and doors that properly lock at all access points to the building.
51. Every school will have clear and consistent protocols and processes for what happens when violent incidents occur. Protocols that include response for students that are involved, students that are impacted, families, whole school community, and staff

EQUITY AND RESPECT FOR EDUCATORS

Vision: Our students and educators deserve safe, healthy school buildings with adequate space to meet all students' needs and allow them to thrive. Our educators and staff deserve to be treated like professionals and to be compensated fairly for all the work they do — including labor outside of school hours. Our students at autonomous schools deserve experienced educators who can tailor the curriculum to meet their needs and who don't turn over from year to year. BTU members are fighting for healthy, thriving buildings for healthy, thriving students. This includes extensive renovations, equitable resource allocation, upgrades to air quality and temperature control systems, and adequate space for all educators to work with students to promote their growth and learning. We are fighting for a livable and equitable wage for all members, and additional protections for members at autonomous schools, who deserve compensation for all additional hours worked and protections from dismissal without cause, while maintaining autonomy over curriculum.

PROFESSIONAL AND PERSONAL FINANCIAL STABILITY

Educators express a strong need for salary increases to keep up with the rising cost of living and inflation in Boston. They highlight the financial strain of living in one of the most expensive cities in the United States, emphasizing the difficulty in covering basic necessities and housing costs. Educators express a desire for financial stability, highlighting the need for a salary that allows them to support their families, pay off student loans, and save for the future. They also mention the financial burden of purchasing classroom supplies out of their own pockets.

52. General Wage Increase
 - a. Our proposal: The BTU proposes a strong and equitable general wage increase for all employees on Sept 1 of each year of the CBA that allows employees to keep pace with the increasing costs of living in our area and contributes to pay equity for our lower-paid members.

- b. Make Schedule: A teacher salary scale 10.26% above the traditional salary scale so pay is proportionate to additional hours worked.
- c. Educators in Autonomous schools will be compensated at their pro rata rate for all additional time.
- d. Paras: In addition to the general wage increase, add \$4/hour in each year for paras.

53. Salary Steps & Lanes

- a. Add \$3,000 to every lane for teachers at Step 1 and \$1,000 to every lane at Step 9.
- b. ABAs: Add two new salary lanes for ABAs (B+15 and Masters) at 5% above the previous step.
- c. ABAs: Eliminate steps 1-3 for ABAs and move all up to the new appropriate step.
- d. Paras: Paras move up a step every one year instead of every three years.

54. Career Awards

- a. Add 34 year career award for paras at \$4,850
- b. Adjust teacher career awards as follows:

After 1 year at maximum.....	\$2,000
After 11 years	\$2,500
After 14 years	\$3,000
After 17 years	\$3,500
After 20 years.....	\$4,000
After 23 years.....	\$4,500
After 26 years.....	\$5,000
After 29 years.....	\$5,500

55. Miscellaneous

- a. Compensation to be determined through bargaining for paras who are being used for translation
- b. For every student over the class size limit, a classroom paraprofessional assigned to that class will receive \$1,000, indexed to rates and differentials.
- c. Change Article V B 18 to increase \$200 for related service providers to \$400 annually.

- d. All teachers who have completed one year of service are eligible for tuition reimbursement of \$1,000 annually.
- e. Paraprofessionals will have the same number of personal days as teachers and ABAs (4).
- f. Cluster substitutes and long-term substitutes shall have access to a personal day.
- g. BTU members who went on parental leave during the 2021-2022 school year and would have been eligible for the parental leave policy that is currently in place will have any days they used, up to 45 days, returned as sick days.
- h. Increase debate coach stipend to \$3,800 and add: "A joint committee shall meet and review all non-athletic extracurricular stipends across the district and make recommendations for revised stipend amounts that ensure equity ."
- i. Change leave for family illness from the current 30 days to 60 days to allow BTU members to take the equivalent of FMLA leave for family illness.
- j. Paraprofessionals shall be eligible for the early notification of retirement incentive in the same manner as teachers.
- k. Coverage pay for paraprofessionals shall increase from \$13 to \$17 per hour.
- l. All BTU members should be allowed to go back 5 years for back pay and overpay is 3 months.

56. Improving Transparency and Clarity

- a. Revise and clarify Schedule A language to eliminate all the transition language and modify the TFT language and make it more easily comprehensible.
- b. Stipends shall be clearly labeled on pay stubs and paid within 30 days:
- c. Proposed language: New Article VIII F 14: "All stipendiary work shall be paid within 30 days of completion, and payment shall include a description of the stipended work."
- d. Revise Article VIII A as needed to make language on Step Placement and Advancement comprehensible.

BUILDING CONDITIONS AND MAINTENANCE

Widespread reports of deteriorating school buildings, with urgent needs for renovations and quicker responses to maintenance requests. Issues include peeling paint, crumbling infrastructure, and pest infestations. Inadequate space and insufficient resources for staff and students, affecting specialist teachers and support staff. A need for more private spaces, updated bathrooms, and additional teaching areas. Poor air quality, lack of proper ventilation, and issues with temperature control, alongside challenges with parking and accessibility for staff. These factors contribute to an uncomfortable and potentially unhealthy work environment.

57. For teacher contract: No class or instructional services shall be mandated or forced to be performed in hallways. No BTU member may be required to work in hallways.
58. For ABA contract: No ABA Specialist will be mandated to provide student services in hallways.
59. All PE teachers will have an assigned space for their classes.
60. All classrooms and places where students and staff work and learn shall have air conditioning.
61. All non-functional doors, windows, shades, closets, clocks, PA systems, toilets, water filtration systems, leaks and outlets will be repaired within 60 days of reporting.
62. All schools shall have access to permanently installed drinking fountains and water bottle filling stations with filtration systems.
63. The city will commit a minimum of \$X billion every year towards building renovations and construction for the next 10 years.
64. Parking: The City of Boston shall provide BTU members in schools with limited parking (defined as fewer on-site parking spaces than the total number of staff), with a window sticker that allows them to park in resident-only spaces and to remain in time-limited parking spaces for up to 8 hours during school hours on school days.
 - a. BTU members who work in schools with fewer on-site parking spaces than the number of staff will be reimbursed for their out-of-pocket parking costs on school days.
65. Boston Public Schools must have X number (to be defined through bargaining) of community forums, town halls, presentations to the school community before any closure/merger/reconfiguration/relocation AND they must provide the BTU with evidence of having met with at least 60% of a school's educators, parents and students either through attendance at these forums/town halls/presentations. The community should be notified within two weeks by email, robo call and letters home with students. A follow up robocall should occur the 24 hours before as a reminder.
66. Appropriate, private office space and necessary equipment including but not limited to a desk, landline telephone, locking file cabinet, will be provided for all social workers, including transformation social workers and SLIFE social workers.
67. All ABA Specialists shall have a private, secure, locked space to store their personal belongings and work materials.

AUTONOMOUS SCHOOL WORKING CONDITIONS, AUTONOMIES, AND DECISION-MAKING

Educators are concerned about their working conditions, emphasizing the need for better compensation for extended working hours, equitable pay, and clear

guidelines on job security and seniority. They express a desire for transparency in salary grids and salary increases that match the rest of the district. There is a call for more autonomy in curriculum choices, academic programs, and hiring processes. Educators want a say in how their schools are run, including decisions on space utilization, teaching assignments, and involvement in committees and protocols.

68. All pilot/charter/innovation/turnaround or other autonomous school agreements will default to the BTU contract for all things not specifically exempted in their ETWA, MOA, innovation plan or other working conditions document.
69. All autonomous school working condition agreements must be posted on the BPS website before March 1 for the following school year.
70. Autonomous schools shall follow the contractual procedures for excessing.
71. Schools will have the ability to vote to come out of pilot status by 2/3 vote of BTU members in the school.
72. The School Committee will not renew charters or innovation plans of Horace Mann Charter Schools and Innovation Schools that have work hours or a work year longer than those in this contract.
73. Autonomous schools will use average salary for budgeting purposes, rather than actual salary.

SUSTAINABLE WORK AND WORKING CONDITIONS

Vision: Our students deserve well prepared, rested, and engaged educators that have the mental capacity to provide the highest quality and most engaging instruction for all students. Our educators deserve equitable workloads and planning time that allows them to plan, prepare, and present lessons that are accessible to all learners in that they are multimodal, culturally relevant and engaging. In order to meet these necessities, BTU members are fighting for smaller class sizes and lower caseloads so that we can meet students' needs and create better environments for all as well as more time to prepare lessons, align work with their colleagues, and communicate with families within school hours. Furthermore, we are requesting an equitable 6 hour school day across the district to increase student focus in schools and family engagement outside of them.

OVERWHELMING CLASS SIZES AND CASELOADS

Teachers and specialists are handling large numbers of students, often exceeding recommended or manageable limits. This includes both general education and special education settings, leading to burnout and hindering the ability to provide individualized attention and support.

74. Special Ed/Sub Sep Class Size Reduction
 - a. Substantially separate

- i. Modify Article A 1 by adding a section that says (After current language regarding special ed class size) "However, substantially separate classes shall have a limit of 8 students with a paraprofessional." AND all current practices regarding class size and paraprofessional assignments for substantially separate classes will be codified in the contract.

b. ABA

- i. Establish an ABA caseload maximum of 12 students.

75. Overall Class Size Reduction/maximum by grade band

- a. Class size limits at all grade levels above K1 shall be 18, with no more than 5 students on an IEP per classroom, with an overall maximum of ____ for secondary and specialist teachers
- b. K0 and K1 shall have a class size maximum of 15
- c. SLIFE class size maximum of 15

76. Overall caseload reduction

a. Individual caseload cap

- i. Resource Room Teachers: 22
- ii. ESL pullout teachers: 24
- iii. Mental health professionals: 25
- iv. RSPs: SLPs:

40 systemwide, 45 individual

OTs 30 systemwide, 40 individual

PTs 28 systemwide, 35 individual

b. Nurses

- i. The District will fund adequate nursing positions to meet the needs of every student. The upper limit of nurse to student ratio in any school can be no greater than 1:400. The appropriate level of annual school nurse (SN) staffing will be determined by considering the numbers of students with chronic medical & mental illness conditions, socioeconomic struggles, housing struggles, equity issues such as limited access to health care outside of school, and other factors that increase the workload of the school nurse. The District and the BTU will develop and approve an assessment tool that will be utilized to determine nurse staffing for each school.

c. Mental Health Professionals

- i. The clinical caseload limit for Boston Public Schools Full Time Social Workers in terms of individual and group counseling sessions shall not exceed 12 sessions per week.

LENGTH OF WORK YEAR & HYBRID WORK

Educators are expressing a need for work-life balance. The overwhelming workload and lack of sufficient planning time are leading to burnout and stress. Educators are calling for a reevaluation of their schedules and responsibilities to ensure a better work-life balance, highlighting the need for more support and realistic expectations.

77. Hybrid/Remote Work Options

- a. Non school-based staff, including but not limited to TOs and ATs, will be able to create a rotating schedule with the ability to work remotely up to 3 days per week

78. Length of work year No BTU member shall be required to work more than 210 days out of the calendar year. No member will lose pay if this provision results in a reduction of their work year.

- a. Supervisors of Attendance will only be required to work 183 days.
 - i. Cut Contract Language: The Supervisors of Attendance shall work each day scheduled in the school calendar, except snow days, normal school holidays, and school vacations.

79. Release Days

- a. Early Release before Thanksgiving for ALL BTU members
- b. Family/parent teacher conferences will happen twice a year. Once in the Winter and once in the Spring. Conferences will span over two days, one of which will be a half day and one of which will be a late day, where educators are compensated to stay late.
- c. Remove the word "consecutive" school days immediately preceding, following or including the day of the death from bereavement language in all units (pg. 189, 168, 152, 119)
- d. Amend Article VIII, P5d as follows: "...the committee shall provide employees who observe religious holidays that occur when schools are open up to (2) days without loss of pay or personal leave. When religious holidays occur on a weekend, the employee may take the observation on the Friday or Monday."

80. Schedule

- a. In all four contracts (but cluster subs only) On the first day of reporting to work for each school year, all employees will be provided with their workday begin and end time, all required work, including but not limited to required professional development sessions and family information sessions, for that school year. Additionally, all employees will be provided with their full salary, including career awards, differentials, and additional payments (including but not limited to stipends, autonomous school pay, etc).
- b. Librarians will be allowed to have a responsive schedule.

81. Family Liaisons Work Year and Day

- a. Family Liaisons will have clear contractual language, job description, and working conditions. Family liaisons will receive overtime pay at their contractual rate for any hours worked over 8 hours a day, which will be paid according to the state's overtime law for hourly workers.
- b. BPS OHC and Payroll will honor the scheduling arrangements for the 25 days outside of the school year made collaboratively between family liaisons and principals/headmasters.

CONCERNS ABOUT START TIME, END OF DAY IMPACT, AND EXTENDED LEARNING TIME

Many educators express a desire for a later start to the school day, emphasizing the positive impact it could have on students' sleep, focus, and overall well-being. There are concerns about how later end times affect student and educator capacity, potentially negatively impacting extracurricular activities, family time, and students' ability to complete homework. There is a call to end extended hours. Educators cite concerns over student learning, collaboration with families, mental well-being, staff retention, and behavior due to the length of the school day as well as a lack of data to support the instructional impacts.

82. School Hours

- a. No school day will end after 3:30. All students will be able to participate in free before and/or after school programming with bussing, while allowing for flexible scheduling for staff.
- b. All BPS schools will have a monthly early release day for PD, replacing after school or summer PD
- c. No elementary school specialist will be required to teach for more than 144 Consecutive teaching minutes.
- d. All ABAs are entitled to one ten (10) minute break during their service delivery schedule hours.

- e. Fix “Length of the School Day” in Article V E so it is clear and reflects the existing reality.

INSUFFICIENT PLANNING AND PREP TIME

Educators consistently report that the time allocated for planning and preparation is inadequate. They find themselves taking work home, working during weekends, and spending unpaid hours to complete their tasks. This includes time for grading, planning lessons, and fulfilling administrative responsibilities. The workload is further exacerbated by additional duties such as meetings, covering classes, and other responsibilities that eat into the already limited planning and prep time. Educators express frustration over the constant juggling of tasks and the impact on their ability to effectively plan and prepare for their classes.

83. Co-planning

- a. For each school site that a related service provider is assigned, they will be given x number of minutes per week where they can consult and collaborate with their students’ teaching team. When possible, this time will be aligned with CPT for their students’ teaching teams.
- b. Paras: Paraprofessionals shall be scheduled for at least one planning period per week concurrent to a planning period of their teacher or teaching team

84. More Planning/Prep Time

- a. ABAs
 - i. ABAs shall have an additional hour per week of planning time.
 - ii. Individual student service hours for any single ABA shall not exceed _____ per week per ABA”
 - iii. ABA Specialists who complete reports for more than 11 students shall receive compensation as follows:
 - i. 12 – 15 reports = 2 hours at the ABA Specialists’ pro rata rate
 - ii. 16 – 19 = 4 hours
 - iii. 20 – 23 = 6 hours
 - iv. 24+ = 8 hours
- b. Mental Health Professionals
 - i. P&D times, which shall be no less than one period per day, shall be provided for Social Workers, School Psychologists and COSEs. P&D time for these groups shall be protected time and they will continue to maintain the right to design their own schedules. Missed P&D periods will be subject to compensation when missed.

- c. Nurses
 - i. Nurses shall have 45 minutes dedicated and uninterrupted P&D time each day for documentation, student case management, & health care plan development.
- d. Paperwork
 - i. BTU members shall not be required to upload or enter the same data in more than one platform.

EXCESSIVE WORKLOAD AND RESPONSIBILITIES

Educators are overwhelmed with high caseloads, paperwork, additional duties, and the expectation to fulfill various roles beyond teaching. This includes administrative tasks, handling behavior issues, and providing emotional support to students. Many responses point out the extensive hours educators put into their work, often extending beyond the standard workday. They emphasize the need for compensation that reflects their investment of time and effort, including preparation, planning, grading, and additional responsibilities.

85. Special Ed

- a. 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. Students who are grouped for providing ABA services must have program objectives that are aligned with each other. In no case may more than two students be grouped for the purpose of providing services. 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.”

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

DESE – Department of Elementary and Secondary Education

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

ILT – Instructional Learning Team

IPT – Inclusion Planning Team

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

LATF – Language Acquisition Team Facilitator PD - Professional Development

ML – Multilingual Learner

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

