

MEMO

To: Richard Stutman, BTU President

From: Carol R. Johnson, Superintendent

Re: Draft Underperforming Schools Proposals Regarding Working Conditions

Date: April 10, 2010

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CONFIDENTIAL

**10. Contract and Working Condition Changes Proposed**

To implement the feature described above, the following changes to the collective bargaining agreement and/or working conditions will be proposed:

**Notwithstanding anything to the contrary in the collective bargaining agreement between the Boston School Committee and the Boston Teachers Union, the parties agree to the following:**

**WORK DAY, WORK YEAR and SCHEDULE**

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A. The Principal/Headmaster in an Underperforming School shall establish the master schedule.

B. Instructional Leader

- i. BPS may establish the position of "Instructional Leader" and assign these individuals to Underperforming Schools.
- ii. "Instructional Leaders" shall be BTU positions.
- ii. An Instructional Leader's work year shall be up to 210 days.
  1. Compensation for master teachers will be by stipend in the amount of \$6,000.
- iii. The Instructional Leaders' schedules and duties shall be established by the Administrator of the Underperforming School in consultation with the Instructional Leaders.
- iv. The designation of Instructional Leader shall be year-to-year. BPS shall notify an Instructional Leader if their designation will continue for the following year by or before April 15. This designation shall be at the sole discretion of the Superintendent or her designee and shall not be grievable or arbitrable.

C. Work Day for BTU Members

- i. The building administrator shall establish the work-day and work-year for BTU staff at Underperforming schools.
- ii. The teacher's work-day at Underperforming schools may be up to 1 additional hour without additional compensation.
- iii. Paraprofessionals at Underperforming Schools may also work up to 1 additional hours at Underperforming schools without additional compensation.
- iv. Nurses, Guidance Counselors, and other BTU staff may have their work-day increased by 1 hour without additional compensation.
- v. Teachers in Underperforming Schools may be required to maintain at least 45 minutes of open office hours during the week.
- vi. Except for the first year a school is designated as underperforming, teachers at schools designated as underperforming will be notified by February 1 regarding their schedule, including any additional hours.
- vii. Teachers at Underperforming Schools may teach more than 240 minutes per day and may teach more than 160 consecutive minutes.
- viii. BTU representatives at Underperforming Schools shall address any Union issues before or after the work day.
- ix. Teachers may be expected to model lessons for fellow staff members.
- x. Elementary teachers at Underperforming schools may be assigned bus duty.

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Professional Development

- i. Teachers at schools designated as underperforming shall be responsible for fifty (50) hours of professional development. Beyond the regular school day and year. The content and schedule of these hours shall be established by the building administrator in consultation with the staff.

#### E. Classroom

- i. Class size maxima for SEI classrooms shall be the same as those maxima established for regular education.

#### F. SEIMS

- i. The SEIMS language in the Collective Bargaining Agreement shall not apply to Underperforming Schools.

#### G. Inclusion Model of Instruction

- i. The building administrator may establish an inclusion model of instruction at an Underperforming School.

H. Planning/Assessments

- i. Teachers shall create individual student intervention plans based upon classroom assessments. These plans shall be made available to the building administrator upon request at times during the school day when the teacher is not using such plans.

I. SEI Training

- i. Teachers at turnaround schools shall be licensed in ESL or complete SEI category training by December 31, 2010. Teachers shall be responsible of obtaining this licensing or training on their own time.

J. Common Planning Time

- i. Teachers shall have two common planning period per week and three planning and development periods per week.

K. Parent Teacher Meetings

- i. There shall be a minimum of one open house and three parent teacher conferences as well as other frequent contact with parents as needed.

L. Staggered Start Time

- i. Principals and headmasters shall establish the reporting time for each staff member.

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STARTING

A. Reassignment:

- i. Teachers at Underperforming Schools shall not have attachment rights to their positions.
- ii. All staff shall reapply for their positions during the first year a school is designated by the DESE as “underperforming.”
- iii. Principals may excess teachers from schools designated as “underperforming” by February 1<sup>st</sup>.

B. Vacancies:

- i. The provisions of the Collective Bargaining Agreement regarding layoff and seniority shall not apply to positions at schools identified as “Underperforming.”

**3. Compensation**

A. “Pay-for-Excellence”

- i. The BTU and BPS shall develop a compensation program that rewards school teams for specific performance metrics. This program shall be subject to available funds.
- B. Step Increases
  - i. Teachers at Underperforming Schools shall not advance a salary step unless that teacher's most recent evaluation prior to September 1<sup>st</sup> reflects a rating of overall "Meet Standards."

#### **4. Evaluation**

- A. Process
  - i. The Parties acknowledge that the attached process shall be used to evaluate teachers at Underperforming Schools.
- B. Instrument
  - i. Teachers at BPS may be evaluated using a revised evaluation instrument beginning on September 1, 2010. An element of the evaluation shall be based upon student growth data.

#### **5. Changes to the Plan**

- A. The Superintendent reserves the right to request bargaining and other flexibilities regarding a change to a working condition or provision in the collective bargaining agreement not addressed in this plan at a later date should the Superintendent feel that such a change is necessary to maximize the rapid academic achievement of students in underperforming schools.

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