

Preamble: A Shared Commitment to Educational Achievement

The Challenge

The Parties to this agreement share a fundamental and abiding commitment to the education of the children of the City of Boston. They recognize and greatly appreciate the extraordinary commitment of teachers and administrators in the system. They take pride in knowing that the Council of Great City Schools has rated Boston's Public Schools as among the best urban schools in the nation.

Yet the parties to this agreement believe that being the best, in this case, is not good enough. They recognize that the Boston Public School system as a whole must do more to meet the needs and expectations of the community. In absolute terms, dropout rates are high, graduation standards and college matriculation rates are low, and the skills and prospects of many students in the system are well below their potential.

This contract is dedicated to doing better.

A commitment to change, however, is not enough. Our 1989 – 1992 contract was also intended to promote change, and it accomplished less than was hoped. There are lessons in that experience, and they are reflected in this agreement. Change will not come of its own accord; it requires intensive, carefully planned, and skillfully executed implementation. Strong, consistent leadership and widespread training is needed to transform the traditional labor management culture. To achieve real educational improvement, the parties and the community will have to work together collaboratively.

The challenge is great. Many students arrive in school hungry and with serious health and nutritional problems. Many lack a stable home environment. Some are victims of neglect or abuse; many require counseling. Their trip to and from school is often dangerous and fraught with deadly temptations. Many must work at after-school and weekend jobs to help support their families.

While most parents are deeply committed to their children's education, many are unsure of how best to support their children's performance. Many parents seek out contact with teachers and are effective advocates for their children, but others avoid contact, finding schools intimidating.

Teacher training programs seldom address such problems, and as a result some teachers may feel overwhelmed and unprepared for dealing with them. Teachers may also be unsure about how most effectively to communicate support and encouragement to students and parents whose linguistic, ethnic, or economic background differs from their own.

In the face of these challenges, urban schools are often offered fewer resources than suburban schools to achieve their educational goals. When their results in absolute terms are less, they are labeled "failures," even when they achieve enormous improvement over their starting point. No party benefits from this situation.

However great the challenge may be educating a Boston student to his or her full potential, the parties to this agreement are determined to tackle it. This agreement is designed to facilitate whatever change and experiments may be needed. The parties to this agreement invite the rest of the community to join in this effort. Working together, success is possible.

Some Basic Educational Principles

In pursuing their shared goal of education achievement, the Committee and the Union share certain fundamental assumptions about education philosophy and the nature of their joint task that should inform the interpretation and implementation of this Agreement:

The Importance of School-Based Decision-Making. The school is the point of delivery for the services provided by the school system. Within the bounds of law and economic efficiency, decisions affecting the educational process and the delivery of services can and should be made at the local level, with corresponding accountability for the results achieved. The staff on the scene have the most information about the situation and are therefore best positioned to craft appropriate and effective strategies for the tasks at hand.

The Importance of Flexibility. The background and skills of staff, students, parents, and administrators vary widely, as do the dynamics of groups. Likewise, facilities and programmatic objectives vary from school to school. The experience of educators in this and other systems demonstrates that there is no one best way to organize a school, a classroom, or any educational activity. Therefore, consistent with the philosophy of local decision-making, each school should have as much flexibility as possible to work out its own structures for governance and education.

The Importance of Professional Development. Professional development programs need to prepare our teachers and administrators adequately to deal with the challenges of urban education in a multicultural and multilingual environment. And as in many other fields, staff and administrators need help in developing effective collaboration that does not founder in either adversarial battling or endlessly protracted decision making by committee. In order to serve all students we must ensure all educators have the training and skills to deliver high quality instruction. This includes ensuring educators have access to strong professional development, access to high quality instructional materials and retaining and recruiting a diverse educator corps.

The Importance of Parent Involvement. Schools cannot do the job of educating children without the full support and involvement of parents in their child's education. Much needs to be done to organize and restructure schools and the school-home connection so that parents and teachers become effective teams in working actively and long-term to develop, monitor, and stimulate the implementation of a personal growth plan for each child.

The Importance of Accountability for Quality and Performance. In their 1989 – 1992 agreement the parties greatly strengthened the accountability of participants in the school system by requiring that each school create an Annual Education Plan, by offering detailed guidelines for school performance assessment, and by creating School Intervention Teams to assist and, if necessary, make recommendations to restructure schools in trouble. As these measures have been implemented, they have increasingly demonstrated powerful potential for driving school improvement.

This agreement builds on the existing structure to further increase the accountability of participants in the school system, recognizing that there are some challenges and dilemmas inherent in this goal. For example, teachers should be accountable for the progress of their students. Yet students should also be accountable for their progress. Students who know there is no firm commitment to standards for either behavior or achievement are less likely to take such standards seriously. Likewise, family involvement and support is strongly linked to student success; therefore parents should also be accountable for the behavior and progress of their children. Teachers should be accountable for encouraging and facilitating parental participation and support of their children.

The community should also be held accountable for making available the resources needed to meet the health, nutrition, social, parenting, and other needs of Boston's children and their families, as well their educational needs with time, staff, and facilities adequate to the task. It is unrealistic to expect urban schools to achieve results without the resources to create a level playing field with their wealthy suburban counterparts.

While competition and incentives can motivate performance, the parties do not want to do anything that would inhibit staff and schools from working together cooperatively and learning from each other. It is not necessary, and in fact not acceptable to structure an incentive system that requires there to be “winners” and “losers.” We want all students and staff whose efforts earn it to be winners. Therefore, for example, the emphasis in this agreement is on school accountability, although there are also mechanisms to recognize outstanding staff and to improve or terminate unsatisfactory staff.

A Shared Commitment to Diversity. Recognizing the diverse and multicultural nature of Boston and the families involved with its schools, the parties each renew their commitment to maintaining a school system that treats each student, parent, and employee with respect, dignity, and sensitivity to their unique needs and culture. Each party encourages the other to pursue initiative within their purview to meet this goal and to make suggestions for how the other might do so.

The Inadequacy of Available Resources. The parties firmly believe that whatever progress can be made with the resources currently available to children in the Boston Public Schools and their families, those resources are inadequate to the task of educating children to their full potential. An appropriate level of funding could support the hiring of more teachers, a longer school day and year, the creation of alternative schools, including residential programs, greater family support services, and an enriched and more in-depth curriculum, including many more activities beyond the school site.

The parties nevertheless accept their responsibility for doing as well as possible with the resources now available, for demonstrating achievement as part of persuading the community that additional resources will make an important difference, and for diligently seeking a more adequate and secure source of revenue. They recognize that such an attitude and performance will enhance the possibility of additional resources being made available.

The Need for a Collaborative Working Relationship. Historically, the Committee, the School Department, and the Union have had an adversarial relationship. Despite considerable improvement in recent years, the challenge remains to overcome vestiges of a litigious and suspicious culture focused on work rules, hierarchical power, and resistance to change by both parties. This consumes scarce resources and gets in the way of educational innovation and achievement.

The parties are committed to developing a collaborative working relationship at all levels of the system during the life of this contract. An effective working relationship is one in which the parties work together with mutual respect; clear and direct communication; a willingness to listen, understand, and consider a differing point of view; a habit of checking out assumptions before reaching conclusions about another party; a commitment to integrity, reliability and solving each problem on its merits; and in general the ability to resolve differences effectively while working to achieve a common goal or vision – to disagree without being disagreeable.

Developing or maintaining such a relationship does not require any party to give up their right to differ or their role as advocates for those they represent. It does require a willingness on each side occasionally to do what makes sense, even though it is painful. Mostly, however, it requires parties to change how they deal with each other, seeking to persuade and solve problems jointly, rather than to attack, disadvantage, and coerce each other. Rather than being seen as adversaries, teachers and administrators should be seen by the public and themselves as professional colleagues who sometimes disagree, but who share a common purpose and dedication to educational achievement.

Respect and Dignity. The BPS and the BTU recognize the dignity and worth of every person. The aim of this policy is to create a workplace climate of understanding and mutual respect for the dignity and worth of every person so that each person is able to contribute fully to the development and well-being of the students of the City of Boston.

**AGREEMENT
BETWEEN
THE SCHOOL COMMITTEE
OF THE CITY OF BOSTON
AND
THE BOSTON TEACHERS UNION,
LOCAL 66, AFT, AFL-CIO**

**Article I
Purpose and Scope of Agreement**

A. Recognition and Duration

This Agreement is made and entered into on the 21st day of March, 2025, by and between the School Committee of the City of Boston (hereinafter referred to as the “Committee”) and the Boston Teachers Union, Local 66, American Federation of Teachers, AFL-CIO (hereinafter referred to as the “Union”). The agreement was ratified by the Union on the 9th day of April, 2025, approved by the Committee on 16th day of April, 2025, and funded by the Boston City Council on the 7th day of May, 2025. The Committee recognizes the Union as the exclusive bargaining representative for all those persons in the bargaining unit which consist of those covered by Groups I, 2A-2B of the salary schedule (1963-1964) of the Boston School Committee, excluding Assistant Principals and Coordinators, but including nurses and supervising nurses, provisional teachers and nurses, substitute teachers and nurses on a one-year’s assignment, teacher-coaches, teachers and nurses in Summer and Evening Schools, Adult Learning Center educators, swimming instructors, E.T.F.s, certain employees from the Department of Implementation, investigative counselors, security specialists, supervisors of attendance, clinical coordinators and lead sign language interpreters. The jurisdiction of the Union shall include those persons now or hereafter who perform the duties or functions of the categories of employees in the bargaining unit, regardless of whether these duties or functions are performed by present, or modified, or new processes or equipment.

This agreement and each of its provisions shall be in effect as of September 1, 2024, unless otherwise so stated, and shall continue in full force and effect through August 31, 2027. Negotiations for a subsequent agreement will commence on or after December 1, 2026 upon the request of either party.

This agreement and each of its provisions shall be in full force and effect from the period of September 1, 2024 through August 31, 2027.

B. Purpose

The purpose of this agreement is to promote the parties’ joint goal of achieving the best possible education of the children in the Boston Public Schools by structuring an effective and professional working relationship between the parties. That relationship should help the school system achieve maximum benefit from the combined expertise and coordinated efforts of the parties. It should also ensure fair and equitable compensation and fair and professional treatment for those employees represented by the Union.

C. Scope

The Committee and the Union agree that they have a common public and educational area of concern in addition to economic matters such as salary and working conditions. This wider area of professional concern is to be approached constructively toward the goal of educational excellence.

To this end, the Union will from time to time present to the Committee or its designated representatives, views and suggestions on certain school problems clearly within its knowledge and province as the agency in the school system having the closest overall contact with the classroom teacher. Subjects considered to be within the scope of such initiation and discussion are: recruitment of qualified teachers, class size, operation of difficult schools, standards of physical and housekeeping environment and amenities on school premises, relief from non-teaching tasks, all matters related to school-based management, and an increasingly effective curriculum. Periodic consultation will take place without trespass or interference upon the distinct and special powers and duties of either party in the process.

It is hoped that this continuing consultation throughout the school year will contribute to the enhancement of public education in the City of Boston.

D. Management Rights

Except as otherwise provided in this Agreement, the Committee and the Superintendent retain all powers, rights, duties, and authority that they had prior to entering into this Agreement or its predecessors. Such rights of the Committee and the Superintendent include but are not limited to the right:

- to establish educational policy;
- to establish the standards and qualifications for hiring and promotion;
- to determine the size of the work force consistent with the terms of this Agreement;
- to establish job duties for new or substantially changed positions (except that changing the duties of existing positions shall be subject to collective bargaining to the extent required by law);
- to determine which textbooks shall be used in the schools;
- to prescribe curricula and rules governing student discipline; and
- to establish educational programs and to determine the number, age, and qualifications of pupils to be served by any such programs.

E. Handling of New Issues

Matters of collective bargaining import not covered by this Agreement may, during the life of the Agreement, be handled in the following manner:

By the Committee: Except as any change may be commanded by law, the Committee will continue its policies as outlined herein. With respect to matters not covered by this Agreement which are mandatory subjects for collective bargaining, the Committee agrees it will make no changes without prior consultation and negotiation with the Union.

By the Union: In any matter not covered in this Agreement which is a mandatory subject for collective bargaining, the Union may raise such issue with the Committee for consultation and negotiation; except that (other than as set forth later in this section E) the Union shall not renew or seek to renew any question introduced, debated, and settled, either negatively or affirmatively, during the bargaining prior to final settlement. This restriction shall not apply to the areas outlined in section C above as subjects for continuing consultation.

Being a mutual Agreement, this instrument may be amended at any time by mutual consent.

F. Savings Clause

If any provision of this Agreement is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, and substitute action shall be subject to appropriate consultation and negotiation with the Union.

In the event that any provision of this Agreement is or shall at any time be contrary to law, all other provisions of this Agreement shall continue in effect.

G. Preservation of Existing Laws and Regulations

The rights and benefits of persons provided herein are in addition to those provided by City, State, or Federal law, rule, or regulation, including without limitation all applicable tenure, pension, or education laws and regulations.

The School Department shall identify by February 1 of each year those bargaining unit members who are affected by the School Committee's policy on the employment of relatives. The Department and the Union shall meet to discuss the appropriate reassignment of affected members.

H. Definitions

The term "school" as used in this Agreement means any work location or functional division or group in which a complaint or grievance may arise.

The terms "Principal," "Headmaster," and "Director" as used in this Agreement mean the responsible administrative heads of their respective district, school, or department.

The terms "teacher" and "person" as used in this Agreement mean a person employed by the Committee in the bargaining unit as defined in Article I.

The term "nurse" as used in this Agreement means any person employed by the Committee in the bargaining unit as defined in Article I. The provisions of this agreement that apply to teachers and/or persons shall apply to nurses except:

- Article V(A)(1), Class Size;
- Article V(A)(3)(b)(1), Planning and Development Periods;
- Article V(A)(3)(c), Administrative Periods;
- Article V(A)(3)(d), Normal Teaching Load; and
- Article V(A)(5), Teacher Assignment Procedures.

The term "Union Representative" as used in this Agreement means the Union building representative or her or his designee, or an elected or appointed representative of the Union or any of its affiliates.

Wherever the singular is used in this Agreement it is to include the plural. Whenever a personal pronoun is used in this Agreement it is to include employees of any agenda.

Any reference in this Agreement to any provision, section, or other part of the Agreement intends to refer to the entire provision or other part unless specifically stated to be otherwise.

Article II

Developing and Maintaining Effective Working Relationships

A. Governing Philosophy

To achieve the goals of this Agreement, more effective working relationships must be forged between and among parents, teachers, students, building administrators, the Superintendent, other School Department personnel, the Union, the School Committee, and the community at large.

B. Mechanisms to Insure Joint Problem-Solving

1. Consultation

Whenever possible, the parties agree to consult before deciding on any issue that impacts the other. The goal of this provision is effective communication, preventing surprises, and more informed decision making. It does not require either party to give up any right to act autonomously that they might otherwise have, nor does it require either party to approve of any action the other proposes to take. The leadership of each party shall seek to set an example in achieving this goal and to encourage others in the system at all levels to incorporate such an approach into their ways of working.

The Superintendent and the President of the Union together with appropriate members of their respective staffs agree to meet regularly (at least monthly) to monitor the progress of the mutual goals espoused here and the operation of the school system in general, and to consult about the inevitable issues that will arise in the operation of this Agreement.

2. Steering Committee

A joint BTU/BPS/Parent/Student Steering Committee will develop and implement policies and guidelines and generally oversee the implementation and operation of school-based/shared decision-making and all other joint committees established under this Agreement. This Steering Committee shall be composed of the Superintendent of Schools and the President of the Teachers Union, who shall serve as co-chairs, up to five additional members who shall be representative of the diverse and ethnic constituencies of the parties, and shall include five parents and two students who shall be representative of the diverse racial, ethnic, and Program (including Special Education and English Language Learners) constituencies of the District. Decisions of the Steering Committee shall require the concurrence of the Superintendent and the President of the Union.

The Steering Committee may appoint subcommittees, designate alternate members for tasks involving special expertise, and otherwise adopt whatever procedures further its smooth, effective, and efficient operation. It shall endeavor to operate by consensus as a role model for school-based shared decision-making groups.

The Union and the School Department recognize that the provisions of this agreement reflect a tentative consensus on a direction to move in improving the schools. Both sides recognize that school based management ("SBM") represents a new way of doing business with which they still have limited experience. Success is likely to require much flexibility and continued learning from experience. Therefore the School Department and the Union agree to work together during the period of this agreement to assess and improve the structures established here for school-based management and shared decision-making in light of experience.

3. Faculty Senates

Faculty Senates may be formed in each school building and shall meet once every month after the close of the normal school day with the Principal or Headmaster concerned. Faculty Senates will be recognized by the administration of that school as having an advisory voice in the operation of that school and having an advisory voice in the formation of educational policy.

Faculty Senates representing Music Teachers, Nurses, School Counselors, School Psychologists, Evaluation Team Leaders, Kindergarten teachers, Bilingual teachers, and District Social Workers shall meet once every month after the close of the normal school day with the director or administrator concerned.

These Faculty Senates will be recognized by the administrator of the department as having an advisory voice in the formation of educational policy.

Faculty Senate Chairpersons will meet twice each year on the elementary, middle, and high school levels during days of regularly scheduled in-service meetings.

C. Training

To succeed in developing effective and collaborative working relationships, a core group of principals, parents, teachers, and other staff in each school must receive training to acquire the new roles and relationships this Agreement envisions. Skills are needed in consensus building, teamwork, conflict resolution, effective meeting skills, active listening, new models of learning, teaching, and so on. The parties pledge to seek the funding necessary to provide each school with the training needed to achieve its educational goals.

D. Leadership

To achieve the goals of this Agreement, strong, sustained, and visionary leadership is required. The parties need to help each other educate their constituents and the community at large about the need for a new kind of relationship and what it entails operationally. The Union agrees to make a special effort to communicate the need for this kind of change to its Building Representatives and to monitor and maintain steady encouragement of progress. The Superintendent agrees to do the same with Principals/Headmasters and other key administrators.

Article III

School-Based Management and Shared Decision-Making

A. Governing Philosophy

The Committee, the Union, and the Superintendent agree that the school site is the appropriate place for most decision-making affecting the education of children in that school. The parties also agree that the best quality decisions at the local level are likely to result from the process of shared decision-making.

The purpose of shared decision-making is to create a climate in the schools where the faculty, parents, administration, students (at the high school level), and other community participants working together share the responsibility and accountability for school improvement, better student performance, increased satisfaction among professional educators, greater involvement by and with parents, and stronger support from the community.

The parties recognize that the overriding goal of school-based management and shared decision making is to improve the quality of our public schools and the instruction and learning of our students.

The parties agree that Principals and Headmasters are the educational leaders at the school site. The building administrator is a key person in creating the environment necessary to bring about positive change. The Principal or Headmaster shares with teachers and parents (and students at the high school level) through their representatives on the School Site Council the responsibility to create an environment where learning and teaching are enhanced.

The parties recognize that the most important interactions affecting student performance take place daily between teachers and students. Teachers, therefore, must be given a shared voice in decisions at the school site. The parties recognize that with this increased role in the decision-making process the teachers at the school site assume more responsibility and accountability for the success of the school.

The parties recognize that parental involvement is essential in achieving educational success for students. Therefore, parents shall also be given a voice in decisions at the school site.

The parties realize that to achieve effective shared decision making at the school level a significant restructuring of schools must occur, and the parties agree to work cooperatively in an effort to bring about these necessary changes. Significant changes in school governance, instructional practices, staff roles, and community involvement will require a substantial commitment from the leadership of the Union, the School Committee, and the Superintendent of Schools. The parties pledge to provide this commitment.

B. School Site Councils

1. Composition

(a) Represented Groups

Each Boston public school shall elect a School Site Council for the purposes enumerated in this Article. Members of a School Site Council should be elected by October 15th of each year to serve until a successor Council is elected.

The School Site Council shall be composed of the Principal/Headmaster, members of the bargaining unit who work more than 50% of their work week at that school elected using a secret ballot from the pool of bargaining unit members similarly qualified, parents elected by the parents of children at that school, and, in high schools, two voting high school student members elected by the student body.

Each school shall also elect each year alternate parent and teacher members of the School Site Council to substitute for absent members of their group. Alternate members may also be used to fill vacancies created by the resignation or removal of a Council member.

School Site Councils may also have associate, nonvoting members, for example additional high school students, representatives from the business or university community, or representatives of other employee groups in the school.

Upon formation or change in membership, each School Site Council shall report the names of its members to the School Department.

(b) Bargaining Unit Members

- (1) **In General.** The number of members of the bargaining unit to be elected to a School Site Council shall be determined as follows, using enrollment figures as of October 1 of the year of the election:

Schools with less than 30 bargaining unit members: 4,

Schools with at least 31 bargaining unit members but not more than 60 bargaining unit members: 5,

Schools with 61 or more bargaining unit members: 6.

- (2) **Goal of Diversity.** The Union and the Committee believe that School Site Councils will be less effective if any constituency groups are left out of the process. Therefore each represented group should endeavor to elect individuals who are representative of the racial and ethnic and program diversity of their constituents including Special Education and English Language Learners and the Steering Committee will strongly encourage this.

- (3) **Definition.** Racial groups referred to in this section include: African American/Black, Asian American/Pacific Islander, Hispanic, Native American, and White.

- (4) **Election Procedures.** Any racial group that constitutes at least 5% of the BTU membership at a school site and which has candidates who run for a seat on the School Site Council shall have the candidate with the highest number of votes seated on the Council. All other seats shall be filled by candidates who received the highest number of votes.

If the highest vote-getting candidate from any racial group is not among the highest overall vote getting candidates, the number of seats of the School Site Council shall be as follows: the highest vote-getting candidate from each eligible racial group and all of the highest overall vote-getting candidates shall be seated.

(c) Parent Members

The number of parents elected to the School Site Council shall equal the number of professional educators, including the principal, on the Council.

(d) Change in Composition

After at least one year of operation as a shared decision-making school, a School Site Council may change its composition with the consent of a majority of the representatives of each represented group, except that no represented group can agree to the elimination of its representation.

(e) Rotation of Membership

At least one of the bargaining unit members and one of the parents on a School Site Council should change each year to ensure that a growing segment of the school community develops a deeper understanding of the shared decision-making process.

2. Role of the School Site Council, the Personnel Subcommittee and the Instructional Leadership Team

The parties agree that 1) the School Site Council shall remain the central governing body of the school under the school-based management/shared decision making model; 2) the Instructional Leadership Team is an advisory body to the principal/headmaster on issues related to teaching, learning, assessment, and professional development; and 3) the decisions of the Personnel Subcommittee are not subject to the approval of the School Site Council.

(a) The Role of the School Site Council shall be:

- to review and approve the Whole School Improvement Plan within guidelines established by the Superintendent
- to approve the budget for discretionary school materials, supplies, textbooks and equipment, including the use of school improvement award funds
- to develop and approve plans for increasing parent involvement in the school
- to approve waivers
- to review and approve recommendations of the Instructional Leadership Team that will have a major effect on the school community. Such recommendations need not be forwarded to the School Site Council unless they are endorsed by the principal/headmaster
- to review and approve recommendations from any other committee or group that is established to recommend changes that will have a major effect on the school community
- to receive information about all outside programs or outside professionals that come into the school
- to review and comment on the entire school budget, including the General Fund and External Funds budgets, in a timely fashion. Upon written request, school site council members shall be provided with written or electronic copies of school budgets.

(b) The Role of the Personnel Subcommittee of the School Site Council shall be:

- to approve the hiring of new BTU teachers' bargaining unit staff and in-transfer of BTU teachers' bargaining unit staff from other schools in the system and the choice of teachers from the excess pools
- to approve the selection of Lead Teachers, Mentor Teachers, and new athletic coaches
- to determine the schedule and procedures for reviewing candidates for positions.

(c) The Role of the Instructional Leadership Team:

- An Instructional Leadership Team shall be established at each school and shall be a representative body of the professional staff at the school. It shall be composed of administrators and teachers from the various grade levels, disciplines, and programs of the school.
- The Team shall serve as an advisory board to the principal/headmaster on issues related to teaching, learning, assessment and professional development.
- It shall be the responsibility of the principal/headmaster to give a report each month to the School Site Council on the activities of the Instructional Leadership Team.
- Any recommendation of the ILT that alters the Whole School Improvement Plan or may have a major effect on the school community and which is supported by the principal/headmaster shall be subject to the approval of the School Site Council before being implemented.
- Each Principal/Headmaster will create a description of the process for composing the ILT, communicate the process to staff, and take the process to the SSC for input; Where ILT members are compensated, the process shall include a job description.

Each School Site Council is responsible for finding ways to implement the intent of the provisions governing school-based management in ways that do not violate outstanding court orders or state and federal laws and regulations.

C. Shared Decision-Making

1. Orientation Program

The Steering Committee will be responsible for maintaining an orientation program on school-based management and shared decision-making for presentation to all new employees of the School Department, interested parents, and high school students.

2. Operation of the School Site Council

(a) General Policy

The parties expect the members of a School Site Council to operate as a single decision-making team, not as a group of spokespersons representing constituent groups. Their role is to work together to find good solutions to educational problems confronting the school. Members are chosen from various groups to insure that decisions reflect the expertise and input of important affected groups.

(b) Voting

Formally, decisions of a School Site Council will be by majority vote with the Principal/Headmaster voting with the majority. The Principal/Headmaster may not delegate his or her vote except in emergency situations. The Principal/Headmaster is required to account in writing and in person (at a subsequent meeting) for any vote in contravention of a majority of the Council. In the event that a school has no sitting or acting Principal/Headmaster, the appropriate Cluster Leader or his or her designee shall be substituted.

(c) Monitoring of School Site Council Operation

The Steering Committee may request that School Site Councils provide information on the dates of School Site Council meetings and who attended.

The Steering Committee will monitor the operation of School Site Councils and may recommend action to deal with Councils that do not operate in compliance with the terms of this collective bargaining agreement or where Councils are frequently unable to reach decisions by consensus, or where the principal/headmaster repeatedly exercises a veto over the votes of a majority of council members.

To accomplish this monitoring role, the Steering Committee will establish a subcommittee for the purpose of reviewing and responding to complaints arising from schools that SBM/SDM is not implemented in accordance with the terms of the collective bargaining agreement. The subcommittee will consist of two members of the Steering Committee appointed by the BTU President, two members of the Steering Committee appointed Superintendent, two parent members of the Steering Committee appointed by CPC and two student members appointed by BSAC.

A notice of all actions taken by the School Site Councils will be distributed to all BTU Building Representatives, the President of the Faculty Senate, and to the Chairs of the Parent and Student Councils, within five school days following a council meeting.

Any member of a School Site Council may file a complaint with his Steering Committee concerning the operation SBM/SDM at his/her school. All such complaints will be forwarded to the subcommittee that shall acknowledge receipt of the complaint within five days and place the matter on the agenda of the next Steering Committee meeting. A recommendation by the Subcommittee on any complaint must be reported to the Steering Committee no later than the second Steering Committee meeting following receipt of the complaint.

It is expected that complaints submitted to this Subcommittee should involve serious breaches of the established guidelines for the implementation of SBM/SDM and that there has been a good faith effort at the school level to resolve these problems prior to filing the complaint.

Recommendations from the Subcommittee must be voted on by the full Steering Committee and such recommendations may include, but are not limited to, providing the services of a mediator/facilitator, calling for new Council elections for all or a portion of the School Site Council members, urging the Superintendent to send a letter of reprimand, if appropriate, or calling for the replacement of a building administrator.

(d) Elections and Meetings

Elections for new School Site Council members shall be conducted as early in the school year as possible, and a first meeting of the new council shall be held no later than October 31st.

At this first meeting a calendar of the meetings for the school year shall be established and any change to that calendar must be approved by the Site Council with at least one week's notice to all staff and parents.

The "out-going" School Site Council shall continue to meet and conduct the business of the Council until such time as the "new" Council holds its first meeting of the school year.

(e) Voting by Alternate Members

Alternate members of a School Site Council shall be voting members of the Council at meetings where their presence is necessary to have a quorum.

Provided that the alternative members of the School Site Council are not available, a teacher, parent, and student representatives on the personnel subcommittee may designate temporary replacement representatives to the personnel subcommittee. Before the summer recess, personnel subcommittee members who will be representing the teachers, parents and students shall leave contact information with school leaders, who will contact participants prior to the hiring or interviewing of any teacher applicants.

(f) Quorum Requirements

To constitute a quorum of members at a School Site Council meeting, the Principal/Headmaster must be present as well as at least two teachers and two parents for site councils with 9 to 12 members, or three parents and three teachers for site councils with 13 or more members.

(g) Bylaws

Each Council shall be required to pass bylaws to govern its School Site Council. The bylaws must be approved or amended by two-thirds of the members of the bargaining unit in the school eligible to vote for the School Site Council and by two-thirds of the parents who come to a parent meeting. There must be at least two weeks' notice for the parent meeting. The bylaws may be approved the same night that elections are held. Copies of the bylaws will be distributed to all members at the first meeting of each newly elected council.

The by-laws must at least include provisions which address the following matters:

- How will elections be held?
- When will meetings be held?
- What are the notice procedures for announcing meetings?
- Who is responsible for co-chairing the Council and for recording minutes?
- What is the system for selecting alternates who have the same racial identity as the members they would be representing?
- What are the terms of office and how will they be staggered?
- What is the policy in regard to members who fail to attend regularly?

(h) Agenda

Any member of a School Site Council may place an item on the agenda so long as it is within the scope of authority of the School Site Council.

(i) Co-chairs

There shall be co-chairpersons of all School Site Councils. The co-chairs shall be the Principal/Headmaster and one other voting member elected by the Site Council.

(j) Minutes

A notice of all actions taken by the School Site Councils will be distributed to all BTU Building Representatives and the President of the Faculty Senate within five school days following a council meeting.

(k) Information

All available information concerning the school budget and/or any other matter over which the School Site Council has authority must be shared with members of the School Site Council at least five school days before they are expected to vote on these issues.

3. Training

The BPS and BTU agree to offer training to all School Site Council members.

The BTU shall provide adequate facilities and materials for this training. The training should be a shared responsibility between the BPS and the BTU, and the School Department shall allocate \$50,000 annually for the training of School Site Council members. Upon request, the School Department shall provide the BTU, CPC, and BSAC with a list of all School Site Council members.

4. Scope of Authority

(a) Compliance with Law

In managing a school, the School Site Council must comply with all applicable federal and state laws, regulations, and court orders, unless the school has sought and received a proper waiver from appropriate authorities. Absent such a waiver, the Superintendent shall have the power to order specific measures at the school site to enforce such compliance. The School Department and the Union will cooperate through the Steering Committee in aggressively seeking appropriate approvals or waivers of state or federal policies or regulations or to seek statutory change to allow at least a demonstration project.

The actions of a School Site Council must also adhere to the standard of sound educational policy equitably applied to all students. Consistent with her or his statutory responsibilities, it is ultimately up to the Superintendent, in consultation with the Steering Committee, to determine what is inequitable or clearly beyond the bounds of sound educational policy.

This section serves to limit the application of sections (b) through (d) below. Any decision under this section to disallow the action of a School Site Council shall be reported to the Steering Committee.

(b) Discretionary Powers

To the greatest extent possible, decisions affecting the educational process at an individual school shall be made at the school level. Where a decision cannot be made at that level, schools should be free to communicate their views and concerns related to that decision to the relevant decision-maker. School Site Councils shall have primary authority to make decisions affecting those matters listed in Section III(B)(2) above.

(c) School Staffing

Decisions on the voluntary in-transfer of teachers, the hiring of new teachers for “real” vacancies, and consistent with the terms of the current contract the choice of teachers from the excess pool will be made by a Subcommittee of the School Site Council composed of two teachers, one parent, one student in high schools and the Principal/Headmaster, with a majority required for decision and with the Principal/ Headmaster voting with the majority. Teacher and parent representatives on this subcommittee may designate temporary replacement representatives appropriate to the position being filled.

In addition to permanent teachers who apply for transfer, a School Site Council may consider a provisional teacher with a letter of reasonable assurance for a position which appears on the transfer list and that the provisional currently holds within that school.

Decisions on the voluntary in-transfer of teachers may be made without regard to teacher seniority. In the event that the School Site Council is unable to reach a decision, the contract provisions in effect prior to the universal implementation of shared decision-making school-based management shall apply.

After interviewing candidates for a vacancy at a school that results from the transfer process, or if a vacancy at a school occurs after the completion of the regular transfer process, a school may choose to advertise or re-advertise the position.

BTU members on the School Site Council shall select the BTU representatives to serve on any screening committee convened to make recommendations for permanent appointments to administrative positions within the school consistent with screening committee guidelines and policies distributed by the School Department.

(d) Waivers

A School Site Council may waive any provision of this Agreement or any School Committee rule or regulation or Superintendent’s policy provided that:

- (1) The Principal/Headmaster approves the waiver;
- (2) The school’s Parent Council approves the waiver (in the case of School Committee rules or regulations or Superintendent’s policies);
- (3) At least 66-2/3% of the members of the bargaining unit who work more than 50% of their work week at that school and who are present and voting approve the waiver; such vote shall be conducted by the Union representative using a secret ballot after five (5) days’ notice to all those eligible to vote;
- (4) No waiver vote may alter any bargaining unit member’s salary and benefits, seniority rights involving transfer, excessing, or layoff procedures, due process rights, or right to file a grievance, nor the Union’s jurisdiction; and
- (5) No waiver vote may affect the operation of another school or incur costs to the School Department beyond the school’s allocated budget without the approval of the School Department;
- (6) The Steering Committee shall be notified in writing of all waivers within five (5) days of their adoption.

In particular, a School Site Council may waive provisions of this Agreement and School Committee or Superintendent’s policies and regulations that involve:

- Timing and length of the school day and year, consistent with clause (5) above (for example, a school might propose to meet from 3 p.m. to 10 p.m.);
- Amount of time a teacher spends teaching each week;

- Class size (some classes involving less intensive supervision might exceed the class size maxima to permit more intensive staff involvement with students in other areas);
- Number, time, and place of teacher-parent meetings;
- Number, use, and scheduling of In-Service, planning, professional development, and other staff meetings;
- Number, use, and scheduling of planning and development and administrative periods;
- Non-teaching duties teachers are required to perform;
- Curriculum;
- Timing of report cards;
- Testing;
- Record-keeping and paperwork requirements;
- Attendance policies;
- Graduation requirements;
- Student discipline codes; and
- Any other provision, policy, or regulation whose waiver is approved by the Steering Committee.

A school seeking permission from the Steering Committee to waive some provision of this Agreement or of a School Committee or School Department policy should be prepared to explain concretely their proposed alternative approach, the educational needs motivating the change, and in the case of a policy waiver, how that approach will meet the educational interests motivating the present policy.

If a teacher at a school waiving a provision of this contract as described above objects to the impact of that waiver on his or her job responsibilities, he or she shall be afforded an opportunity to transfer to another position in the system without loss of seniority or benefits. The implementation of any such waiver shall be delayed until such transfer opportunity has been provided or the impact of the waiver on this teacher has been eliminated. Any dispute arising out of the provisions of this paragraph shall be referred to the Steering Committee for resolution and shall not be arbitrable, provided that the Steering Committee reaches a decision on the matter within 30 days.

D. Pilot Schools

1. General

The Boston Public Schools and the Boston Teachers Union are sponsoring the establishment of innovative pilot schools within the Boston Public School system. The purpose of establishing pilot schools is to provide models of educational excellence that will help to foster widespread educational reform throughout all Boston Public Schools. The parties hope to improve dramatically the educational learning environment and thereby improve student performance.

There will be up to six pilot schools in the 1995-96 school year and in subsequent years, unless both parties agree to establish more. The School Department will be allowed to open two new schools as pilot schools. Further, the parties agree to engage in a collaborative effort to establish, during the life of the contract, a pilot alternative secondary school with a minimum capacity of 200 students.

Pilot Schools will be open to students in accordance with the Boston Public Schools controlled choice plan. Pilot Schools will operate with an average school-based per pupil budget, plus a startup supplement, and will have greatly increased decision-making authority, including exemptions from all Union and School Committee work rules. The actual establishment of such schools will be pursuant to the issuing of Requests for Proposals (RFP). The RFP will be developed and reviewed by the BPS/BTU Steering Committee. No pilot school shall be established without the approval of the Joint BTU/BPS Steering Committee and the School Committee.

The specifications for the RFP on Pilot Schools is agreed to by the parties and is hereby incorporated by reference.

2. Recognition

Teachers, paraprofessionals, nurses, school counselors, substitutes, and all other employees at pilot schools who fall under the jurisdiction of the BTU contract throughout the school system will be members of the appropriate BTU bargaining unit. These employees shall accrue seniority in the system and shall receive, at a minimum, the salary and benefits established in the BTU contract.

3. Work Day and Year

Employees in pilot schools will be required to work the full work day/work year as prescribed by the terms of the individual pilot school proposal. Further, they shall be required to perform and work in accordance with the terms of the individual pilot school proposal.

4. Accessible Information

All BTU members who apply for positions at pilot schools shall receive the following information at the time of their application:

- the length of the school day and school year;
- the amount of required time beyond the regular school day;
- any additional required time during the summer or school vacations; and
- any other duties or obligations beyond the requirements of the BTU contract.

BTU members who are employed at a pilot school shall receive, prior to the end of the school year, the same information as stated above.

Pilot Schools' working condition agreements and Innovation Schools' working condition agreements will be publicly posted by April 15th for the following school year. Failure to post these agreements will not invalidate an otherwise proper working condition agreement.

Pilot school positions will be posted on the BPS web page.

5. Grievance Procedure

The Governing Board of each pilot school shall develop an internal appeals process to allow any staff member to raise issues, concerns, or problems. The internal appeals process shall be submitted to the Joint BTU/BPS Steering Committee for approval. The internal appeals process shall be provided in writing to all BTU staff members.

Issues not resolved at the school level may go to mediation under Article X-C of this agreement. Final resolution will be made by the Superintendent of Schools and the President of the Boston Teachers Union.

6. Excessing

Employees shall work in Pilot Schools on a voluntary basis and may excess themselves on or before February 1st. No BTU member may be laid off as a result of the existence of Pilot Schools.

E. Pilot School Agreement

1. The parties agree that a minimum number of seven pilot schools, provided there are sufficient proposals to consider, will be created through September 09 under this agreement. The new Pilot schools may result from conversions, newly created schools, and/or charter schools that opt to become pilot schools. There shall be a union-sponsored, teacher-run pilot school at the site of the Thompson Middle School, effective 9/2009 or as soon as the Thompson building is available for such use. This school shall be run exclusively by the BTU bargaining unit members on staff. This pilot at the Thompson shall be counted as one of the seven schools. Nothing described in this paragraph shall supersede the Contract language found in Article III D, specifically, the language that gives the BTU president or superintendent veto power over any particular pilot school.

2. The parties agree that a teacher work year schedule (including length of work year, length of work day, professional development time in and out of school, and summer work) shall be created by the Governing Board and shall be given to affected staff no later than January 15 of the previous school year. By a 66 2/3% vote, affected BTU Bargaining Unit Staff may vote to override the proposed schedule, sending it back to the Governing Board for possible re-working. If a schedule for an upcoming school year has not been approved by February 15th, the previous year's schedule shall remain in place. Staff wishing to excess may do so on February 1st. If, after the start of the school year, the Governing Board of a pilot school wishes to change the teacher work year schedule, as referenced in sentence 1 of this paragraph, the change must be approved by a 66 2/3rds vote of the affected BTU Bargaining Staff. The following paragraph, currently found in Article III D of the 2002-2006 CBA, shall be deleted: "Nothing in this agreement shall prevent pilot school governing bodies from making changes to their programs and schedules during the year."

3. Bargaining Unit members who work in a pilot school shall get paid at the contractual hourly rate for hours scheduled in accordance with the above paragraph as follows: For all hours scheduled in excess of the traditional teacher work day and year (as mentioned in the first sentence in section 2) for their respective school levels (elementary 6:30 per day; secondary 6:40 per day) of 183 days and 18 hours, the following schedule shall be in effect:

a) Starting school year 2019-2020, excess hours up to 46 per school year shall not be compensated. Compensation for hours from 46 to 145 shall be paid by the school department. Compensation for hours beyond 145 will be the responsibility of the individual pilot school.

b) The parties agree to adjust all agreements for current (as of 5/30/19) or former turnaround schools to raise their payment to the following hourly rates, which will be subject to contractual increases in rates and differentials:

9/1/24-8/31/25
\$46.22

9/1/25-8/31/26
\$47.14

9/1/26-8/31/27
\$48.08

c) During the course of the 2019-2020 school year, BPS and the BTU will review for purposes of making recommendations geared toward greater equity in compensation across various schools with compensation models that operate differently than the one contemplated by the collective bargaining agreement, including but not limited to Horace Mann charter schools, pilot schools, and innovation schools.

d) All pay, regardless of the source of funding, will be annualized and retirement worthy.

4. There shall be created Discovery Schools, after a jointly designed process. The BTU, BPE, and the School Department shall create a committee of up to 6 people, evenly distributed, who will design and implement an RFP process. The superintendent shall have veto power over the creation of any particular Discovery School. It is envisioned that this program will be fully operational effective the 2007-8 school year, but nothing herein shall prevent the establishment of a Discovery School prior to that time. Discovery Schools shall be able to apply for the same autonomies, which could include fiscal and curricular autonomies, as pilot schools and their creation shall be a joint collaboration between the BTU, BPE, and the School Department.

5. The parties agree that there will be established an intervention process that can be invoked under certain conditions to be established. Either party will be able to initiate an intervention process. The process will be parallel the process as found in Article IV C of the CBA.

6. Each pilot school's governing board shall include no less than four teachers.

7. Disputes over the interpretation or application of Article III E 3 a), shall be resolved in accordance with the arbitration procedure, waiving all immediate steps, of the parties' collective bargaining agreement unless the superintendent and the union president can agree on a resolution.

8. The two Boston Horace Mann Charters, The Day and Evening Academy and the Edward M. Kennedy Academy for Health Careers, will fall under this newly named article III E of the CBA.

9. Teachers in pilot schools must excess themselves by February 1 of a given school year. Pilot school principals and headmasters must excess teachers by February 1 of any given school year.

F. Horace Mann Charter Schools

Effective September 1, 2021, all teachers in Horace Mann Charter Schools who work at least the workday length of Schedule A schools shall have the schedule A rate of pay as their base pay.

BPS and the BTU agree to jointly approach the MA Department of Elementary and Secondary Education about increasing the rate of pay in Level 5 Schools.

G. Local Decision-Making About a School's Budget

The School Committee will seek to maximize the percentage of a school's budget that is expended by the decision of the building administrator or School Site Council and to maximize the percentage of all central allocations — the GSP budget, the External Funds budget, the special grants — that are allocated directly to schools and expended by decision of the school. The Steering Committee should offer suggestions for achieving these goals and seek to measure their achievement over the course of this agreement.

H. Assessments Council

On or before a date agreed upon by BPS and BTU the parties shall establish the "Student Assessments Council which shall be composed of 12 members: 5 appointed by the Boston Public Schools Superintendent and 5 appointed by the Boston Teachers Union President after consultation with each other, 1 member appointed by the Boston Student Advisory Council (BSAC), and 1 member appointed by the Citywide Parent Council. Decisions of the Council shall be made by consensus and serve as recommendations to the Steering Committee, which will be given due consideration (deference) to all recommendations made by the Assessment Council. The compensation, roles, and lengths of terms of members of this Council are outlined in the Teacher Leadership Framework.

The Council shall meet quarterly and hold a public forum at least two times per calendar year for the purpose of reporting on their work. The responsibilities of the council will be to 1) catalog and document current (as well as any recent updates to) federal, state, and local policies that serve as parameters for assessment recommendations that can be made by the council, 2) gather information from content experts (central office administrators, school leaders, teachers, parents, and students) throughout the district regarding the rationale for providing, supporting, and/or requiring the use of specific assessment tools, 3) identify and observe schools (and other areas) that display a variety/range of practices in terms of using assessments to inform instruction throughout the district and synthesize across this information; 4) make recommendations regarding the district's annual assessment policy guide and giving feedback on the implementation of the policy.

I. Schools With High Needs

1. Boston Public Schools and Boston Teachers Union Joint Commission on Students and Families Experiencing Homelessness

a. A citywide commission shall be created including at least three BTU educators appointed by the BTU to address needs of student homeless population.

b. In school year 19-20, BPS will work to provide additional guidance to schools for utilizing funding associated with homelessness.

c. For the life of this contract (2021-2024), the District will increase funding to support students who are experiencing homelessness by \$100,000 per year.

d. 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 1,000 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.

e. The School District and the BTU shall jointly 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.

f. 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. BTU Housing Justice Committee may provide feedback on the materials.

g. BPS and BTU shall write a joint letter advocating for an increase of state funding for the Massachusetts Rental Voucher Program with an allocation of vouchers to school districts across the Commonwealth. In its rationale, the letter shall stress the importance of providing vouchers to families regardless of immigration status.

2. Mental Health Providers or Social Emotional Learning Staffing in Schools

a. In SY19-20, BPS will add and post 10 licensed student facing mental health or social-emotional learning staff positions for hire. In FY21, BPS will add and post 9 additional student facing mental health or social-emotional learning staff for a total of 19 new staff by May 2020. Staff that could be budgeted with the new funds purchased include:

- Psychologists
- Social Workers
- School Counselors
- District Social Workers

The Boston Public Schools will continue to maintain the districtwide ratios in effect as of September 6, 2022, through the 2023-24 school year which shall include at least the following groups: School Psychologists, School Counselors, Social Workers, Librarians.

Article IV

School Assessment

A. Whole School Improvement Plans

1. Scope

Whole-school evaluation is the cornerstone of the quality assurance system in schools. It enables a school and external supervisors to provide an account of the school's current performance and to show to what extent it meets school district goals. This approach provides the opportunity for acknowledging the achievements of a school and for identifying areas that need attention.

Each school in the Boston Public School system will adopt a written Whole School Improvement Plan each year that sets specific educational goals for the school year. The primary purpose of this plan is to provide the leadership of each school with a process to help guide its decision-making regarding instructional improvement and programmatic options offered to students. The development of this plan is the responsibility of each school's Instructional Leadership Team (ILT).

2. Approval

Each school's proposed Whole School Improvement Plan shall be submitted to the appropriate Deputy Superintendent. The Deputy Superintendent will either approve the plan or return it for revision. If the plan is returned for revision, the Deputy Superintendent shall provide a written explanation of the decision and specific recommendations for revision of the Plan. The school will then have to submit a revised plan according to the Deputy Superintendent's given timelines.

3. Content

The Whole School Improvement Plans are designed to enable those in schools, supervisors and support services to identify to what extent the school is adding value to learners' prior knowledge, understanding and skills. The underlying philosophy of that plan should be guided and built on the following six essentials for whole school improvement:

- 1) Use effective instructional practices and create a collaborative school climate to improve student learning
- 2) Examine student work and data to drive instruction and professional development
- 3) Invest in professional development to improve instruction
- 4) Share leadership to sustain instructional improvement
- 5) Focus resources to support instructional improvement and improved student learning
- 6) Partner with families and community to support student learning

B. School Performance Assessment

1. Collection of Data

Careful analysis of student performance data is critical to that improvement and to developing a good school plan. The evaluation of both qualitative and quantitative data is essential when deciding how well a school is performing. The Instructional Leadership Team (ILT) at each school shall conduct a thorough analysis of a wide range of data associated with leadership and management, teaching and learning and family and community engagement. Through this process, the ILT is encouraged to have staff, parents and the school community reflect on the effectiveness of existing school policies and practices. The range of performance related data may include, among other criteria:

- MCAS scores
- Formative assessments
- Learning Walk reviews
- Samples of student work
- Collaborative Coaching and Learning inquiry

2. Annual Assessment

Schools will continue to be assessed annually. Each school will undergo a rigorous external review by the Deputy Superintendent comparing the goals outlined in the Whole School Improvement Plan to performance. A School whose performance is unsatisfactory may be subject to further review by the Superintendent. The Superintendent may request a joint labor/management intervention process for those schools that have been identified as underperforming. This Intervention Team can recommend appropriate improvement measures, including but not limited to:

- Reassignment of some or all members of the bargaining unit and/or administration
- Reallocation of staff duties
- Additional time to attempt improvement, but not more than one year
- Intensive monitoring
- Assignment of part-time or full-time in-school specialists or consultants
- Specialized staff development
- Replacement of some or all of the leadership team including Principal-Headmaster and members of the School Site Council.

A school's annual assessment is not subject to a grievance by any member of the bargaining unit. A School Site Council may request a review of an unsatisfactory assessment by the Deputy Superintendent, but an annual assessment may be changed only by the Superintendent.

C. School Intervention Teams

The School Intervention Team will be composed of three members chosen by the Union, three members selected by the Superintendent, and a seventh member who is jointly agreed to by the Superintendent and the President of the Union. To the extent possible, an appropriately qualified substitute will be assigned to cover the classes of a teacher when the teacher is working as part of a school intervention team. This team will initiate an assessment of the reasons for the underperformance and present a remedial plan for improvement after spending time at the school and talking with school staff, parents, and community members. The remedial plan will be completed up to four months after the team is appointed. The plan will then be submitted to the Superintendent for appropriate action.

D. Superintendent's Schools

Vision

The Boston Public Schools seeks to transform low or underperforming schools to schools of excellence through a comprehensive slate of supports, incentives, collaborations, resources, flexibilities, structural improvements, and accountability measures. These schools will be known as the Superintendent's Schools. All members of the community (teachers, parents, students, administrators, universities, businesses, community groups, and neighbors) must work together to ensure that all students achieve academic success, and that gaps in achievement defined by race, income, language and/or program are eliminated.

Core Beliefs

Boston's plan for improving low- and underperforming schools focuses on five core beliefs:

- All students can meet high standards of academic achievement in the Boston Public Schools.
- Quality instruction is the key factor affecting student learning.

- Strong and effective leadership at the school site is a key component to whole school improvement.
- The district must position resources to support principals' development as instructional leaders.
- Incentives and accountability around measurable goals at all levels must be aligned toward improving student learning.

By embracing these five core beliefs in all aspects of school life, by instituting policies and building practices around these beliefs in these schools, and by building coalitions of support around these beliefs, Boston will help build the capacity necessary to enable high student achievement in its neediest schools.

Schools become eligible to be selected as Superintendent's School status if they meet one of two criteria.

The school is on track to be, or has been, designated as "Chronically Under Performing" by the Massachusetts Department of Education.

The school is on track to be, or has been, designated as "Restructuring" under the Federal No Child Left Behind regulations.

In the first year of this intervention, the Superintendent, under the advisement of the Boston Teachers Union, will select up to ten (10) schools for this program. The Superintendent may designate five (5) more schools in the second year and five (5) additional schools in the third year for this status.

Once schools lose their state or federal designation they will be removed from the list of Superintendent's Schools, to be replaced by another following the procedures outlined above.

Each school year, the principal or headmaster of a Superintendent's School will have sole discretion in filling 75% of personnel vacancies.

All teachers and staff in Superintendent Schools will be required to work one additional hour per school day with the stipulation that a minimum of 80% of this additional time be used for direct instructional time. The balance of the time can be used for professional development (in addition to the 50 hours), meetings, advisory, common planning time, or class time. The specific allocation, scheduling, and content of this additional time will be stipulated in the School Reform Plan (SRP) and must be approved of by the Superintendent or his designee. Teachers compensation shall be paid on a pro-rata basis, annualized and retirement worthy. Paraprofessionals will be compensated at their regular hourly rate, retirement worthy.

All teacher Individual Professional Development Plans (IPDP) and school wide professional development plans must be submitted to and approved by the Superintendent or his designee.

The provisions found in Article V A(3)(d) "Normal Teaching Load" that limit teachers from teaching no more than 160 minutes without a lunch break, Planning and Development Period or an administrative duty shall be increased to 180 for Superintendent's Schools; in addition, teachers in Superintendent's Schools, to accommodate the additional hour of instructional time, will be permitted to teach up to 300 minutes per day.

Teachers in Superintendent Schools receive an additional 20 hours of professional development per year (in addition to the 30 existing required hours). The first twelve hours can be scheduled as two days during the week before school starts on a Tuesday, Wednesday, or Thursday, or as two days scheduled on Saturdays or other non-pupil school days. The remaining eight hours can be scheduled in the same manner as the current eighteen hours of professional development (see Article V(E)). Teachers participating in these twenty hours shall be compensated on a pro-rata basis on their annual salary for this additional time. The faculty will vote to decide the schedule for the additional twenty hours. The vote will be conducted with five school days' notice to staff and with using a secret ballot. The twenty hours will receive retirement credit.

Teachers will have the option of excessing themselves from a newly designated Superintendent School by February 1 of the previous school year provided that such notice is given before the beginning of the transfer process.

In each Superintendent School, a Joint Labor-Management Committee (made up of 2 BTU members, 2 chosen by the Superintendent and 1 jointly agreed upon member) will be convened to make recommendations to the Superintendent regarding school staff. The principal or headmaster can recommend to the Joint Committee that teachers, administrators, or other staff be reassigned from the school. The Joint Committee shall vote on any recommendation made by the principal or headmaster to reassign any staff member from the school. A vote in the affirmative by a simple majority shall result in the recommendation being forwarded to the Superintendent for approval and implementation. The Joint Committee may also make their own recommendations regarding the reassignment of additional school staff and/or the principal or headmaster to the Superintendent for approval and implementation. The Joint Committee must make staff reassignment recommendations to the Superintendent by January 15.

Recognizing that many of these schools are hard to staff schools, the district will offer an incentive to encourage individuals or teams of experienced, excellent teachers to work in these schools. With additional curricular, leadership, professional development, or other responsibilities, these teachers may receive up to 5% above their base salary.

The scheduling of Tier 2 and 3 schools is an ongoing function of the BPS. Where possible, the BPS will attempt to accommodate a request for Superintendent's Schools in Tier 3 to move to Tier 2 or Tier 1.

When a principal asks a teacher currently working at a superintendent's school to fill a vacancy in another grade at the school, and the teacher objects to the assignment, the teacher may appeal the assignment to the BTU President and the Superintendent for resolution. Both must concur for the teacher to be reassigned.

The class size maxima in all regular education classes in Superintendent Schools shall be two students fewer than those maxima identified Article V, Section A(1)(a).

Article V Staffing

A. Teachers

1. Class Size

(a) The Committee and the Union recognize the desirability of achieving optimum teaching learning conditions by assuring workable class size. To this end the Committee recognizes that it is desirable to attempt to reach the following class size maxima:

- 12 pupils in industrial arts classes composed of special class students

To achieve these class size targets, the Committee and the Union agree that the following class size maxima shall be in effect:

- 20 pupils in industrial classes
- 35 pupils in physical education in the middle and the high schools
- 20 pupils in Sheltered English Immersion (SEI) classes, Bilingual Classes, and ESL classes.
- The lower of 25 pupils or the number indicated in the chart below in Sheltered English Immersion (SEI) classes, Bilingual Classes, and ESL classes in grades K2-12 with a paraprofessional.

In rooms with specific student stations (shops, typing rooms, laboratories) the number of pupils assigned to such rooms should not exceed the number of student stations available.

An appropriate number of regular teachers shall be hired to make possible the aforementioned class size maxima.

Class size for resource and substantially separate programs shall conform with Regulations published by the State Department of Elementary and Secondary Education.

The class size maxima during this Agreement shall be as follows:

	Column 1	Column 2	Column 3
Grade	Class size for schools with an overall student population as of October 1 with 6.5% or fewer students on IEPs	Class size for schools with an overall student population as of October 1 with more than 6.5% of students on IEPs	BPS will endeavor to have the following class size targets in schools with an overall student population as of October 1 with 25% or more of students on IEPs. The maximum will not exceed column 2.
K0	Not to exceed maximum in state regulations.	Not to exceed maximum in state regulations.	Not to exceed maximum in state regulations.
K1	22	20	Not to exceed maximum in state regulations.
Integrated K0/K1 (starting 26-27)	15	15	15
K2, Grade 1 and 2	22	22	20
Grade 3-5	25	23	20
Grade 6-8	28	25	22
Grade 9-12	31	28	25
Resource Teacher Caseload*	25	25	25

i) During the 2022-2023 School Year, the District will conduct a review to determine the feasibility of lowering the class sizes at the schools in Column 1. The findings will be shared with the BTU by the end of the 2022-2023 School Year.

ii) Effective 9/1/22 and continuing only through the end of this contract, teachers in Secondary Schools using both licenses cannot be responsible for the testing and related reports SSC for more than 13 students on IEPs. The Inclusion Work Group will examine this issue in the first year of its work and make recommendations to the Superintendent.

iii) No classroom will have more than 40% of the students of the class size maxima for grade level according to the chart above made up of students on IEPs and the number of students on IEPs will not exceed 50% of the total number of students enrolled in the class.

iv) Effective 9/1/22 and continuing only through the end of this contract for classrooms that have more than 30% of students on IEPs of the class size maxima for grade level according to the chart above, the classroom will be prioritized by the inclusion planning team. This can include testing support, behavioral consultations, para support, additional educator support and/or other supports as agreed by the teacher and the team. There will be the teacher of record and at least one of the following:

- a .5 paraprofessional and/or
- a .5 special education teacher who conducts testing and provides related reports and modifications as needed and/or
- an additional educator who provides direct services support to students in the classroom and/or
- appropriate educational solution as agreed upon by the teacher and the team

In addition, the district commits to further explore and potentially implement the other types of supports that may be needed for classrooms with more than 30% of students on IEPs of the class size maxima for grade level according to the chart above.

v) The caseload for a resource teacher should not exceed a school average of 25 students at one time per full time resource teacher.

Students who were in a school in the prior year will not be moved out of that school to meet class sizes in the above table.

vi) These class size maxima may be changed up to the previous class size sizes so that certain students may stay in their school. Two groups of students could be in this category:

1. Students who have been newly identified with a disability
2. Students who have had a change in services and need a new classroom assignment.

No new students from outside the existing schools can be placed in the classrooms above the new maxima to “backfill” those seats above the new class size maxima.

In the event the new maximum class size in the above table in column 2 is exceeded for students already in the school, the building administrator and the classroom teacher will discuss in good faith appropriate educational solutions. These might include the assignment of a Paraprofessional to assist the teacher, an additional resource room teacher, an additional ESL teacher, a reduction in the teacher’s non-teaching duties, etc. ensuring the teacher an overall average class size that is no more than 85% of the maximum, and similar measures. If no appropriate educational solution is agreed upon and provided within 30 school days, a stipend per additional student will be provided to the teacher as follows:

Teachers who teach the same students for the entire day \$2,500 (indexed to rates and differentials) starting 9/1/23 additional student/school year. If two teachers each teach the same group of students for alternating halves of the day, they split the stipend. If two teachers each teach the same group of students for a portion of the day, the stipend is prorated accordingly.

Teachers who teach individual courses - \$500 (indexed to rates and differentials) starting 9/1/23 per additional student per school year. If a teacher teaches an individual course that is a double-length period, he/she receives \$1,000 per additional student per school year.

(b) Effective September 1, 2001

In elementary schools where there is only one regular education class in a grade level, the School Department may exceed the class size maxima by one or two students. For one student over the class size maxima the teacher will receive \$1,500 and for two students \$3,000.

In secondary schools where there is a singular regular education course offering, the School Department may exceed the class size maxima by one or two students. For one student in excess, the teacher will receive \$300 per class and for two students, \$600 per class.

Compensation under this section will be on a pro-rata basis and will be subject to retirement deductions.

(c) No compensation shall be owed for class size grievances resolved within fifteen school days of the filing of the grievance.

(d) In the event the maximum class size is exceeded, the building administrator and the classroom teacher will discuss in good faith appropriate educational solutions. These might include the assignment of a Para-professional to assist the teacher, a reduction in the teacher's non-teaching duties, insuring the teacher an overall average class size that is no more than 85% of the maximum, and similar measures. Ultimately, the classroom teacher may insist that the class size maximum be enforced.

(e) Caseloads

The maximum caseloads for "non-classroom" personnel shall be as follows:

Speech/Language Pathologists - Speech and language pathologists shall have a maximum average annual system wide caseload of one pathologist to forty-three (43) assigned students. The maximum individual caseload shall not exceed fifty-five (55). Effective 9/1/07, the BPS will increase its allocation of speech and language therapists by a net number of 2 in each year of the collective bargaining agreement that expires on August 31, 2010 for a total of six (6).

Occupational Therapists - Occupational therapists shall have a maximum average annual systemwide caseload of one occupational therapist to thirty-four (34) assigned students. The maximum individual caseload shall not exceed forty-five (45). Effective 9/1/07, the 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, 2010 for a total of nine (9).

Effective 9/1/07, BPS maintains flexibility to contract as needed in order to address compliance, caseload, leave, vacancies and any other unanticipated need not met by the staffing model in the preceding two paragraphs.

Physical Therapists - Physical therapists shall have a maximum average annual system wide caseload of one physical therapist to thirty-two (32) assigned students. The maximum individual caseload shall not exceed forty (40).

School Counselors - The citywide ratio of school counselors shall be 1:300 (high schools); 1:400 (middle schools); and 1:250 (bilingual)."

Nurses - The system wide ratio of school nurses to students shall be 1 to 700. No nurse will be assigned to more than two schools. In the 2007-2008 school year the School Committee shall add 0.5 Nurses for each exam school.

A joint union/management committee for Unified Student Services will establish a review for itinerants who believe they have inequitable caseloads.

During the course of the 2012-2013 school year, the Committee will add six full-time nurses to the current allotment of nurses and shall maintain such complement of nurses through August 31, 2016. The Committee will designate these six (6) full-time nurses as “coverage nurses” and the Office of Special Education and Student Services shall deploy coverage nurses to address students’ needs in the District including, but not limited to covering for school-based nurses who are absent and supplementing current nursing services.

Social Workers - No later than the beginning of the 2013-2014 school year, the Committee shall add eight (8) social workers and shall maintain such complement of social workers through August 31, 2016.

Psychologists - Starting in school year 2020-2021, if a workload model has not yet been agreed upon, BPS will maintain a maximum average system wide ratio of 1 school psychologist per 700 students enrolled in BPS schools. This will result in hiring an additional 4 FTEs for the life of the contract (2018-2021) over the number employed in 2018-19.

Each School Psychologist who has performed Tier 3 Functional Behavior Assessments (FBAs) since September 1, 2016 when the Behavior Specialist positions were eliminated, must be provided compensation at the contractual hourly rate for all time spent on Tier 3 FBAs from that date until the present. This will be limited to the list of individuals and hours presented at arbitration for a total of \$13,068 to be divided amongst those individuals. School psychologists will perform functional behavior assessments when needed going forward.

Transition to Workload Model - A joint Labor/Management Taskforce will be established (with 3 members from the BPS and 3 members from the BTU; experts may be invited at the agreement of the taskforce) with a defined meeting schedule to develop and refine a formula which will be used to establish workload assignment for SLPs, OTs, PTs, TODs, TVIs, APEs and Psychologists. Effective with the 2019 2020 school year, the joint labor taskforce will agree upon pilot workload program(s) to be established within related service providers and/or behavioral health specialists. The Taskforce will consider FBAs as part of the overall workload. The program(s) shall be reviewed on an ongoing basis by the joint committee and may be expanded to include all providers as agreed by the parties. If after the pilot, both BTU and BPS mutually agree to implement the model, it may replace individual caseload maxima.

The joint labor management committee for related service providers and behavioral health specialists will develop and facilitate a process for reviewing and remediating the caseloads of individual service providers who believe their caseload is inequitable or unmanageable.

2. Commitment to Inclusive Education

a. Vision

Inclusion is fully delivered when all students are educated in the least restrictive environment and are provided access to a full continuum of services that meet their individualized and special needs. Inclusion is not a place or a program. All classrooms in the Boston Public Schools must be inclusive.

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. The parties are committed to increasing inclusive practices and opportunities for all students regardless of their level of need.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities are educated in the least restrictive environment with specially designed instruction, given appropriate supports necessary to implement their IEP and make effective progress on their IEP goals, in light of their circumstances. It is our belief that all students should be full and accepted members of the school community and students with disabilities placement should first consider the right to be educated in the general education setting alongside their typically developing peers. Effective inclusive education requires a high level of collaboration among general education, special education, related service providers and support staff to implement and model an inclusive community.

Every student in BPS is a general education student first. We also share a common belief that the achievement and opportunities of our students is our collective responsibility. We also agree that we will follow all federal and state statutes, regulations, and guidelines with regard to special education

b. Transition to an Inclusive District

For all schools, BPS agrees to at least maintain the existing inclusion class staffing and class size ratios (which may be contained in the 2018-2021 CBA, the 2018 inclusion settlement, or another agreement or established past practice in schools) until such time as the new inclusive class designs are implemented.

Nothing in this agreement shall affect the current inclusion model at the Henderson School unless and until such a time as the parties agree upon and implement a new inclusive class design at that school.

c. Teacher Input

1. IEP Meetings

All decisions regarding IEPs will be made through the team process consistent with state and federal law. All teacher bargaining unit members who support a student with disabilities will be invited to attend team meetings. To the extent available, the District will provide classroom coverage for teachers who attend IEP team meetings.

2. Inclusion Planning Teams

- i. All schools are required to have an Inclusion Planning Team which will work in conjunction with the Instructional Leadership Team. Year one will be planning and initial implementation. Years two and three will be to support implementation. At the conclusion of School Year 2024-2025 or conclusion of their planning year and two years of implementation, the charge of the inclusion planning team may shift to include ongoing support for building a strong inclusive community.
- ii. BTU members elected on to the Inclusion Planning Team will receive up to two full days of substitute coverage for the Team to conduct walk-throughs, class observations, meet, plan and address concerns.
- iii. BTU members elected on to the Inclusion Planning Team may use up to five (5) hours to address concerns brought to the Team. The school leader will determine which contractual professional development hours, not to exceed five (5) hours in the aggregate, can be substituted for Inclusion Planning Team work.
- iv. BTU members of the school-site inclusion planning teams shall be chosen by the school's eligible BTU members. BTU members who serve on the inclusion planning team shall be compensated at the contractual hourly rate for additional meetings outside of their regular work day and work year for up to 15 per school year. Where a school has a full or part-time position allocated to lead on inclusive practices (coach, coordinator, etc.), that person shall facilitate the team. At least 50% of the committee must be BTU members.
- v. The inclusion planning team will be charged with making recommendations to the School Site Council or Governing Board on the following:
- vi. Planning and Implementation, including:
 - 1) Professional Development
 - 2) Culture and mindset building
 - 3) Scheduling
 - 4) Staffing
 - 5) Communicating structures, relationship and protocols with school-based SST/MTSS systems

- 6) Reviewing the class composition and staffing models in the School
 - 7) The Inclusion Planning Team may select a representative to participate in the portions of the meeting that don't involve decisions on individual staff.
 - 8) Submitting recommendations to the annual meeting between the school team and district office team to review staffing for the upcoming school year.
- vii. The ILT and/or Inclusion Planning Team will provide ongoing maintenance/assessment of inclusive practices:
- 1) Assessing the successes and challenges
 - 2) Soliciting and considering stakeholder voices and experiences
 - 3) Advising the school leadership on gaps and needs in staffing and other resources
- viii. Family Participation on Inclusion Planning Teams:

The IPT can include up to two parents/guardians. One (1) can be appointed by the School Leader and one (1) can be appointed by the BTU. The addition of a parent/guardian to the IPT cannot bring the total number of members of the IPT above twelve (12). If the addition of a parent/guardian would bring the number of members of the IPT over twelve (12), that parent/guardian would count towards the total number of IPT members appointed by the party appointing them. The BTU and School Leader, in consultation with each other, may select parents/guardians from a list of parent recommendations made by the School Site Councils. The administrator will notify in writing that the school parent council may submit names of parents/guardians from the school parent body to be a part of the IPT. School Site Councils must submit the list of parent/guardian recommendations by June 15th, the summer before the upcoming school year. The parties will endeavor to appoint individuals who are representative of the racial and ethnic and program diversity of their constituents including Special Education and Multilingual Language Learners.

d. Support for Planning Teams:

The district shall create and maintain a handbook of processes, protocols, and templates, including guidance on class composition and appropriate staffing, as well as training opportunities to support school-based inclusion planning teams.

e. Academic Supports

1. Commitment

The district is committed to ensuring that all students have the needed academic support within the MTSS framework.

The district shall maintain and publish an MTSS menu of supports updated no less than annually.

2. Supports for the Teacher of Record

i. Definition: Teacher of Record

The teacher of record for the purposes of the language below is defined as the classroom teacher who is assigned the student for each portion of the day. In an elementary school, this most often is a general education homeroom teacher. In a secondary school, this most often refers to the subject matter teacher for each student period. This also refers to primary teachers in dual language and SEI classes. The language in the section does not refer to teachers of record who are working with students in substantially separate classes or teachers of record in day schools.

ii. Responsibilities

The teacher of record, in collaboration with other educators and service providers, is responsible for all outcomes of students in their class. For students with IEPs, the teacher of record will provide the appropriate instruction for core curriculum frameworks for all students.

The teacher of record is responsible for the general education curriculum and providing accommodations. The teacher of record will collaborate with special education teachers or related service providers to ensure that the requirements in students' IEPs are met, such as curricular modifications, behavior support and direct instruction along with related services.

Classrooms will be staffed to meet the requirements of students' IEPs. The parties recognize that dual/triple licensure will not be considered as a sole service delivery model and that models including at least two educators should be considered first to meet requirements in students' IEPs in the least restrictive environment. The parties recognize that an educator with a second license in special education or ESL does not extinguish the District's obligation to provide support from other educators that are required in students' IEPs and/or for the benefit of specialized instruction and ESL services.

Teachers will comply with state and federal laws regarding confidential student information in raising concerns to their union.

When a student with an IEP transitions within the Boston Public Schools from elementary school to middle school or from middle school to high school, the receiving school will provide a person to meet with the sending school team when they are preparing IEPs.

iii. Special Educator Support for Teacher of Record

1) For Grades K0 through 6

Beginning with SY26-27, for schools with two or more general education homerooms in each grade, the District will assign one special educator for every two general education homerooms in grades K2 through 4 with more than nine students per grade requiring grid B resource room services.

Beginning with the SY27-28 planning process, the preceding paragraph will apply to grades 5 and 6.

Starting in SY26-27, for schools with a single general education homeroom in a grade or grades, if any two homerooms in different single-strand grade levels have more than nine (9) students requiring grid B resource room services, they will receive the same special educator support across those two classrooms.

The number of homerooms and the number of students requiring grid B resource room services shall be evaluated by February 1st of the school year prior for purposes of this section. That decision shall be revisited on May 1st and the school may petition the SEAT team for additional position(s).

Flexibility will exist for school leaders to assign either a licensed moderate disabilities educator or some combination of licensed moderate disabilities educator along with a special education partner paraprofessional. A majority of these assigned educators at each school must be licensed teacher(s). Special Education Partner paraprofessional(s) assigned must be working under the supervision and license of a special educator, not a dually licensed general education classroom teacher. In no case may the caseload of the licensed special educator exceed 25 students. School leaders will also have the flexibility to assign the special educator to support other students and/or teachers/teacher teams (if already in the educator's job description) once the required service minutes of the students in their assigned classrooms are met, provided it does not exceed the 25-student caseload limit.

Starting in SY 26-27 in Grades K2-6, all general education classrooms with a single dually certified teacher where students on IEPs are scheduled to receive services will have an educator (teacher or paraprofessional) scheduled to provide services in the classroom for at least 120 minutes per week unless 120 minutes per week exceeds the lowest amount of services in a classroom.

2) For Grades 7 through 12:

Starting in SY 26-27, any class at the secondary level with more than 8 students who receive grid B services during that class will be assigned a licensed special education teacher in addition to the classroom teacher.

The number of homerooms and the number of students requiring grid B resource room services shall be evaluated by February 1st of the school year prior for purposes of this section. That decision shall be revisited on May 1 and the school may petition the SEAT team for additional position(s).

Flexibility will exist for school leaders to assign either a licensed moderate disabilities educator or some combination of licensed moderate disabilities educator along with a special education partner paraprofessional. A majority of these assigned educators at each school must be licensed teacher(s). Special Education Partner paraprofessional(s) assigned must be working under the supervision and license of a special educator, not a dually licensed general education classroom teacher. In no case may the caseload of the licensed special educator exceed 25 students. School leaders will also have flexibility to assign the special educator to support other students and/or teachers/teacher teams (if already in the educator's job description) once the required service minutes of the students in their assigned classrooms are met, provided it does not exceed the 25-student caseload limit.

For the duration of this contract, no current (SY 25-26) special education classroom staffing models will be reduced in secondary schools due to the first paragraph.

Starting in SY26-27, At the secondary level, BPS will make best efforts to schedule special educators to focus on either Humanities (ELA, History) or STEM (Math/Science).

3) Triple Licensure

For a 1.0 teacher classroom where the teacher is using three licenses, two of which are special education and ESL, ESL services for EL students will be provided by an ESL teacher who is not the teacher of record, or Special Ed Services will be provided by a special ed teacher who is not the teacher of record, unless the teacher agrees and is provided a stipend of 45 minutes per day at the contractual hourly rate.

iv. Dispute Process Regarding Supports

Should the union contend that necessary services are not being provided as required by the students' IEPs, then the union may elevate its concerns to the Inclusion Planning Team. Should the union contend that the concerns have not satisfactorily been resolved by the Inclusion Planning Team, the union may further elevate the concerns to the Inclusion Working Group whose disposition will be final, in writing and binding provided it conforms to the requirements in state and federal laws and regulations regarding special education and English language learners. The School Committee's Inclusion Working Group will meet at least 10 times over the course of the academic year to review these concerns and have a response by the next meeting. The Inclusion Planning Team and the Inclusion Working Group shall not have access to confidential student information.

Common planning time for consultation and co-teaching is essential. On-going PD is also important.

v. Additional Inclusion Supports

BPS may create school-based or centrally deployed positions such as coach, specialist, facilitator, director or coordinator focused on supporting and implementing inclusion and building the MTSS framework at one or more schools. Where applicable, these may be members of the BTU teachers bargaining unit with pay and working conditions equivalent to an instructional coach. This person may facilitate the school's inclusion planning team.

- 1) Where this is a hybrid role, non-leadership responsibilities shall be spent in direct service to students unless it is not a BTU position.
- 2) Notwithstanding other provisions of this contract to the contrary the person holding this position, shall not serve as an evaluator for BTU members.
- 3) BPS is committed to providing educators to provide academic interventions (e.g., resource teachers, ESL teachers, tier 2 interventionists, etc.) consistent with the needs of their students at their school.

- 4) These educators will be responsible for providing academic services within the MTSS framework and will deliver services directly to students consistent with SST and IEP team recommendations. (See allocation note below)
- 5) The district will establish and maintain a phone number for Special Education that will provide an opportunity for anonymous reporting of special education concerns and/or violations.
- 6) For SY 25-26, BPS will make best efforts to hire and maintain a central pool of at least 27 special education teachers posted as one-year positions without attachment rights (during the bridge year to implementation of the new special education staffing levels) to provide direct services to students with IEPs in general education classrooms in schools. These teachers will be deployed at the discretion of the Superintendent or their designee to schools if there is an increase in need. Beginning in SY 26-27, at least none (9) of the positions will be open-posted as permanent positions.

f. Staff Training

All staff must participate in professional development so that the entire district can move forward with a common understanding of how we are structuring special education services. This would include specialized training for Coordinators of Special Education, but also include all staff, school leaders, related service providers, school psychologists and special and general education teachers.

Schools are encouraged to use the additional time outlined in Article V E. 1. (a) 11. for purposes of professional development related to inclusion. The 10 hours outlined in Article V E. 1. (a) 11. may be extended to 12 hours for the purposes of inclusion training (similar to the DOJ ESL training). For the planning year and first year of implementation only, this time may be scheduled by the principal, or head of school – but that time must be contiguous with the work day or school year, and those hours may be conducted in person or virtually at the discretion of the school leader. For the school year 2022-2023, this time will be scheduled by the start of the school year, and the schedule must be approved by the majority of the educators impacted. For the 2023-2024 school year, the time will be scheduled by the end of the 2022-2023 school year and be approved by a vote of the majority of educators impacted. If the administrator and the faculty fail to agree on a professional development schedule, the twelve hours shall be added to the end of the school year. In any case where an educator's pro-rata rate is lower than the contractual hourly rate, the educator shall be paid at the contractual hourly rate for these hours.

Paraprofessionals shall be invited to participate in the professional development and may volunteer to do so and be compensated at their regular rate.

g. Planning Time

We know that teacher planning and preparation is critical. Whenever possible, we will work to ensure that teachers of record and the teachers as defined in Article I H. have time to unit and lesson plan collaboratively, including for accommodations and modifications to ensure students have full access to the curriculum.

At middle and high school level schools, teachers who volunteer to be liaison teachers will gather information and input from the other regular education teachers to bring to that meeting. They may use two of their administrative periods to perform this task.

If practicable in the school schedule, teachers who meet the requirements for student IEPs, using both a general education or ESL license and special education license will be afforded one additional 48-minute period per week for special education paperwork, in addition to pre-existing contractual P&D and CPT time. If the period is not available, the teacher can be compensated for up to 48 minutes per week.

h. Allocation Note Regarding Allocation of Academic Interventionists

These new academic interventionists (e.g. resource teacher, ESL teacher, coach, specialist, facilitator, director or coordinator, etc. focused on supporting and implementing inclusion and building the MTSS framework) would, to start with, be allocated to schools in a formula-based way that would factor in the number of students on IEPs, the number of English Language Learners and the Opportunity Index. In addition, reading scores and the intensity of IEP services will be considered. The parties recognize that dual/triple licensure will not be considered as a sole service delivery model and that models including at least two educators should be considered first to meet requirements in students' IEPs in the least restrictive environment and ESL services.

i. Inclusive Education Liaison

For school years 2022-2023 to 2026-2027, the parties will fund an Inclusive Education Liaison. The Liaison will play a critical role in implementing our shared vision of an inclusive district. The specific job description will be mutually agreed upon by the parties, but responsibilities will include:

- Promoting labor-management collaboration in support of the vision,
- Assisting BTU members with resolving challenges, questions, or concerns related to inclusive education and the provision of special education and ESL services.
- Serving on BPS committees or work groups related to the vision as appropriate.
- Documenting monthly progress reports to the Superintendents that highlight areas of strength and needs improvement related to implementation,
- Communicating educator concerns and feedback to the working group
- Attend School Committee meetings as needed to be available to answer questions

The Inclusive Education Liaison will be in a position represented by the BTU and will be given sufficient work space at the BPS central office to support collaboration with the BPS Office of Special Education. The liaison shall be chosen by the BTU and a designee of the Office of the Academics, provided the Superintendent approves the selection. The Liaison shall report to the President of the BTU and the Superintendent or their designee. The parties shall be responsible for the payment of 50% of such coordinator's salary which shall be the Group 1 salary plus 10%. The Superintendent shall designate an individual to evaluate the Liaison.

j. Inclusion Working Group

The School Committee will form an Inclusion Working Group to monitor the progress and implementation of inclusive education in the District. BTU will get no less than 50% of the seats on the working group to ensure that the many roles of the BTU educators are represented (e.g. special education teacher, paraprofessionals, varying grade levels, related service providers, COSE). The BTU President will appoint the BTU seats and decisions will be made by majority vote of the Inclusion Working Group. Should there be a tie vote, the school committee chair will be the tiebreaker. Votes will be announced in advance of the meeting and all members must be present for a vote. However, the chair of the School Committee reserves the right to allow the designation of alternates.

k. Moderate Disabilities License Requirement

The District reserves its right to define the required qualifications of any newly created position. The District will provide a practical guide during the 25-26 school year for school leaders to help inform decision-making as to which newly created positions should be required to have a Moderate Disabilities License. For all positions already in existence and vacated, moderate disabilities licensure may be listed as preferred but not be listed as required unless the position required dual licensure before April 1st, 2025.

3. Scheduling and Teaching Load

(a) General Policy

The teaching schedule and assignments of teachers shall be determined at the school level to meet the best interests of children. To facilitate various educational goals, including coordinated teacher planning and professional development, and consistent with sound educational policy, the length of classes, class size, staffing levels, and daily and weekly schedules of teachers and students need not be uniform.

Whatever master schedule (e.g., six period day, seven period day, block schedule) is in effect in a middle or high school for the 2000-01 school year shall remain in effect in subsequent years unless a new type schedule is approved through the waiver provisions under school-based management by a vote of 55% of the BTU staff.

During the SY25-26 or SY26-27, Secondary School principals in schools that currently (as of SY 24-25) have a six-period day shall work with their Instructional Leadership Teams, School Site Council and BTU Building Representatives to review their current schedules and recommend changes to the number and structure of periods. Two new scheduling options that meet the needs of MassCore requirements, provide equal opportunity for students with disabilities and multilingual learners and comply with all other provisions of the collective bargaining agreement (excluding the preceding paragraph) will be provided to the ILT, SSC, and BTU building reps for their review and submitted for review by district staff by January 15th. The ILT, SSC, and BTU reps will also have the opportunity to submit their views to district staff. With the approval of those two options by district staff, the options will be presented to the faculty, and the faculty will vote by a 55% majority vote on which option is preferred by March 1st. The preferred schedule will be implemented the following school year.

(b) Planning and Development Periods

(1) **Definition and Purpose.** “Planning and development periods” are those periods during which a teacher is not assigned to a regularly programmed responsibility. Planning and development periods shall be teacher directed and it is expected of teachers that these periods will be used primarily for educational planning, team meetings, and parental contact.

(2) **Elementary Teachers.** All teachers in elementary schools, including specialists and itinerant specialists, will be scheduled for four 48-minute planning and development periods per week. No teacher shall be scheduled for more than two such periods per day.

Effective September 1, 1995, elementary teachers shall receive a 48-minute common planning period each week.

This common planning period may be used for such purposes as common planning time; group, cluster, or departmental planning; team teacher planning; meeting with mentor or consulting teachers; modeling of lessons by demonstration teachers; staff meetings; parent/teacher meetings; or workshops sponsored by the Center for Leadership Development.

Effective January 1, 2001 the weekly common planning period shall be administratively directed.

So long as SPED teachers continue to receive the SPED 96-minute administrative period, such period shall count as two (2) planning and development periods in compliance with this section (1).

A teacher not receiving any such period will be paid 1/5 of the per diem substitute teacher rate.

(3) **Middle and High School Teachers.** All teachers in middle and high schools will be scheduled for 240 planning and development minutes per week. Teachers will have planning and development time each day and will be scheduled in blocks/periods of continuous time that are no less than 40 minutes in duration.

(c) Administrative Periods

“Administrative periods” are those periods during which a teacher is programmed for an activity other than teaching. “Homeroom classes” are those in which children assemble in the morning, during the school day, and at the close of the day for administrative purposes. The time involved is of short duration. Home room periods of other than short duration are considered administrative periods. Administrative periods shall be distributed as widely as possible among teachers not scheduled for teaching or other duties at a given time. Every effort shall be made to relieve a teacher of an administrative period if a teacher covers a class during one of his or her planning and development periods.

(d) Normal Teaching Load

In order to meet the new State Requirement of 990 instructional hours per year, the maximum teaching time at the secondary level shall be increased to 240 minutes per day. Teachers shall not be required to teach more than 165 minutes without a lunch break, planning and development period, or an administrative duty. Teachers shall receive a minimum of 240 minutes of planning and development time each week.

(e) Duty-Free Lunch

(1) **Elementary Schools.** The parties agree to provide for every elementary teacher an adequate duty-free lunch period of at least 40 minutes. This was and shall continue to be effectuated within a teaching day beginning at 8:30 and not extending beyond 2:30 p.m. with a 40-minute lunch period and a 15-minute recess. Elementary teachers’ duty-free lunch will be held at regularly scheduled lunch periods.

(2) All secondary school schedules shall provide for a minimum of a twenty-five minute duty free lunch for teachers.

(3) **Leaving School Premises.** Staff shall be permitted to leave the building during their duty-free lunch period with the approval of the Headmaster or Principal or Assistant Principal or Teacher-in-Charge.

(f) Limits on Additional Work

Except as otherwise provided in this Agreement, a teacher shall not be required to be present at a school for more than the regular working day for that level, unless they agree to do so voluntarily.

(g) Cooperating Teachers

Any teacher requested to accept a trainee shall have at least one week’s advance notice, and may refuse.

(h) Flexible Workdays for Non-Classroom Professionals and Responsive Schedule

The Headmaster/Principal can develop a flexible work year or work day for School Counselors, Librarians, or any other non-classroom professional so long as the bargaining unit member agrees. A librarian may work a responsive schedule at the discretion and approval of the school leader.

4. Relief from Non-Teaching Tasks

The parties agree that the present practice of requiring teachers to perform non-teaching tasks is uneconomical; further it has a deteriorating effect on the vitality and effectiveness of the teacher in the practice of his or her profession. It is therefore agreed as follows:

(a) Elementary Schools

The Committee and the Union recognize the desirability of relieving teachers of non-teaching duties such as lunch duty, traffic duty, duplicating of materials, collecting money for purposes such as milk, insurance, pictures and school banking. As a first step in effectuating these principles, the parties agree that elementary teachers shall have no bus duty before or after school.

(b) Middle Schools

A person will not be required to perform street duty where police protection is considered necessary but it is not available. A person is not required to perform traffic patrol.

(c) Teachers relieved by school paras of administrative assignments shall not be assigned to teaching duties in lieu of such administrative assignments.

(d) No industrial arts, vocational education, or home economics teacher shall be required to perform work that is not part of the pupil instructional program or part of the teacher's job duties.

Teachers are encouraged to cooperate in meeting reasonable requests made with reasonable lead time prior to events related to school activities.

5. Teacher Assignment Procedures

(a) High and Middle Schools

(1) No later than February 1st, programming preference sheets shall be distributed to all teachers. Programming preferences will be honored to the extent consistent with the provisions of this Agreement. All preference sheets shall be returned by March 1st. No later than ten (10) school days prior to the end of the school year, teachers shall be given the following information on their programs for the next school year:

- Subjects and grades of subject to be taught.
- Any special information about particular classes teachers may be required to teach and the grade and particular type of home room.

No later than five (5) school days before the end of the school year, teachers should receive their total program for the following school year, which shall include the periods and rooms where their assignments are scheduled. Programs may be considered subject to change if necessary because of changes in subject enrollments, faculty changes, or programming conflicts. Reasons for any such change shall be given by the Principal or Headmaster to any teacher affected. No teacher shall be required to teach out of certificate and no teacher will teach out of certificate if it prevents others from being appointed from the rated list.

A teacher may consent to teach outside of his or her primary program area to avoid being involuntarily excessed, provided the teacher is state certified and the assignment does not cause the layoff or prevent the recall of another teacher.

(2) Whenever possible teacher programs should follow these guidelines:

- Teachers shall be programmed so as to have a minimum of lesson preparations. Program requests of teachers shall be taken into consideration in determining this minimum. This policy shall be followed especially for beginning teachers and teachers having home room classes with maximum teaching loads.
- Teachers should be assigned to teach in their area of certification.
- There should be no more than three consecutive teaching assignments and no more than four consecutive working assignments except for teachers normally programmed for double periods.
- The number of different rooms in which assignments occur should be kept to the absolute minimum.
- Equitable standards should be applied within each school for exemption from home rooms and building assignments.

(b) Elementary Schools

No later than February 1st preference sheets shall be distributed to teachers. Teachers should indicate their preferences in order of priority of grade level and type of class, with the understanding that if an opening exists, such preferences will be honored where it is consistent with the educational needs and requirements of the particular school.

Teachers should be given an opportunity to discuss their assignment request with their principal. All preference sheets should be returned to the principal on or before March 1st.

Where there is a vacancy and more than one qualified internal candidate desires the position, the principal or headmaster has the right to select an individual to fill a particular grade and/or assignment.

With regard to requests as to grade level or special assignments, teachers with the highest seniority should be given preference if the teachers' qualifications for the position are the same.

Looping at the Elementary Level: If the principal with a majority of the teaching staff at an elementary school adopts a "looping model," the principal shall be allowed to assign teachers to implement this program. Kindergarten classes will be excluded from any looping program.

(c) Rotation

The policy of equitable assignment of teachers for all teaching duties should be followed insofar as possible. The policy of equitable rotation of teachers for all non-teaching duties (including home room classes) should be followed insofar as possible, provided, however, no teacher shall be required involuntarily to perform a specific non-teaching assignment for a period in excess of two (2) school years.

On or before February 1st, a list of all non-teaching assignments for which administrative periods are given in a teachers' program shall be posted in each school. These assignments may be applied for in the teacher's program preference sheet as herein provided.

An applicant for such a non-teaching assignment who does not receive the assignment shall, upon his/her request, be given the reasons for not having been selected by the Principal or Headmaster.

(d) Granting Permanent Status To Provisional Teachers:

Principals will be required to make recommendations as to which provisional teachers they want to make permanent teachers by February 1st of each year. Principals will be notified by February 15th if their recommendations have been approved. The Superintendent shall make permanent appointment of provisional teachers by March 27th.

6. Project Promise

(a) All Project Promise positions will be posted as more desirable positions under Article V(I)(2)(a) and filled by teachers who voluntarily apply and are selected.

(b) Faculty members in designated Project Promise schools who are interested in participating in Project Promise shall so inform their principals in writing. No such teacher shall be required to fill out a formal application or submit resumes, transcripts, or letters of recommendation.

(c) At any school which is designated a Project Promise type school as, for example, the Timilty and Thompson Schools in the 1986-87 school year, a teacher who does not apply for Project Promise or who applies but is not selected may be excessed or otherwise involuntarily assigned elsewhere in the system.

(d) Hours

Notwithstanding any contrary provisions of Article V(E), all teachers selected for Project Promise shall be required to work two hours beyond the regular work day on Monday through Friday and may be required to work three hours on Saturdays.

(e) Work Schedule and Assignments

The teaching schedules and assignments of Project Promise teachers shall be determined by the individual clusters established at each school; however, all Project Promise teachers shall be entitled to contractual provisions regarding lunch time, administrative periods, and planning and development time.

(f) Compensation

The extra hours of work, Monday through Friday, shall be compensated at the contractual hourly rate and the annual salary of Project Promise teachers shall be increased to annualize this premium. Each Saturday actually worked will be paid at one-half the teacher's actual per diem rate.

(g) No teacher will be laid off or denied recall rights as a consequence of the Project Promise program.

7. Summer Program

A voluntary summer program may be available for students in certain of the Boston Public Schools. The purposes of the summer program shall include enrichment of the educational experience of students, to provide opportunities for student remediation, to integrate work and community service opportunities with educational experience, and to allow for greater opportunities for sports, arts, and vocational education.

The School Department shall determine the summer program curriculum, all aspects of operation and administration of the program, including employment in the program, salary, hours, and conditions of employment. Employee participation in the summer program shall be voluntary. Selection of employees shall be as determined by the Department.

8. Hiring of Substitutes: Class Coverage

(a) Teachers having an instructional program who are allowed to attend an educational convention or are called for a full-day professional conference or meeting by the Superintendent or a vote of the Committee, shall be relieved by a per diem substitute and the teacher shall be compensated.

A teacher shall lose no compensation for participation in case conference(s), home visit(s), attendance at council meeting(s), or attendance at any other approved meeting(s) which take one-half (1/2) or more of the day.

(b) It is the policy of the Committee that substitutes shall be hired to cover classes of regularly assigned teachers when they are absent.

(c) In the event the Committee after a good faith effort is unable to hire a substitute for a classroom teacher who regularly works with a paraprofessional, that paraprofessional may be requested to serve as a substitute teacher under the following conditions:

- (1) The paraprofessional has a teaching certificate or five (5) or more years of service.
- (2) The paraprofessional is requested to substitute only in those classes in which he or she normally works.
- (3) Effective 9/1/22, paraprofessionals covering a classroom when the teacher is absent shall be paid \$13 per hour in addition to their regular salary.

(d) The Department will make a good-faith effort to hire a substitute when a regularly assigned nurse is absent for more than one day. In any event, a substitute will be provided whenever a nurse is absent for three or more days.

9. Final Records: Marks

(a) Elementary Schools

No final records will be required of teachers until May 1st for Grade 5, and 15 days before the close of school for all other grades.

(b) Middle Schools

Final marks shall not be required of any teacher before May 1st for Grade 8, and 15 days before the close of school for Grade 6 and 7.

(c) High Schools

The number of marking periods for all schools shall not exceed five (5) in number. Final marks shall not be required of any teacher before May 1st for seniors, and fifteen (15) days before the close of school for other students.

(d) Other

- (1) Marks may be subject to change if the teacher submits the request in writing to the principal or headmaster.
- (2) Grades and warning notices for all high school and Exam School students shall be recorded by the data processing method and no teacher shall be required to record numerical or letter grades or comments on duplicate records at the school.

(e) Submission Deadline

Teachers at all levels shall have at least 2 school days following any week long vacation to submit their students' marking term grades and attendance reports (scanner sheets), making them due no earlier than noon on the Wednesday following the vacation.

10. Goals (Effective 9/1/2007)

(a) Unit Finals, Assessments

All teachers required to input assessment data of any kind on any section of MyBPS or in spreadsheet form at the school or central level, but especially math end of unit tests, midyear and final tests shall be provided time during the work day that does not conflict with the teachers P&D or lunch to input student data that results from these or other assessments. Otherwise this task is completely voluntary and at the teacher's own discretion.

(b) Official School Department Tests

All BPS and official school tests must be printed, collated and stapled in a timely manner prior to the need to distribute, and sufficient copies will be provided to teachers.

11. Scholarship Standards

The parties agree that a continuing study will be given to suiting the curriculum to the student and developing optimum teaching-learning conditions. The following are recommended:

- (a) Extension of the academically talented program in the Middle Schools.
- (b) School rules for dismissal for athletic events will be enforced.

(c) Class interruptions for notice or other matters shall occur only when necessary.

(d) Out of district students shall not be admitted if overcrowding results.

(e) Teachers and assistant headmasters (subject areas) shall receive notice when a curriculum committee is to be established. Teachers will have an opportunity to submit recommendations to their curriculum committee.

Proposed major revisions in curriculum will be made available to teachers through their council or school representative in their area of education for their comment before such revisions are adopted.

(f) A joint committee shall be established to develop a curriculum guide for the extended day Kindergarten program.

(g) Individualized Benchmark Testing Effective September 1, 2004, all elementary teachers for grades K2 - 3 will be provided with substitute teacher coverage while administering individualized benchmark testing. These teachers will receive substitute coverage for the equivalent of two days - the equivalent of one in September and the equivalent of one in June-per teacher per year. In dual-language programs where teachers must complete this benchmark testing in two languages, the teachers will receive substitute coverage for the equivalent of four days -- two of which shall be in September and the remaining two in June -- per teacher, per year. The substitute will be compensated at the rate of \$15.00 per hour. The union will facilitate the hiring of retired teachers and others for this purpose. But if a regular substitute teacher is used, he/she will be paid in accordance with the collective bargaining agreement

B. Special Groups

1. Kindergarten and Pre-Kindergarten

(a) The schedule of student morning arrival and length of school day for the kindergarten and pre kindergarten teachers shall be no longer than that for the rest of the staff in an elementary school. The School Department will use its best efforts, subject to programming needs, to reduce the distance between schools for K1 and K2 teachers assigned to two schools.

(b) All administrative policies on kindergarten and pre-kindergarten teachers shall be made available to teachers and principals.

(c) Classes for kindergarten students shall not commence until the Monday following Labor Day.

(d) Involuntary traveling assignments for all K1 and K2 teachers will be made in reverse order of seniority.

(e) A full-time paraprofessional will be assigned to all K0, K1 and K2 classes.

2. Teachers of Music

(a) Teachers of Music who qualify shall be permitted to rate for the position of Supervisor of Music/ Arts Education.

(b) No member of the Music Department instructional staff may be required to participate in professional conferences or other activities sponsored by any teacher organization.

3. Industrial Arts and Home Economics Teachers

When a qualified Industrial Arts or Home Economics substitute is not available, the shop is to be closed.

4. School Counselors

(a) The School Department shall maintain a single list of school counselors that includes all permanent school counselors and former guidance advisors and student development counselors (SDCs), and the term “guidance advisors” shall not be used. This merged list shall be ranked by total years of service in the Boston School system and used for determining layoff, transfer, excessing, and all other appropriate purposes under this Agreement.

(b) A joint Union/Management Committee shall be established for School Counselors.

(c) All bilingual school counselors shall have the same transfer and assignment rights as all other school counselors to “regular” guidance positions.

(d) Effective 9/1/2007, the school department shall provide opportunities for school counselors to earn PDPs through workshops.

5. Vocational Education Teachers

When a qualified Vocational Education substitute is not available the shop is to be closed.

Effective 9/1/2007, a citywide task force shall be set up to look at the various specific needs of the vocational programs in Boston.

6. Coaches

(a) Employees serving in coaching positions prior to September 1, 1980 shall be grandfathered in such positions which shall not be posted annually, provided, however, on and after September 1, 1981, no person may hold more than two (2) coaching jobs.

Any person holding more than two (2) coaching jobs prior to September 1, 1981 shall, prior to April, 1981, choose the two (2) coaching jobs he/she wishes to keep; any coaching job not so chosen will be posted under paragraph (b).

An employee will lose grandfather protection based on an “unsatisfactory” evaluation rating of his performance as a coach.

(b) Coaching vacancies arising after September, 1980 shall be for a term of one year only, notwithstanding any contrary prior practice, and shall be reported annually.

(1) All coaching positions shall be filled by qualified members of the teachers’ or paraprofessionals’ bargaining unit, except as provided in sections (2) and (4) below.

(2) If no bargaining unit member applies for a specific coaching position or if the only applicant or applicants have previously been rated unsatisfactory as a coach, the School Department may hire a coach from outside the bargaining unit. Such positions shall be reposted the following year and the incumbent shall be eligible for reappointment as long as there is no break in service.

(3) Any coach who is promoted out of the bargaining unit shall not retain his or her coaching position.

(4) Non-bargaining unit members who coached during the 1985-86 school year shall remain eligible for reappointment to a coaching position in the same sport in the same school.

(5) New coaching appointments shall be recommended by the personnel subcommittee of the School Site Council at each school.

(c) Coaches shall be evaluated annually by the Principal/Headmaster in consultation with the Athletic Director.

(d) The parties, having a joint interest in exploring options for expanding and maximizing the quality and depth of the school system's athletic programs through collaboration with the nonprofit Boston School Sports and Fitness Corporation ("BSSFC"), agree to maintain a Coaches Committee composed of four (4) representatives of the School Department appointed by the Superintendent, four (4) coaches appointed by the Union, and two representatives appointed by BSSFC.

This Coaches Committee shall continue to meet and make recommendations relative to coaches' issues. The Coaches Committee's recommendations shall be considered by the Steering Committee.

(e) The Coaches Committee will determine a rules-based way to add athletic coaches and/or athletic programming and make recommendations to the Senior Director of Athletics regarding those additions.

7. Swimming Instructors

This Section defines the full agreement between the parties concerning swimming instructors.

(a) Salaries

Swimming instructors will be paid according to the teachers' salary schedule and advance annually to the next higher step, except that the salary of a swimming instructor without teacher certification shall be capped at Step 5.

(b) Layoff and Recall

The layoff and recall procedures for swimming instructors will be that specified in Article V (L) of this Agreement. For that purpose, swimming instructors shall be considered as a separate program and certification area.

(c) Fringe Benefits

Swimming instructors will receive health and welfare fund, sick leave, group health insurance, military and reserve leave, and maternity leave under this Agreement, and personal leave as provided under the Paraprofessional's Agreement.

(d) Payroll Deductions for Union Dues

The Union shall secure authorizations for payroll deductions for Union dues and shall provide electronic copies of such authorizations to the Committee's Chief Human Capital Officer or their designee. Such authorizations may be revocable as provided by law. The Committee will request the Treasurer of the City of Boston to submit such sums in total to the Union Treasurer no later than 30 days after such deduction was made.

Upon request by the Union, the School Committee shall, to the extent allowed by law, provide the Union with the name, employee identification number, and assignment of any employee from whom it has received a written request to revoke dues deductions.

(e) Discipline and Discharge

No swimming instructor who has served a probationary period in excess of thirty (30) school days shall be disciplined or discharged except for just cause.

(f) Grievance and Arbitration Procedure

Grievances as defined in this section 7 will be processed through the grievance and arbitration procedure under Article X of this Agreement.

8. COSE

a. Effective 9/1/2023, all Boston Public Schools (“BPS” or “District”) Coordinators of Special Education (COSE) will have a cumulative individual caseload of 135 cases. Cases will count as follows:

- 504 plans will count as 1.0 cases.
- 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.
- IEPs will count as 1.0 case.

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. 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.

d. BPS shall compensate the COSE for the time spent on each additional case should a COSE’s annual caseload exceed an individual caseload of 135 cases for the school year. 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. BPS shall compensate the COSE for the time present on each additional case. COSE not projected to exceed 135 cases may be assigned cases from the caseload assignment of a COSE projected to exceed 135 cases before April 15th. For such cases, the COSE may elect to hold meetings virtually unless the students’ family prefers an in person meeting. The District will make best efforts to make undisputed COSE caseload overage payments by July 31st or the next closest pay date. The parties agree that disputed and appealed COSE caseload payments may not be paid under the same timeline, but BPS will make best efforts to pay all agreed-upon overages by September 30th.

e. The District will send each COSE a caseload report five times a year (on October 15, January 15, March 15, May 15, and the business day after the last school day of the year), including student name and ID number. COSE will have ten (10) business days to submit, via the District’s Google form, a dispute about the caseload calculation to the District. Disputes submitted after the ten (10) business days will not be reviewed. The District will review the dispute once the ten (10) day period is complete and provide a response within 30 days, except the dispute reported for the last reporting period of the school year will be responded to by September 30th.

f. Effective immediately, and for school years 2025-2026 and 2026-2027 and in addition will remain in effect during the period between the expiration of this contract and the ratification of the successor contract. The District will regularly post positions in an attempt 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. Payment will be made twice per year. The District will endeavor to make the first payment in February and the second payment in July.

g. 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.

h. 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 Chief of Specialized Services or their designee 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 V-I-1(b) of the relevant collective bargaining agreement. The Chief of Specialized Services will select the most qualified candidates. The COSE will continue maintaining their seniority and assignment attachment rights to their previous position.

j. The position of Eligibility COSE shall be established. The rate of pay and workday length will be that of Schedule A teachers. The job description will be negotiated between the parties, and no Eligibility COSE position may be posted until the job description is fully negotiated.

i. Eligibility COSE shall be responsible for initial evaluations of all students in grades K2-12 and younger students who are not in early intervention. Equitable Service COSE will be responsible for the initial evaluation for all school aged Boston residents who do not attend a BPS School. Any 504 plan resulting from an initial evaluation shall also be written by the Eligibility COSE. Following an eligibility determination meeting resulting in an IEP, should any extended evaluation, reconvene meeting and or additional assessments be conducted, OR the finding of no additional services which includes the completion of regulatory paperwork, the case will be managed by and count toward the caseload of the receiving COSE in addition to the initial evaluation counting on the caseload of the Eligibility COSE.

ii. School-based evaluation teams may submit a request for an eligibility COSE to complete a re-evaluation. The request must be supported by data reflective of evidence-based interventions that support the possibility of a student requiring a substantially separate assignment.

k. The District and the BTU will bargain over any changes to the COSE working conditions no later than twenty-four (24) months after the ratification of this agreement only if all the above provisions are implemented with fidelity.

1. COSE will be allowed to participate in the PTPP.

j. Supplies shall be made available to COSE at each school he/she serves.

k. COSE shall be paid under the teacher salary schedule. The work year for COSE shall be the teacher work year. In addition, COSE may be allotted summer work to be compensated at the contractual hourly rate and to be scheduled cooperatively by the Assistant Superintendent of Special Education and Support Services and the COSE, with such scheduling to be completed by July 15th.

l. The Superintendent shall designate individuals to evaluate COSE.

9. Hub Community School Coordinators

The Hub Community Schools Coordinators shall be paid in accordance with the following three Steps:

Hub School Coordinators Salary

Effective September 1, 2024 – August 31, 2025

Step 1	Step 2	Step 3
\$87,173	\$90,920	\$94,835

Effective September 1, 2025 – August 31, 2026

Step 1	Step 2	Step 3
\$89,916	\$93,739	\$97,732

Effective September 1, 2026 – August 31, 2027

Step 1	Step 2	Step 3
\$92,965	\$96,864	\$100,936

The Coordinators will work 8 hours each school day and their work year will be 223 days. The work year shall include the 180 days that students are in school (the “school year”), and 43 days outside of the school year. The additional 43 days shall be scheduled collaboratively between the Coordinator and their supervisor.

a. The district will invest in maintaining the current 14 BCHS. In addition, the district will aspire to, at minimum, 20 Boston Community Hub Schools by 2025-2026. The majority of coordinators will be established as BTU positions and the current BTU positions will continue to be BTU positions.

b. Hub School coordinators will not be asked to substitute in a classroom or perform daily hall duties. They may be asked to supervise students if it is necessary to ensure student safety. If this occurs more than three times over the year they can reach out to the Director of Hub Schools and Citywide Hub Schools Coordinator for support and discuss potential solutions.

c. Hub school coordinators will be able to attend school site meetings, such as School site Council, parent meetings, attendance meetings, school engagement meetings, ILT, etc but the hours will be part of their scheduled work day. Hub school coordinators will work in collaboration with their school leader to determine participation in meetings or events outside of traditional school hours. The Director of Hub Schools in Consultation with the school leader must approve work outside of traditional hours and, when directed to attend a meeting, the hours will be part of their scheduled work day. As necessary the City Wide Hub School Coordinator can support and discuss potential solutions if there is a disagreement about a request to work outside of traditional hours.

d. In addition to the normal BPS hiring process, BPS will agree, for the Executive Director of Hub Schools position, Director of Hub Schools position, the City-Wide Hub School Coordinator position, and the BTU Hub School Coordinator positions to add one BTU representative on the hiring committee for those positions. That BTU member must be agreed upon by the BTU president and the Superintendent or their designee. This hiring committee will make a recommendation for a candidate for the position to the Superintendent or his/her designee. This agreement is non-precedent setting and does not grant any additional rights regarding any other positions within the District.

e. The parties acknowledge the value of the Hub School Coordinator building strong ties in the community and, in furtherance of that goal, the school leader (or their designee) shall work with the coordinator and school collaborators to identify community building opportunities with a goal of the coordinator spending time with community based organizations. Hub school Coordinators will be allotted time in the community to build these partnerships during their work hours. The hours may vary from week to week and this will be subject to the school leaders or the Director of Hub Schools approval based on the needs of the community and school.

f. BTU members, who transition from a BPS position to a Hub School Coordinator position funded by an outside partner, will be offered fallback rights to a paraprofessional position if their Hub School Coordinator position is eliminated.

g. BTU and BPS will work together to engage external partners per applicable laws to support the implementation and programming at newly identified hub community schools.

h. BPS will work collaboratively with the BTU when establishing new Community Hub Schools. The BTU will submit a list of schools to recommend for new community Hub Schools with BTU coordinators, and the district will then consider the list, but make the final decision on where new Hub Schools will be established. Any new school or merged school at least up until SY 2024-2025 including but not limited to the schools approved by the schools committee for merger in the 23-24 school year will become a Boston Community Hub School, and the district will hire a BCHS coordinator. Merged and new schools will be considered for prioritization and the district aspires to maintain and grow hub schools on an annual basis.

i. BTU and BPS will make available to interested schools information related to the potential formation and implementation of Hub Community School practices.

10. SEIMS Arbitration

1. Elementary Resource Room Teachers, Elementary Substantially Separate Teachers, Itinerant Teachers. Each of said teachers shall be provided ninety (90) minutes in each week. A ninety (90) minute period may be segmented into two (2) forty-five (45) minute periods in the discretion of the Department. Such period(s) shall be used primarily to perform SEIMS duties and/or secondarily SPED related duties as may be assigned by the Department or as may be determined by the teacher in the absence of such assignment, provided, however, the following duties shall not be considered as SPED related duties to be performed during the aforesaid 90 minutes each week.

a. Participating in 766 Team Meeting.

b. Conducting Formal Assessments.

c. Monitoring 502.1's, provided however, in the case of Itinerant teachers only, said monitoring may be required in one of said teachers 45'' periods each week. The other 45'' period of said Itinerant teacher shall be dedicated to perform SEIMS duties only.

d. Completing Compliance Assurance Checklist

e. Secondary Resource Room Teachers and Secondary Substantially Separate Teachers. Each of said teachers shall have two (2) of their scheduled administrative periods each week dedicated to SEIMS duties or other SPED-related duties in accordance with paragraph #4 herein.

f. In the event the Department fails in any instance to provide the required administrative period to a teacher, the Committee shall pay twelve dollars (\$12.00) for each full forty-five (45) minute period not provided.

2. The parties agree to promptly establish a Joint Committee consisting of four COSE appointed by the President of the BTU and three administrators appointed by the Superintendent. Decisions of the Committee shall be made by majority vote with the responsible administrator voting with the majority. The Committee shall deal with such issues as it may deem appropriate including but not limited to, the presentation of In-Service programs to regular education teachers concerning referrals, and SEIMS related matters.

3. Early Childhood Substantially Separate teachers shall be give 90 minutes of administrative time on the day of which no children are assigned, for SEIMS and other SPED related activities.

11. Central Office Operational Positions

9/1/2024 - 8/31/2025	Information Officer	Transportation Officer and HERN Coordinator	Assignment Transfer Specialist
Base	\$91,322	\$106,291	\$121,239
After 8 Yrs	\$96,689	\$111,656	\$126,445
9/1/2025 - 8/31/2026	Information Officer	Transportation Officer and HERN Coordinator	Assignment Transfer Specialist
Base	\$94,148	\$109,417	\$124,498
After 8 Yrs	\$99,623	\$114,889	\$129,974
9/1/2026 - 8/31/2027	Information Officer	Transportation Officer and HERN Coordinator	Assignment Transfer Specialist
Base	\$97,281	\$112,855	\$128,238
After 8 Yrs	\$102,866	\$118,437	\$133,824

(b) Length of the Work Year

The work year shall be 12 months, but not to exceed 215 workdays. Vacation days will not be scheduled between the first Monday in August and October 1.

(c) Length of the Work Day

The regular workday shall be 6 hours and 55 minutes (exclusive of lunch).

(d) Overtime

Effective July 1, 2007, group III will no longer be entitled to compensatory time-off. However, any compensatory time-off accrued prior to July1, 2007 will be valid. Overtime hours will be compensated at the contractual hourly rate.

(e) Health and Welfare Fund

Central office operational personnel in the teachers bargaining unit will be included under the provisions of Article VIII(O) of this Agreement.

(f) Discipline and Discharge

Department of Implementation personnel who have completed sixty (60) days shall not be disciplined or discharged without just cause.

(g) Right of Return

An employee of the Department of Implementation who may be laid off from a position and who was formerly a permanent teacher in the bargaining unit will be placed in the teacher excess pool. All years spent in the Department of Implementation will count towards seniority.

(h) Assignment with Salary Groupings

Department of Implementation personnel within the same salary grouping may be assigned as needed to any position within that grouping.

(i) Additional Rights and Benefits

Department of Implementation personnel shall have all rights and benefits of this teachers' Agreement.

(j) Layoff and Recall

Layoff and recall shall be by seniority by job title.

12. Investigative Counselors

(a) Salary

	2024-25	2025-26	2026-27
Basic	\$102,992	\$105,992	\$109,362
After 8 years	\$108,177	\$111,341	\$114,818

(b) Length of Work Year

The work year shall be the regular school year plus twenty-two (22) days.

(1) Summer work assignments shall be scheduled cooperatively by the responsible administrator and the investigative counselors; the summer schedule shall be completed by June 1 of each year.

(2) No investigative counselor shall be required to work during school vacation weeks.

(c) Length of Work Day

The regular work day shall be eight (8) hours and 10 minutes, inclusive of lunch.

(d) Overtime

Compensatory time-off on an hour-for-hour basis shall be granted for the first thirty (30) hours of overtime worked. Overtime hours in excess of 30 hours shall be compensated at the contractual hourly rate.

(e) Health and Welfare Fund

Investigative counselors shall be included under the provisions of Article VIII(P) of this Agreement.

(f) Discipline and Discharge

Investigative counselors who have completed sixty (60) days shall not be disciplined or discharged without just cause.

(g) Right of Return

Investigative counselors who may be laid off and were formerly permanent teachers or paraprofessionals in the Boston Public School system will be placed in the appropriate excess pool. All years spent as an investigative counselor will count towards seniority.

(h) Additional Rights and Benefits

Investigative counselors shall have all rights and benefits of this Agreement.

13. Supervisors of Attendance

All relevant provisions of this Agreement shall be applicable to Supervisors of Attendance except: Article VIII(A)-(F), (G)(5) and (N); Article V(A)(1)-(5), (A)(7), (B)(1)-(10), (B)(12)-(13), (E), and (F).

The following provisions of the 1986-89 Supervisors of Attendance Contract shall be retained:

- Appendix A except for paragraph 4;
- Article III with modifications to Section A through D as agreed herein.

(a) Salary and Work Year

The Supervisors of Attendance shall work each day scheduled in the school calendar, except snow days, normal school holidays, and school vacations. Additionally, Supervisors of Attendance will work nine (9) days beyond the 183 day school year over the summer and be paid a 5% differential.

Supervisors shall solicit input from employees on the scheduling of these days and will inform employees of their schedule by March 1. Summer days may be rescheduled with 30 days written notice. Days will be scheduled to meet the needs of the Department.

The Court SOA will also work an additional nine (9) days over the summer but it will be scheduled in coordination with the juvenile court hearings in which BPS is a party and subject to change depending on the case dockets. In rare circumstances and as needed by the Department, the Court SOA may utilize one (1) day intended to be worked over the summer during another school recess with their supervisor's written approval. The Court SOA's additional summer days may change with less than 30 days notice based on the court clerk's scheduling of cases.

(b) Health and Welfare Fund

Supervisors of Attendance shall be included under the provisions of Article VIII(P) of this Agreement.

(c) Career Award

Supervisors of Attendance shall receive career awards in accordance with Article VIII(N) of this Agreement.

(d) Work Day

Seven hours and ten minutes.

(e) Assignment

The parties agree that:

- (1) Each Supervisor of Attendance shall be assigned to a cluster/building office;
- (2) Each Supervisor of Attendance shall be responsible for a geographic region of the city; and
- (3) The court liaison Supervisor of Attendance shall have Citywide responsibility.

(f) Transferring, Excessing, and Layoff

The Supervisor of Attendance shall be included in the appropriate sections of this teachers' contract for the purposes of transfer excessing, and layoffs.

(g) Work Space

Each Supervisor of Attendance shall be provided an adequate work station in the cluster office (including access to a telephone and a secure filing cabinet) to perform work and to maintain records.

(h) Performance Evaluation

Supervisors of Attendance shall be evaluated by the appropriate Cluster/Building Leader or designee on the evaluation form entitled Supervisor of Attendance using procedures as outlined in Article V(G) of this Agreement.

(i) Meeting

Supervisors of Attendance shall meet monthly with a designated central office administrator for the purpose of reviewing work-related issues.

(j) Grievance/Arbitration

Same as that delineated in Article X, except: Step 1: Cluster/Building Leader or Designee Step 2: Office of Human Resources Step 3: Superintendent or Designee.

(k) Right of Return

Supervisors of Attendance who may be laid off and were formerly permanent teachers or paraprofessionals in the Boston Public School system will be placed in the appropriate reassignment pool. All years spent as a Supervisor of Attendance in the Boston Public School system will count towards seniority.

(l) Discipline and Discharge

So long as Supervisors of Attendance remain in Civil Service, discipline and discharge procedures shall be under Civil Service laws, regulations, and procedures as amended by Chapter 613. Supervisors of Attendance who have completed six (6) months shall not be disciplined or discharged without just cause. The grievance arbitration provisions of Article X shall apply to those employees who have successfully completed six (6) months of employment with the Boston Public Schools.

(m) Substitute Coverage

The School Department shall make every effort to provide substitute coverage for any Supervisor of Attendance who is absent for more than five consecutive work days.

14. Adult Learning Center Educators

Instructors at the Adult Learning Center are included in the teacher bargaining unit and shall be paid in accordance with the Teachers salary schedule rates, differentials, health and welfare benefits, etc., as set out in Article VIII of the Teachers contract.

15. Nurses

1) The parties agree to incorporate the Nurses Agreement in effect at the time of this Agreement and dated August 30, 1993. The parties further agree that notwithstanding anything in this Agreement or the prior contract to the contrary the system wide ratio of nurses to students shall be 1 to 700. A joint labor management committee of four administrators appointed by the Superintendent and four nurses appointed by the BTU shall be established. The first objective of this committee shall be to develop a workable coverage plan for absences. No nurse shall be assigned to more than two schools.

2) Student nurse observers shall be assigned to nurses who agree to have them. The colleges and hospitals sending them should be asked to send appropriate lecturers to School Nurse In-Service Programs.

3) The School Department shall provide the kind of training which is required by the Department of Education, e.g., CPR and first aid training, to nurses at no cost during regularly scheduled professional development time.

4) There will be at least 1.0 FTE nurse in every school building; the district will begin to implement this in school year 19-20 and finish in school year 20-21. Nurses in schools with low acuity may be available to help with other nursing work from other schools, provided the work does not require them to leave their assigned school. This additional work may include: input screening data; inputting immunization information; following up on immunization and screening; and referrals and case management support. The Nurse JLMC will, at the beginning of the school year, review the acuity and caseloads of each nurse at each school and then will have, as a standing monthly agenda item, a review of the data in cases where nurses who have a lower caseload are helping with other work as defined above. The JLMC will make recommendations regarding acuity to the Assistant Superintendent or his/her designee regarding acuity. Ultimately, the Assistant Superintendent maintains the right of assignment for nurses.

The BPS will make a good faith effort to assign substitute nurses when a regularly assigned nurse is absent. The regularly assigned nurse shall follow procedures currently in place for teaching staff to notify OHC of their absence.

16. 636 Coordinators

Layoff and recall of 636 Coordinators shall be by seniority.

17. Clinical Coordinators

Effective September 1, 1994, clinical coordinators will be placed on the salary grid plus 10% for the eleventh month.

18. Newcomers Assessment and Counseling (NACC) Center Research and Assessment Specialist Work Schedule

(a). NACC Research and Assessment Specialists shall be paid at the Schedule A rate plus a 10% differential. Their workday will be the Schedule A workday (7 hours and 10 minutes) and their work year shall include 19 additional days beyond the contractual work year, to be scheduled in accordance with sections B-D below.

(b) All Research and Assessment Specialists are required to work up to ten Saturdays a year as part of their 202 days. The ten Saturday dates will be shared in advance with the NACC by August 1st. Saturdays worked during the mandatory assessment periods will be scheduled for the same work hours as other workdays. Saturday testing is dependent on the needs of the Center. The District reserves the right to cancel, with notice, when there is no demand for testing on a Saturday or add/reschedule a Saturday, with no less than 30 days' notice, to handle spikes in the number of language assessment appointments or directives from the Department of Elementary and Secondary Education ("DESE"). Saturdays may not be rescheduled for school vacation week days.

(c) The contractual work year for NACC Assessment Specialists shall be 202 work days from September 1st to August 31st. NACC Assessment Specialists shall not be required to work from the last day of school in June to the end of the week containing July 4th. The remaining weeks of July, the Center will be open Monday, Tuesday, and Wednesday. Every member of the team will choose to be scheduled to work two of those remaining July weeks (Monday, Tuesday and Wednesday). Employees will submit their preferences for weeks, but assignments will be determined by the Director of NACC based on the needs of the district. All NACC Assessment Specialists will be scheduled to work the entire month of August.

(d) By June 1st each year, Research and Assessment Specialists will receive their NACC work schedule for the next school year from their Immediate Supervisor. By August 30th, each Research and Assessment Specialist will submit to their immediate supervisor a proposed work calendar that includes Not on Duty Per Contract days. By September 15th, their Immediate Supervisor will approve in writing these work calendars, subject to minimum staffing requirements of NACC and working expectations of NACC, with Not on Duty Per Contract days approved for those who submitted their proposed calendar by the August 30th deadline.

19. All Itinerant Service Providers:

(School Psychologists, District Social Workers, Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Adaptive Physical Education Teachers, Vision Teachers).

(a) At least one of the all-day professional days each school year shall be planned and implemented by the joint union/management committee for the Itinerant Service Providers.

One half of all contractually required professional development time will be allocated for centralized professional development for all itinerant service providers, including school psychologists, district social workers, speech/language pathologists, occupational therapists, physical therapists, nurses, and evaluation team facilitators.

(b) The mileage rate for reimbursement shall be at the IRS rate. All Itinerant Service Providers (ISPs) shall be given the option of receiving a yearly payment of \$600.00 as reimbursement for mileage and auto expenses or filling out monthly mileage statements and receiving full reimbursement for documented mileage. There shall be no cap on the number of miles allowed as long as they are documented. Once documentation of mileage expenses in excess of \$600 has been submitted, an ISP will receive that \$600 payment in succeeding years provided the ISP's direct supervisor verifies that the ISP's travel schedule is substantially unchanged.

Individuals who opt for the lump sum \$600.00 payment shall be reimbursed in addition to the \$600.00 for mileage outside the City of Boston.

(c) The School Department will provide the testing kits and other protocols to all itinerant service providers. In addition, the BPS will budget \$200 per itinerant service provider for supplies related to their discipline. Itinerants will be surveyed by their supervisor for input in developing a departmental catalogue of approved supplies. Itinerant service providers, upon request, will receive \$200 per year in materials from this departmental catalogue.

(d) With the School Department approval of subject matter and provider, fifteen (15) contact hours of continuing education shall equal one (1) in-service credit for nurses, speech and language pathologists, school psychologists, district social workers, school counselors, occupational and physical therapists, vision teachers and, effective 9/1/2007, clinical social workers, and effective 9/1/12, lead sign language interpreters.

(e) For the group listed in the heading above a joint Union/Management Committee shall be created consisting of seven (7) union members appointed by the Union and seven (7) administrators appointed by the Superintendent.

(f) All occupational and physical therapists shall be provided documentation e.g. therapists logs or equivalent, once a year, of the number of students who have received services and the number of FTE therapists.

(g) All occupational therapists, physical therapists, Speech and Language Therapists, School Psychologists, Nurses, Adaptive Physical Education Specialists, Vision Teachers, and Social Workers will be reimbursed for their application and testing fees for National Board Certification. This reimbursement will be distributed upon successful completion of their respective national approval. From September 1, 2006 to August 31, 2010, the budget for this program will be \$15,000.

(h) A separate yearly budget will be allocated for the related service provider disciplines (Including but not limited to, occupational, physical and speech and language therapies, vision services, psychology, adapted physical education, School Counselors, Student Support Coordinators, and nurses), for planning and implementation of relevant professional development to satisfy contractual professional development requirements. The BTU and administrative members of the joint union management committee will plan the allocation of these funds for discipline specific professional development. The BTU will provide space for the meetings to be held when available.

20. Student Support Coordinators

A joint Union/Management Committee shall be established for Student Support Coordinators. Effective 9/1/07, a joint Union/Management Committee shall be established for Clinical Social Workers.

21. Tech Support Personnel

Stipends received by Tech Support Personnel for Tech Support work shall be subject to retirement deductions.

22. Performing Arts Teachers

Effective September 1, 2005, Performing Arts teachers, including theater, music, dance, drama, and choral group teachers, who conduct regular after school rehearsals and practices culminating in final productions and/or festivals shall be compensated for such after school time with a stipend of \$1,600.00 per year.

23. Reading Recovery Teachers

Schools can choose Reading Recovery Teachers from applicants who are licensed as reading teachers or elementary or both so long as no reading teacher is currently on lay off and provided the teacher successfully completes the Reading Recovery Training.

24. Restorative Practice

a) In SY 2017-2018, the BPS will hire and maintain, after consultation with the BTU president or her designee, a district-wide Restorative Practice Coach In a BTU position that shall oversee Restorative Practice Implementation and support school-based coordinators in the district.

The Coach will organize a minimum of 12 hours of compensated professional development for school-based RP coordinators, in partnership with the BTU Restorative Practice Organizing Committee. Alternatively, the 12 hours can be arranged into 2 all-day sessions, with release time provided.

The Coach shall work the regular teacher workday and work year plus 18 days, and shall be compensated in accordance with the BTU salary grid plus a differential of 10%. All compensation paid shall be retirement worthy.

b) In addition, the BTU and BPS shall collaboratively determine three schools to hire educators for the purpose of implementing Restorative Practices across the school. These positions may be either Community Field Coordinators or hybrid teacher roles, where teachers are released from classroom duties to coordinate Restorative Practices across the schools where they teach.

(c) The district shall maintain a RP/SAWS specialist for each of the nine regions for the life of this contract.

(d) BPS may make professional development opportunities relating to restorative practices available outside of the school day and provide educators pay at the contractual hourly rate for participating

25. District Social Workers

The District Social Worker agreement dated August 8, 2022 is hereby incorporated by reference.

C. Alternative Service Providers

1. Educational Contracts

Before the School Department enters into any outside educational contracts that directly affect the teaching-learning situation in the classroom, the contract shall be submitted for discussion by the Steering Committee.

Prior to the bringing of any grievance resulting from such a contract to arbitration, the Union shall submit the dispute for consideration by the Steering Committee. If within thirty (30) days of its presentation the Steering Committee reaches a decision on how to resolve the grievance, it shall be considered resolved and shall not be appealable to arbitration.

2. Volunteers

The Union shall continue its policy of not filing grievances against the use of volunteers in the school system, provided such volunteerism does not result in the layoff of or failure to recall any member of the bargaining unit, nor the excessing of any member of the bargaining unit from a school that has not adopted shared decision-making.

Notwithstanding any other provision of this Agreement or prior arbitration decisions affecting voluntary programs as defined herein, the School Department may make any contract or arrangement for the provision of voluntary programs or services which enhance the educational output of the schools with organizations or individuals who are not part of the bargaining unit, provided that such contracts or arrangements have the effect of augmenting services and personnel rather than replacing them, and provided further, that such contracts or arrangements shall not result in the layoff or excessing of unit personnel or preclude the recall of unit personnel. The term "voluntary" as used in this paragraph means that the School Committee shall not pay directly or indirectly for the services or programs.

D. Affirmative Action

The parties agree that in situations where the School Department is under a Federal Court Order to reach a specified percentage of black or other minority teachers by a time certain, such compliance shall be attained through annual incremental progress. In situations where the percentage of black or other minority teachers within a school building is significantly less than the system-wide percentage for that particular level, the Union and the Department will jointly identify schools in need of such effort and will develop an agreed-upon procedure to address this problem.

The School Department will advertise and target all bargaining unit positions at the examination schools for minorities until those schools meet their court-ordered percentages for minority representation on the faculty. Circulars will clearly state that these procedures are undertaken to comply with federal court orders. The Union agrees not to grieve these postings.

The School Department agrees that if it is unable to reach the court-mandated percentages of minority faculty by the 1990 deadline, it will not undertake involuntary excessing to meet the goals at that time. Instead, both parties agree to petition the court for an extension of time to achieve compliance.

The School Department will identify schools where minority representation among teachers is significantly less than the system-wide percentage for that particular level and will work in cooperation with the Union and the School Site Council (or Principal/ Headmaster if there is no School Site Council) to increase that percentage.

E. Length of School Year/School Day and Calendar

1. Length of School Year

(a) In General

1. Effective for the 1997-1998 school year and thereafter, the work year of teachers, other than new teachers who may be required to attend three (3) days of orientation, will begin the day after Labor Day and will terminate no later than June 30, but will in no event exceed one hundred eighty-three (183) days. The "work year" will include days when pupils are in attendance, orientation days at the beginning of the school year, conference days, in-service training days, curriculum development days, and any other days on which teacher attendance is required.

2. The three days in excess of the 180 days required by law shall be scheduled on the school calendar (or any revision thereof with appropriate notice) during the work year, but not on a day on which pupils are scheduled, and not on a Saturday, Sunday, or holiday, or during a normal intercession. These additional three days shall be used for in-service training, curriculum development, or other programmed professional purposes.

3. The Union shall be allowed to participate in orientation programs for new teachers.

4. The teacher and paraprofessional work year will begin the day after the Labor Day holiday. The activities for the first thirty minutes of this first day will be determined at the discretion of the building administrator. Teachers and paraprofessionals will spend the remainder of the first day organizing and preparing their classrooms. The activities for the first thirty minutes of the second day will be determined at the discretion of the building's union representative. Teachers will spend the remainder of the second day engaged in professional development.

5. The student year will begin on the Thursday after Labor Day.

6. Classes for kindergarten students shall not commence until the Monday following Labor Day.

7. Eighteen hours of professional development activities beyond the regular school day hours shall be scheduled annually. These eighteen hours shall focus on advancing the goals and objectives of the individual school's Whole School Improvement Plan.

For all professional development hours, the ILT in each school shall hold a meeting with the faculty each April to solicit ideas for the content of professional development in the following school year.

8. The building administrator may establish the professional development schedule provided that the meeting schedule be provided to the staff no later than the end of school for the preceding year, none of the time be scheduled over the summer unless there is a waiver vote under the CBA, and provided that no professional development time be scheduled on the 2nd Wednesday of the month, and must be at least two hours in length.

9. Professional development schedules should be finalized by the end of the preceding school year. For the 1997-98 school year this deadline will be extended to October 15th if necessary. If the administrator and the faculty fail to agree on a professional development schedule, three six-hour professional development days shall be added to the end of the school year.

10. Teachers shall be required to participate in eighteen hours of professional development plus one full day of professional development which shall be scheduled on the work day following the Christmas vacation or the April vacation, at the discretion of management. This full day of professional development may be converted to professional development hours by a majority vote of the faculty. Teachers will receive a PDP certificate at the end of the school year for all time spent in professional development activities. Teachers may combine PDP activities year-to-year to comply with state requirements.

The professional development schedule for a school year shall be finalized before the end of the previous school year and the schedule shall be distributed to the staff. In the event that more than 25% of the staff is new to the building the following September, the faculty may re-vote. The vote must be completed by 9/15. The vote will be held by secret ballot with five days' notice to staff.

11. If a principal/headmaster so determines the need, up to ten additional hours of professional development can be required for the whole staff or some portion of the staff. The ten hours referenced may be extended to fifteen hours solely for the purpose of providing fifteen-hour training mandated by the Department of Justice to serve multiple ELD level groupings. This provision sunsets with the Department of Justice agreement. The teachers required to engage in this professional development will schedule these hours and the principal/headmaster will determine the content. Teachers will be paid on a pro-rata basis on their annual salary for this additional time. Such payment will be subject to retirement deductions.

12. No later than School Year 26-27, two additional early release days (beyond the day before Thanksgiving and the last two days of school) will be scheduled and the dates will be included on the BPS calendar annually. Any school whose annual instructional time would be brought below that required by law due to the additional two early release days shall not be released early on one or both of those days.

On such early release days, students will be dismissed two (2) hours and thirty (30) minutes earlier than their regularly scheduled dismissal time. On such early release days, BTU members will participate in professional development during the remainder of their regular work day.

2. Length of the School Day

(a) The length of the teacher day at all levels will increase by ten minutes.

(b) The fifteen minutes before and fifteen minutes after school time for teachers shall be reduced to a total of twenty minutes, ten minutes before and ten minutes after school. The faculty, by a majority vote and with the approval of the principal, may change the allocation of the twenty minutes before and after school time.

3. School Calendar

The School calendar prepared and promulgated by the School Department in advance of the beginning of a school year shall provide for three (3) one-week intercessions in December, February, and April.

Sessions of the day schools shall be suspended on Saturdays, Sundays, and the following named holidays and vacations: Indigenous People's Day,, the Veterans Day holiday, from Thanksgiving Day until the following Monday, from the first school day immediately preceding Christmas to and including the first day of the following January, Martin Luther King, Jr. Day, the week in which the twenty-second of February falls, Good Friday, the week in which the nineteenth of April falls, Memorial Day, and Juneteenth. Whenever any of the aforesaid holidays falls on Sunday, the schools shall not be in session on the following Monday.

4. Length of Pupil Day

The length of the pupil school day shall not be less than the time required by the State Board of Education.

5. School Adjustment Counselors

Hours for School Adjustment Counselors shall be as are required by them to complete their case load, but in no event shall their work day terminate prior to 2:30 p.m.

6. School Nurses

School Nurses shall not be required to remain in the building after administrative personnel leave.

7. The Day Before Thanksgiving and the Last Two Days of School

On the day before Thanksgiving and the last two days of the school year, pupils may be dismissed two (2) hours and thirty (30) minutes earlier than their regularly scheduled dismissal time and all BTU members, on the day before Thanksgiving, will be dismissed two (2) hours and twenty (20) minutes earlier than their regularly scheduled work day. Notwithstanding the early dismissal of pupils on the last two days of the school year, all BTU members are required to work their regularly scheduled work day.

8. Parent-Teacher Meetings

Teachers will be available to attend two (2) evening parent-teacher meetings during the school year. Such meetings shall be planned by the building administrator in cooperation with the faculty senate and the parent council with one (1) month's advance notice. Such meetings shall not be scheduled to exceed two (2) hours each. Adequate security will be provided by the School Department.

On or before October 1 of each year, each School Site Council will schedule a parent orientation session. School Site Councils may use at least one of the school's two two-hour parent conference time slots for this parent orientation session.

Each teacher in a school will notify the Principal/Headmaster of the weekly non-instructional time period during which it is convenient for that teacher to be available to meet with parents.

In September of each year all teachers shall prepare a brief outline or syllabus (one to three pages) which includes: the student learning objectives for the year, the curriculum materials they plan to cover, and any student learning products or projects which students are expected to produce during the school year.

This outline may be supplemented with information about the amount of time students are expected to spend on homework; student attendance requirements; what students are expected to bring to class (or not bring to class); and any other information that the teacher deems appropriate to help parents understand what is expected of students. Teachers shall not be required to repeat any information which is distributed by the school to all parents, e.g., code of discipline, homework policy, school handbook.

Two copies of this outline or syllabus shall be given to parents at the first parent teacher meeting of the school year. One copy must be signed by the parent and returned to the teacher indicating the parent's understanding of the curriculum and expectations and agreeing to cooperate with the teacher in meeting the educational objectives set for the year. Parents who do not attend the meeting shall have copies mailed to them by the principal at School Department expense with a stamped return envelope to return the signed copy to the school.

All K-5 elementary homeroom teachers will arrange for individual parent/teacher conferences in the fall.

The school will include along with the outline or syllabus given to parents each September a schedule of times that the teachers are available to meet with parents for an individual conference about their children.

Individual parent/teacher conferences shall be held at the school at a time that is mutually agreed upon by the parent and the teacher. If a parent is unable to come to a conference at the school, the teacher/parent conference regarding the child's school performance shall be conducted by telephone.

Follow-up individual conferences with all parents in the spring shall be encouraged; however, teachers shall schedule a second individual conference with any parent whose child is in danger of not being promoted to the next grade.

9. Extended Learning Time

(A) In addition to the current length of their respective days, effective September 1, 2015, all Schedule "A" schools shall increase their work day by forty (40) minutes per day for additional instructional time.

(B) The parties agree it is preferable that Tier 3 schools on Schedule "A" start as early as possible. To that end the school department shall use its best efforts to examine the transportation changes necessary to effectuate that goal. The school department shall periodically update BTU on its progress in achieving that goal but in any event shall notify BTU no later than January 15 of the starting student time for all Schedule "A" schools. BPS reserves the right to make changes and adjust start times on an as needed basis and will notify the BTU immediately of said changes. BPS agrees to give educators the ability to excess themselves in the event of a change within two weeks of notification. The parties agree that schools should think creatively about extended learning time and utilize the time to increase students' access to academic interventions, instructional support, and enrichment learning opportunities such as drama, the arts, engineering/coding, physical education, and foreign languages. Schools are encouraged to be thoughtful about using the extended time to support the students' learning needs and encouraged to use the time to enrich our students' lives with high-quality, rigorous learning activities. The parties agree that this ELT Agreement shall be phased in over a period of three (3) years, beginning with Phase I, twenty (20) schools in SY 2015/16. The schools for Phase I, SY 2015/16, shall be agreed upon by the parties on or before January 30, 2015. The schools for Phase II, SY 2016/17, shall be agreed upon by the parties on or before January 15, 2016. The remaining Schedule "A" schools, Phase III, shall be phased in at the start of SY 2017/18. The school department and the union shall collaborate in identifying the schools designated for implementation in all three phases and shall also collaborate and cooperate in efforts to adjust bus schedules to effectuate the purposes of this agreement.

(C) The principal/headmaster, in concert with the faculty, and school site council, shall plan how this time shall be allocated and worked into the weekly schedule. Faculty chosen by the staff in the building shall meet with the Instructional Leadership Team and the building administrator three times per year to assess, review, and change, if decided, how the extended time shall be allocated.

(D) Teachers shall be accorded a block of forty (40) consecutive minutes of teacher directed planning and collaboration time within the regular work day, as extended by paragraph 9(A) above. Specialists in Schedule “A” schools can use 6 of the 18 hours of professional development, afforded under Article V.E.1 (a).7 of the 2013-2016 collective bargaining agreement (CBA), to meet with other specialists in Schedule “A” schools or with school-based grade level and/or content area teams. When and if possible, schools are encouraged to schedule accordingly to allow specialists to meet in school-based teams. Teachers not afforded the block of 40 consecutive minutes, in violation of this clause, shall be paid 1/5 of the per diem substitute teacher rate. Each Schedule “A” school that has implemented extended learning time shall have a designated budget for educational resources, materials, supplies, and other relevant purchases for the support of extended learning time. The value of the budget at each school will be the equivalent of \$200 per full time teacher. The use of these funds will be teacher directed and teacher determined through a process developed by the Joint Task Force identified in paragraph 9(J) below. These budgets will be drawn from funds to be raised collaboratively by the BTU, City of Boston, and BPS for this purpose. Any changes to the continuation of this funding beyond the first school year (i.e. SY 2015-2016), and in subsequent years, will be based on mutual consent of the President of the Boston Teachers Union and the Superintendent of the Boston Public Schools.

TFT will be eliminated as a formal planning structure and the time will be used for other planning purposes.

- Time formerly used as TFT will become P&D time in elementary grades (which could be a 5th P&D where schedules allow)
- Time formerly used as TFT may be incorporated into CPT in middle grades

(E) In SY 2014-2015 the School Department shall allocate one third of \$400,000 to be distributed among the Phase I Schedule “A” schools with an allocation prorated by the number of students in each Phase I Schedule “A” school. In SY 2015-16 the School Department shall allocate one third of \$400,000 to be distributed among the Phase II Schedule “A” schools, prorated by the number of students in Phase II Schedule “A” schools. In SY 2016/17 the remaining one third of the allocated \$400,000 shall distributed among the Phase III schools, prorated by the number of students in Phase III Schedule “A” schools. The apportioned money shall be used to support the planning and implementation of the extended school day before the respective school year begins.

The School Site Council at each school shall approve a plan for directing these funds, including stipends for participants and shall select the teachers and paraprofessionals chosen to receive the funds. All plans shall be reviewed by the network superintendent and approved by the Joint Task Force listed in paragraph J below.

Beginning in the summer before SY 2015-2016 the School Department shall implement trainings in the effective facilitation of professional learning and use of collaborative time. The Joint Task Force charged with overseeing the implementation of this Agreement shall review and approve the content and format of the training.

Beginning in SY 2015-2016, teachers selected by the School Site Council shall be eligible to receive a stipend of one thousand dollars (\$1000) per work year and shall be responsible for planning and facilitating the teacher collaboration time for the work year. It is the parties’ intention that the number of educators eligible to receive the stipend shall be chosen on a ratio of one (1) for every five (5) teachers in the school. In addition to the one-time allocation of \$400,000 described above, and not in lieu thereof, the school department shall allocate, annually, funds sufficient to enable schools that have begun implementing the extended learning time called for in this agreement to pay the stipends described in this paragraph to teachers selected by their School Site Council. The payment of these stipends shall continue from year to year in a Schedule “A” school once it has begun an extended learning time schedule and funding for it is not a one-time allocation.

Teachers trained in these practices and receiving the stipend shall not be required to facilitate other collaborative structures but may do so at the employee’s discretion.

(F) The Joint Task Force charged with overseeing the implementation of this Agreement shall review and approve the content and format of the training.

This Agreement shall not apply on the date of its execution to any school designated as of December 4, 2014 as a Horace Mann Charter School, a Turnaround School (Level 4), a Level 5 School, a Pilot School, an Innovation School, schools currently operating an Extended Learning Time Program, or such others as are shown on Schedule “B” subject, however, to paragraphs E4 and E5 below. The schools exempted from this Agreement as of the date this Agreement first takes effect are reflected on Schedule “B” annexed hereto.

Nothing in this Agreement is intended to the faculty of a Schedule “A” school from voting to accept Pilot or Innovation School status, or from being designated a Horace Mann Charter School, nor does this Agreement interfere with the right of the Commissioner of Education to designate a current Schedule “A” school a Level 4 or a Level 5 School in accordance with the regulations promulgated by the Department of Elementary and Secondary Education. The hours added to the teacher workday by the terms of this Agreement and the compensation payable for those hours shall be deemed the normal teacher workday and any hours added thereto, whether by the terms of a subsequently adopted RFP, Election to Work Agreement or Innovation Plan shall be compensated in accordance with the following schedule:

Hours 0 to 120 (new baseline):	Contract hourly rate for the first 96 hours
Hours 121 to 215:	Uncompensated
Hours 216 to 265:	Paid by Pilot or Innovation School as determined by the Applicable Pilot, RFP or Innovation Plan

In all Schedule “A” schools, the new baseline schedule for that school shall be that described in this Agreement.

The parties agree that the JRC award governing Turnaround Schools remains operative for the life of the current collective bargaining agreement (or any extensions or renewals thereof). Any current Schedule “A” school that becomes designated a Turnaround School hereafter shall remain subject to the additional 190 hours stated therein, except that the first 120 hours added to the teacher day by reason of this agreement (40 minutes/day x 180 days) shall count towards satisfaction of the 190 additional hours called for in the Joint Resolution Committee (“JRC”) award and shall be compensated at the rate specified in this agreement. The hours, if any, worked in excess of 120 shall be compensated at the JRC hourly rate of \$21.58.

Any school exempt from this agreement as of December 4, 2014 shall become subject to its terms as a Schedule “A” school immediately following a change in its status as listed on Schedule “B” and prior to its assuming a status different from that shown on Schedule “B” such that the regular work day for staff therein and compensation for the extended instructional time shall be the same as if it were a Schedule “A” school prior to any further change in its status or designation.

All Schedule “A” schools shall adopt their upcoming year’s schedule by June 15 of the preceding school year. All current Schedule “A” schools, and those schools becoming a Schedule “A” school hereafter shall have their schedule of 18 hours of professional development created and approved in accordance with Article VI(a)(8)-(10) of the 2010-2013 collective bargaining agreement.

All staff assigned to a Schedule “A” school will work the extended day, except that itinerant staff shall work the extended day only on the day(s) they are assigned to a Schedule “A” school, with pay prorated as appropriate.

Itinerant staff who work in Schedule “A” schools shall be given their schedule for a given school year on or before August 15.

All paraprofessionals in Schedule “A” schools shall work the extended day.

Disagreements over the scheduling of staff, including itinerants and paraprofessionals, shall be resolved by September 30 of a given school year by a panel of three individuals, one chosen by the BTU, one by the Superintendent, and a third jointly designated by the parties. The decision of the panel shall be reduced to writing and is final.

(G) Staff compensation shall be codified on a new pay grid, hereinafter known as the "Schedule 'A' Pay Grid. Every step and lane shall be \$4,464.02 higher than the applicable schedule effective September 1, 2015. The parties agree that this compensation shall be deemed a part of each employee's base pay for their newly established workday under the collective bargaining agreement. It shall be subject to retirement deductions and shall be included in the calculation of a day's pay for sick leave and severance pay purposes. If a faculty member leaves a Schedule "A" school and moves to a Schedule B school, his or her pay shall revert to the non-Schedule "A" pay grid.

(H) All Schedule "A" schools shall have the option of having teacher planning and development time increased by seven (7) minutes each day, five days per week, or having a block of 35 additional minutes per week. Exercise of the option shall be by vote of the School Site Council taken in June.

(I) In the event of a conflict between the terms of this agreement concerning ELT any future RFP, Election to Work Agreement or governing document for a school hereafter adopting Pilot School or Innovation School status, or between this agreement and the charter of any school hereafter chartered as a Horace Mann Charter School or between the terms of this agreement and proposed Turnaround Plan of a Schedule "A" school designated hereafter as a Level 4 or Level 5 School, the terms of this agreement shall prevail.

(J) Disputes over the interpretation or application of this agreement shall be resolved in accordance with the expedited arbitration procedures of the collective bargaining agreement.

(K) There shall be a seven (7) member Joint Task Force created to oversee the implementation of this ELT agreement, three members designated by the superintendent, three members designated by the president of the BTU and a seventh member selected jointly by the parties hereto.

The following attachments are incorporated into this Agreement:

Schedule A School List (as of the date of the signing of this agreement)

Adams	Guild	King	Perkins
Alighieri Montessori	Hale	Lee	Perry
Bates	Harvard Kent	Lyon	Quincy
Beethoven	Hennigan	Manning	Roosevelt
Bradley	Hernandez	Mather	Russell
Carter	Higginson	McKay	Sarah Roberts
Chittick	Higginson Lewis	Mendell	Shaw PA
Condon	Holmes	Mozart	Taylor
Conley	Horace Mann K-8	Murphy	Tobin
Curley	Hurley	O'Donnell	Tynan
Edison	Kennedy PJ	Ohrenberger	Warren Prescott
Ellis	Kenny	Otis	Winship
Everett	Kilmer		

Schedule B School List (as of the date of the signing of this agreement)

Al Holland High	East Boston EEC	Mason
Another Course to College	East Boston High	Mattahunt
Baldwin Early Learning Academy	Eliot	Melvin H. King Elementary
Blackstone	Ellison Parks	Melvin H. King Middle
Boston Adult Tech Academy	English High	Melvin H. King Prep
Boston Arts Academy	Excel High	Melvin H. King South End
Boston Day and Evening Academy	Fenway High	Mildred Avenue
Boston Green Academy	Frederick	Muniz Academy
Boston International High	Gardner	New Mission
Boston Latin Academy	Greater Egleston	O'Bryant
Brighton High	Greenwood S.	Orchard Gardens
Boston Latin School	Grew	Quincy Upper
Boston Teachers Union	Haley	Ruth Batson Academy
Channing	Haynes	Snowden International
Charlestown High	Henderson	TechBoston Academy
Clap	Horace Mann 9-12	Trotter
Community Academy	Kennedy Health	Umana
Community Academy Science & Health	Kennedy JF	UP Dorchester Academy
Dearborn	Lee Academy	UP Holland
Dever	Lyndon	Winthrop
Dudley Street Neighborhood	Madison	Young Achievers

This agreement is tentative and must be executed no later than January 5, 2015.

Thereafter, its terms shall be subject to ratification by the School Committee of the City of Boston and the membership of the Boston Teachers Union. For School Year 2014-2015 this Agreement is also subject to appropriation by the Boston City Council.

F. Performance Evaluation

1. Purpose of Educator Evaluation

The parties agree that the evaluation process should be fair, transparent and humane for all educators.

This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

The regulatory purposes of evaluation are:

- To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
- To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
- To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
- To assure effective teaching and administrative leadership, 35.01(3).

2. Definitions (* indicates definition is generally based on 603 CMR 35.02)

***Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.

Caseload Educator: Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, school counselors, speech and language pathologists, and some reading specialists and special education teachers.

Classroom teacher: Educators who teach preK-12 whole classes, and teachers of special subjects such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.

Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).

***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.

***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:

Developing Educator Plan shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.

Self-Directed Growth Plan shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.

Directed Growth Plan shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.

Improvement Plan shall mean a plan developed by the Evaluator of at least 30 calendar days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.

***ESE:** The Massachusetts Department of Elementary and Secondary Education.

***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").

***Evaluator:** Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.

Primary Evaluator shall be the person who determines the Educator's performance ratings and evaluation.

Supervising Evaluator shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.

Teaching Staff Assigned to More Than One Building: Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominate assignment, the superintendent will determine who the primary evaluator will be.

Notification: The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.

Evaluation Cycle: A five-component process that all Educators follow consisting of 1) Self Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.

***Experienced Educator:** An educator with Professional Teacher Status (PTS).

***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.

***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.

***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.

***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.

***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.

Multiple Measures of Student Learning: Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance expected by July 2012.

***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of any duration by the Evaluator and may include examination of artifacts of practice including student work. An observation may occur in person or through video. Video observations will be done openly and with knowledge of the Educator. The parties agree to bargain the protocols of video observations should either party wish to adopt such practice. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.

Parties: The parties to this agreement are the Boston School Committee and the Boston Teachers Union.

***Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:

Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.

Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.

Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement Is necessary and expected.

Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.

***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

Rating of Overall Educator Performance: The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:

Standard 1: Curriculum, Planning and Assessment

Standard 2: Teaching All Students

Standard 3: Family and Community Engagement

Standard 4: Professional Culture

Attainment of Professional Practice Goal(s) Attainment of Student Learning Goal(s)

Role-Specific Indicators: Interpretive guidance about applying the Teacher or Specialized Instructional Support Personnel rubric for specific roles with specialized skills, knowledge, and responsibilities. They do not replace the rubric language but assist in interpreting the rubric for specific employees including but not limited to Librarians, Nurses, Counselors, and certain Related Service Providers. In some cases, supplemental rubric language may be provided (e.g., Role-Specific Indicators for School Counselors).

***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:

Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03.

Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03.

Elements: Defines the individual components under each indicator.

Descriptors: Describes practice at four levels of performance for each element.

***Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.

***Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.

***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, school counselors, or school nurses.

***Trends in Student Learning:** At least two years of data from the district determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.

3. Evidence Used In Evaluation

The following categories of evidence shall be used in evaluating each Educator:

Multiple measures of student learning, growth, and achievement, which shall include:

Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;

Measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre- and post-unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required;

Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan;. For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the Educator's role and responsibility.

Judgments based on observations and artifacts of practice including:

Unannounced observations of practice of any duration;

Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator;

Examination of Educator work products; Examination of student work samples.

Evidence relevant to one or more Performance Standards, including but not limited to:

Evidence compiled and presented by the Educator, including:

Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;

Evidence of active outreach to and engagement with families; Evidence of progress towards professional practice goal(s); Evidence of progress toward student learning outcomes goal(s).

iv) Student and Staff Feedback – see #22-23, below; and

v) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

4. Rubric

The rubrics are a scoring tool used for the Educator's self assessment, the formative assessment, the formative evaluation and the summative evaluation. The districts may use either the rubrics provided by ESE or comparably rigorous and comprehensive rubrics developed or adopted by the district and reviewed by ESE.

The parties agree that Role Specific Indicators approved jointly by BPS and the BTU may be used by Educators and Evaluators as guidance in interpreting the performance standards (rubric) for non-classroom teaching roles addressed by DESE regulations and are intended to foster shared understanding of expectations for an employee's demonstration of highly specialized skills, knowledge, and responsibilities.

5. Evaluation Cycle: Training

Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by ESE.

By November 1st of the first year of this agreement, all Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. Any Educator hired after the November 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within three months of the date of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.

6. Evaluation Cycle: Annual Orientation

At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:

Provide an overview of the evaluation process, including goal setting and the educator plans.

Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.

The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year.

7. Evaluation Cycle: Self-Assessment

Completing the Self-Assessment

The evaluation cycle begins with the Educator completing and submitting to the Primary or Supervising Evaluator a self-assessment by October 1st or within four weeks of the start of their employment at the school.

The self-assessment includes:

- An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
- An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.

Proposed goals to pursue:

- At least one goal directly related to improving the Educator's own professional practice.
- At least one goal directed related to improving student learning.

Proposing the goals

Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.

For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1st (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.

Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.

For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.

For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

8. Evaluation Cycle: Goal Setting and Development of the Educator Plan

Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.

To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #22, below.

Educator Plan Development Meetings shall be conducted as follows:

Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.

For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six weeks of the start of their assignment in that school.

The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.

The Evaluator completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within five (5) school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

9. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS

In the first year of practice or first year assigned to a school:

The Educator shall have at least one announced observation during the school year using the protocol described in section 11B, below.

The Educator shall have at least four unannounced observations during the school year.

In their second and third years of practice or second and third years as a non-PTS Educator in the school:

The Educator shall have at least three unannounced observations during the school year.

10. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS

The Educator whose overall rating is proficient or exemplary must have at least one unannounced observation during the evaluation cycle.

The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two unannounced observations. The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.

11. Observations

The Evaluator's first observation of the Educator should take place by November 15th. Observations required by the Educator Plan should be completed by May 15th. The Evaluator may conduct additional observations after this date.

The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

Unannounced Observations

Unannounced observations may be in the form of partial or full-period classroom visitations, Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator.

The Educator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation. The written feedback shall be delivered to the Educator in person, by email, placed in the Educator's mailbox or mailed to the Educator's home.

The feedback must include notification in writing after any observation which causes the observer to believe that the educator's performance may be less than proficient in any standard or overall. In such cases, the observation must be followed up by at least one observation of at least 30 minutes in duration within 30 school days.

Announced Observations

All non-PTS Educators in their first year in the school, PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.

The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.

Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance.

The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.

The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.

Within five (5) school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.

The Evaluator shall provide the Educator with written feedback within five (5) school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:

- Describe the basis for the Evaluator's judgment.
- Describe actions the Educator should take to improve his/her performance.
- Identify support and/or resources the Educator may use in his/her improvement.
- State that the Educator is responsible for addressing the need for improvement.

12. Evaluation Cycle: Formative Assessment

A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.

Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.

The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.

No less than two weeks before the due date for the Formative Assessment report, which due date shall be established by the Evaluator with written notice to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.

Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Assessment Report.

The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.

The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report.

The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.

If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

13. Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only

Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report near the end of the first year of the two year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.

The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.

No less than two weeks before the due date for the Formative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.

The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.

Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Evaluation Report.

The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report.

The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.

If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

14. Evaluation Cycle: Summative Evaluation

The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May 15th.

The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.

The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.

For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the primary evaluator, the superintendent's decision on the rating shall not be subject to review.

The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.

To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.

No less than four weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.

The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.

The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face to face, by email or to the Educator's school mailbox or home no later than May 15th.

The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.

The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.

Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.

The Educator shall sign the final Summative Evaluation report by June 15th. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.

A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

15. Educator Plans: General

Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.

The Educator Plan shall include, but is not limited to:

At least one goal related to improvement of practice tied to one or more Performance Standards;

At least one goal for the improvement the learning, growth and achievement of the students under the Educator's responsibility;

An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.

It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

16. Educator Plans: Developing Educator Plan

The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Evaluator, Educators with PTS in new assignments.

The Educator shall be evaluated at least annually.

17. Educator Plans: Self-Directed Growth Plan

A Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary. A Self-Directed Growth Plan may be of one or two years. For a two-year plan, a formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.

18. Educator Plans: Directed Growth Plan

A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.

The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.

The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than June 10th.

For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.

For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

19. Educator Plans: Improvement Plan

An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.

The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 calendar days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.

The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.

An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.

The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.

The Improvement Plan process shall include:

Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.

The Educator may request that a representative of the Employee Organization/Association attend the meeting(s).

If the Educator consents, the Employee Organization/Association will be informed that an Educator has been placed on an Improvement Plan.

The Improvement Plan shall:

Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;

Describe the activities and work products the Educator must complete as a means of improving performance;

Describe the assistance that the district will make available to the Educator;

Articulate the measurable outcomes that will be accepted as evidence of improvement;

Detail the timeline for completion of each component of the Plan, including at a minimum a mid cycle formative assessment report of the relevant standard(s) and indicator(s);

Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,

Include the signatures of the Educator and Supervising Evaluator.

A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

Decision on the Educator's status at the conclusion of the Improvement Plan.

All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:

If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.

In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.

In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

Educators with PTS on Two Year Plans

Activity

Evaluator completes unannounced observation(s)
Evaluator completes Formative Evaluation Report
Evaluator conducts Formative Evaluation Report, if any
Evaluator completes Summative Evaluation Report
Evaluator conducts Summative Evaluation Report, if any
Evaluator and Educator sign Summative Evaluation Report

Completed by:

Any time during the 2-year evaluation cycle
June 1 of Year 1
June 1 of Year 1
May 15 of Year 2
June 10 of Year 2
June 15 of Year 2

B) Educators on Plans of Less than One Year

The timeline for educators on Plans of less than one year will be established in the Educator Plan.

20. Timelines (*Dates in italics are provided as guidance*)

<u>Activity</u>	<u>Completed by:</u>
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	<i>September 15</i>
Evaluator meets with first-year educators to assist in self-assessment and goal setting process	
Evaluator submits self-assessment and proposed goals	October 1
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting prior to school year)	October 15
Evaluator completes Educator Plans	November 1
Evaluator should complete first observation of each Educator	November 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	
* or four weeks before Formative Assessment Report date established by Evaluator	<i>January 5*</i>
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	<i>February 1</i>
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	<i>February 15</i>
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	
* or four weeks before Summative Assessment Report date established by Evaluator	<i>April 20*</i>
Evaluator completes Summative Assessment Report	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10
Evaluator signs Summative Assessment Report and adds response, if any, within 5 school days of receipt	June 15

21. Career Advancement

A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1st. The principal's decision is subject to review and approval by the superintendent.

B) In order to qualify to apply for a teacher leader position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.

C) Educators with PTS whose summative performance rating is exemplary shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgment as determined by the district through collective bargaining where applicable.

22. Using Student Feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using student feedback in Educator Evaluation by June 30, 2013. See Appendix G.

23. Using Staff Feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

24. General Provisions

A. Only Educators who are licensed may serve as primary evaluators of Educators. BTU members may serve as evaluators under the following circumstances:

1. The BTU member must complete basic Evaluator Training, which fulfills DESE requirements.
2. The BTU member must be willing to serve as an evaluator.
3. The BTU member's practice must be rated proficient or exemplary on their own most recent overall rating.
4. The BTU member may not be the primary or secondary evaluator for an educator whose last rating was less than proficient, or, after collection of evidence, examination of that evidence suggests the educator may be rated less than proficient. In such cases, the Evaluator must relinquish that educator plan to a school-based administrator before taking any further action as an evaluator.

B. Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that he/she must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.

C. The superintendent shall ensure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.

D. Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.

E. The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.

F. Violations of this article are subject to the grievance and arbitration procedures. Any such grievance shall be dealt with expeditiously. In the event of a concurrent dismissal, evaluation grievances shall be merged and considered a single proceeding. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance.

G. Seniority

Seniority in the teachers' unit is defined as total years of professional service in the Boston Public School system for which salary credit is given for step advancement, including years on maximum whether or not such teaching experience (120 days) results in a provisional contract in any year.

Time spent in authorized leave of absence granted for any reasons prior to September 1, 1980 will continue to count as seniority in the teachers unit. Paid leave of absence granted on or after September 1, 1980 including leave covered by workmen's compensation, will continue to count as seniority in the teachers' unit. Unpaid leave of absence granted on or after September 1, 1980 for any reason other than for union business under Section VIII(Q)(1) will not count as seniority in the teachers' unit. Any time spent on an involuntary layoff prior to an offer of recall shall be counted as seniority in the teachers' unit; however, such time shall not count towards career awards or other salary advancement. The Union will indemnify the Committee against any cost or damages arising out of any dispute or proceeding connected with the prior sentence.

The Union shall be supplied with a current seniority list of all members of the bargaining unit.

The settlement agreement contained in Appendix B shall apply to all similar situations where the Superintendent breaks a larger school into smaller schools or small learning communities. The seniority provisions referenced in Paragraph 3 of the appendix will continue in each circumstance for 16 full years commencing from the beginning of the September following the year this provision is implemented in a given school.

H. Certification/Program Areas

1. Program Areas

Employees shall be assigned to program areas in which they are qualified. Program areas are listed in Appendix A. The School Committee reserves the right to establish additional program areas, subject to any collective bargaining obligation as may be required by law.

2. Qualifications

Employees shall be deemed qualified in a program area by holding a valid state certificate or approval for such area and by meeting one of the following criteria:

- (a) A state certificate not more than five (5) years old.
- (b) A mean score on the National Teachers Examination, not more than ten (10) years old.
- (c) Fifteen (15) course credits, graduate or undergraduate, approved as relevant to qualification, all of which are not more than five (5) years old.
- (d) Two (2) years of teaching experience within ten (10) years. A creditable year is one in which at least 50% of the weekly schedule is in the subject area.

3. Ranking

Teachers shall be ranked by seniority (as defined in Section V(H) above) within each program area, including teachers on recall lists.

4. Schedule and Procedures

For the purposes of determining qualifications and placement in a program area, all valid credentials must be filed with the Personnel Department on or before January 15th of any year, unless the results of the NTE or PRAXIS exam are not available by January 15th, in which case, the application will be due by 2/15.

Employees must respond to alleged erroneous placement or non-placement in a program area or to an error in their seniority date within thirty (30) days of the receipt of such information from the School Department.

5. Leave of Absence; Promotion

Teachers on leave of absence for more than ten (10) years or who were promoted out of the bargaining unit shall be considered qualified in the program area in which they have taught immediately prior to such leave of absence or promotion in addition to any program area in which they are qualified under Section (2) above.

6. Recall

Teachers on recall shall be placed in program areas in which they are qualified under Section 2 above.

7. SPED Teachers

The following special provisions shall apply to SPED teachers, superseding any conflicting provision of the 1983 Settlement Agreement. All article references in this proposal refer to the Settlement Agreement.

- (a) Employees shall be assigned to one of the SPED program areas or categories (see Appendix A).
- (b) SPED teachers shall be deemed qualified in any such program area or category in any manner specified in IV C 17(b), subject to the specific additional requirements listed in Appendix A. In addition:
 - (1) Any SPED teacher, including an ETL, is deemed qualified in Program Area 12 and its categories (subject to special certification requirements).
 - (2) An ETL is considered qualified in the program area in which (s)he taught immediately prior to becoming an ETL.
 - (3) A SPED teacher hired on or after September 1, 1986 with an 003 certificate shall not be deemed qualified to teach in any specific program (e.g. LD, SAR, ESD) without evidence of satisfactorily completed coursework related to such program. The Department will accept evidence of enrollment as a valid credential, subject to completion of such courses on time line as mutually agreed by a teacher and the Department.
- (c) Any SPED teacher may exercise layoff, transfer, recall and excessing rights, in accordance with the general provisions of Article VC15-19, in any program area in which such teacher is qualified, except that:
 - (1) No teacher who is targeted for excessing from a category other than 12f or 12g may displace a teacher in 12f or 12g (prior to being placed in the system-wide excess pool) without prior experience in such category;
 - (2) Teachers in Program Area 2 shall be excessed by category;
 - (3) Teachers laid off from Program Area 12 and currently teaching in category 12h or with prior experience in Category 12h (in compliance with Article VC 17-21) shall be considered qualified to displace junior teachers in Program Area 13 who are working in 502.4 cluster programs and to displace any provisional teacher in Program Area 13; but not to displace any junior tenured teacher at the McKinley School or in any other severe lab 502.4i program.

- (d) Teachers currently teaching in category (a) of Program Area 2 and in Program Areas 5, 6, 7, and 8 shall be grandfathered and shall not be displaced or otherwise adversely affected by any additional requirements specified in this agreement; provided, however, they shall be affected by any new state-imposed requirements.
- (e) For layoff, transfer, excessing, and reassignment rights, any teacher eligible to work within program area #13 shall also be eligible to work within program area #12.

8. Bilingual Teachers

Years taught in the bilingual program shall count as teaching experience in the corresponding Regular Education program area, provided that such teacher is state-certified and is proficient in the English language.

9. Excessing

Where a position requires two licenses, and the incumbent does not possess the required licenses, that teacher may be excessed for the lack of holding the two licenses provided they are notified two (2) years in advance. They must be given two entire years after being noticed in writing, consistent with staffing timelines, to obtain the required licensure provided they demonstrate each year in writing in a process designated by the Office of Human Capital by January 15 that they are making “continuous progress,” as informed by the DESE guidance as of July 2022 and included below, toward meeting the requirements for licensure in the field in which the additional license is required. Teachers who have demonstrated progress who then have not obtained the license by the third July 31 after the following written notice will be excessed. In the second January following notice, they may apply to the Superintendent for an additional year if they can show they are still making continuous progress.

The parties agree that the definition of “Continuous Progress” shall be defined as follows:

Below are the ways in which an individual, or a district on behalf of the individual, may demonstrate continuous progress.

A teacher must complete at least one aspect of the licensure requirements for the role. This can include any of the following:

1. Passing a Massachusetts Test for Educator Licensure (MTEL)
2. Passing a subtest of an MTEL or one or more Performance Assessment for Leaders (PAL) tasks
3. Obtaining the SEI Endorsement requirement and approval
4. * Meeting a “coverage of...” competency through 10 Professional Development Points or 10 hours of mentored experience (see Competency Review Guide and Form)
 - * These activities are only applicable to documenting progress for certain license applications where completion of a seminar is an option, and/or a competency review is specifically required. Licenses that may require a competency review include: General Science 1-6, History 1-6, Digital Literacy & Computer Sciences, Library, Moderate Disabilities, Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing, Teacher of the Visually Impaired.
5. * Enrollment and progress in or completion of an MTEL preparation course or equivalent effort to deepen knowledge and/or skills aligned with MTEL test objectives (e.g., college course in the subject area, district-run sessions, etc.)
 - * MTEL preparation will only be counted once as continuous progress if there isn’t an attempt to pass the MTEL test related to the preparation.

6. Enrollment and progress in or completion of an approved preparation program
7. The assignment of a subject-matter expert/coach and the additional district support (e.g., release time or financial incentives) to provide at least 25 hours of content-specific coaching in the individual's classroom. This support is in addition to any standard induction and mentoring support provided to first-year educators. Documentation of this would include a letter from the district outlining the supports in place as well as a time log signed by the individual on the waiver and the assigned subject-matter expert/coach.
8. Additional MTEL or PAL attempts, even if unsuccessful as long as there are supports in place to improve performance moving forward.

Any educator with 25 or more years of service as of September 1, 2022, under a Massachusetts license or they received their teaching license before 1998, shall not be required to obtain an additional license.

No permanent general education teacher shall be excused for the failure to obtain a Moderate Disabilities License. The District will rescind the notices sent to educators that they were required to obtain a moderate disabilities license in 2024. Teachers may still be excused for failure to maintain required licenses.

BPS will reimburse teachers up to \$3,000 during their employment with the BPS for the cost of obtaining another license required by BPS for the teacher's position, including but not limited to those working under a waiver or emergency license. Teachers shall be reimbursed for the following expenses: MTEL prep courses from a provider on a list established by the Office of Human Capital, MTEL tests, graduate coursework, license fees and BPS Pathways Programs, provided that the teacher submits receipts to the Office of Human Capital within the fiscal year that the expenses were incurred.

I. Transfers

1. General Procedures

These general procedures are subject to the provisions of Article III(C)(4)(c).

The Committee shall not be required to post for transfer any position held by a "provisional" teacher whom the Committee has made "permanent." Any position which is posted for transfer may be filled by a provisional teacher whom the Committee has made "permanent." Except as specified in the prior two sentences or elsewhere in this Agreement, all vacancies which under prior collective bargaining agreements were to be filled by transfer shall be filled in the manner set forth below:

(a) All vacancies shall be posted on the School Department website (www.boston.k12.ma.us) no later than April 15th. All applications for vacant positions must be submitted no later than 10 school days after posting on the website. The website shall be the only medium for posting vacancies.

Internal candidates must use the MyBPS intranet system for submission of applications, including data information form and resume. Human Resources will not accept paper applications.

Positions held by provisional teachers with a letter of reasonable assurance will not be posted provided that one BTU Building Rep. has granted written approval. The Department of Human Resources will send out letters of reasonable assurance to provisional teachers no later than April 15th. The School Department will provide a list of such positions to the union prior to initiating the "posting process." BTU members will have in-school access to a computer with internet capability and a printer.

(b) Open Postings:

All BTU vacancies that BPS intends to fill will be posted on an ongoing basis for internal and external candidates. BPS will not be required to attach a stipend to any position open-posted following ratification of this agreement, unless the position requires additional duties.

(c) Transfer Eligibility:

All permanent teachers, including those on leave of absence, are eligible to apply for transfers during the month of March. Provisional teachers with a letter of reasonable assurance shall be eligible to apply for transfers to their own positions under the transfer process. However, any permanent teacher who seeks a position to which a provisional teacher has applied under this section will be granted an interview by the School Site Council Personnel Subcommittee.

Teachers may be considered for transfer in any subject area in which they re-certify under the 1993 Massachusetts Educational Reform Act, even if they do not hold an active Boston program area; however, a school's Personnel Subcommittee shall not be required to select any such individual.

Any teacher who has received two interim overall unsatisfactory evaluations between September and February of that year may be rejected for transfer by the School Site Council Personnel Subcommittee.

Bilingual school psychologists shall be able to move to a monolingual school psychologist vacancy with notice to the administrator by February 1.

(d) If no permanent teacher applies for a position that appears in the April 15th posting, the personnel subcommittee may consider and select any qualified applicant who applies to the posting, so long as there is no permanent excess teacher in that subject area.

In cases where there is only one applicant for a vacancy on the transfer posting, the personnel subcommittee will not be required to hire that single applicant, and the vacancy will go into the excess pool. If there is no permanent excess teacher in that subject area, the personnel subcommittee may consider and select any qualified applicant who applies for the position.

(e) The BTU may challenge the omission of a vacancy from the April 15th posting. The challenge must occur within 10 days of the posting. The challenge may be overridden by a 60% vote of the faculty of the school where the vacancy is challenged. Should the challenge not be overridden, the vacancy shall be posted on the BPS web page prior to the running of the excess pools for 5 school days. Permanent teachers only are eligible to apply.

(f) Transfers will take effect the following September, unless the posting otherwise provides.

(g) Members of the bargaining unit shall have ten (10) school days to apply for transfer.

(h) In the event that a position sought through transfer no longer exists on the effective date of transfer, the person seeking the transfer shall remain in his/her former position as if the vacancy had not been posted.

(i) Upon rehiring after three (3) consecutive years of provisional service, provisional nurses shall attain the same rights and benefits relative to transfer as nurses who have been permanently appointed.

2. Application for Promotion

(a) Posting and Bidding on Promotions

A circular from the Superintendent shall be sent to all schools whenever vacancies occur or are about to occur on higher positions or more desirable positions within the bargaining unit or on levels above the bargaining unit, or when new positions of comparable status are to be established. This shall include the positions of Assistant Principal in any school where there are at least four classes, Assistant Headmasters (subject areas), Assistant Principals - Industrial Arts, Placement Teachers, and Supervising Nurses. Notice shall be posted on the appropriate bulletin board by the Principal, Headmaster, or Director. Copies shall be sent to the Union.

Qualifications, requirements, duties, salary, and other pertinent information should be categorically set forth in the foregoing notices.

All applications shall be considered.

A minimum of ten (10) school days shall be allowed for submission of an application, except that a posting within the last ten (10) school days of any school year will be posted for at least three (3) school days prior to the close of school and in such case applicants shall have fourteen (14) days after the close of school for submission of written applications. In the event that the posting reflects any change in qualifications for any position set forth in the first paragraph of this section without six (6) months' advance notice, the successful applicant will be given a six (6) month grace period to meet the changed qualification. The posting shall contain a reference to bargaining unit placement if known.

(b) Filling Rated Positions

All rated positions filled on an acting basis shall be filled through the rating procedure within ninety (90) school days, except when the position is open due to sabbatical or other leave; provided however, as to any position where a six (6) months' notice is required by the last paragraph of the preceding section, this period of ninety (90) school days shall begin the day after the six (6) months' notice requirement has ended.

(c) Transfers

All transfers shall be governed by the provisions set forth in section J(1) of this Article.

(d) Other Points on Promotion

- (1) Outside supervisory experience shall be considered in ratings for administrative positions and appropriate credit given therefore in Block 3 (Personal Qualities) of the present rating form.
- (2) Experience in teaching abroad may be submitted for credit for rating purposes.
- (3) Industrial arts, special class, and physical education teachers shall be eligible to rate for assistant principal.

(e) Effect of an Unsatisfactory Evaluation

A teacher receiving an overall annual performance evaluation of unsatisfactory will have no voluntary transfer rights and no voluntary excessing rights for the following school year, subject to the terms of the interim agreement dated 2-16-89.

J. Post-Transfer Placement Process ("PTPP")

The parties acknowledge that this Article shall not affect or be applicable to the current placement/assignment process of Related Service Providers, School Psychologists, District Social Workers, and other non-classroom personnel.

1. This PTPP procedure will not apply to "provisional" teachers but will apply to "permanent" teachers and the following employees with more than three (3) consecutive years of service; school nurses, student support coordinators.

2. All voluntarily and involuntarily excessed teachers shall participate in the Post-Transfer Placement Process (PTPP). Each teacher who intends to voluntarily excess himself/herself from his/her position must do so on or before February 1st.

All eligible vacancies as well as the vacancies created by those teachers who have voluntarily excessed themselves shall be included and listed in the PTPP. BPS shall transmit to the BTU a list of all employees who are participating in the PTPP, prior to the beginning of the PTPP process. For purposes of this section eligible vacancies shall not include positions held by provisional teachers with letters of reasonable assurance, nor shall it include positions held by teachers who have been made permanent by the Superintendent. The BTU shall receive a list of provisional teachers with letters of reasonable assurance and teachers whom the Superintendent have made permanent prior to the beginning of the transfer process.

The above paragraph is not intended to prohibit the School Department from excessing teachers in the fall to correct class size problems.

3. Excessing from a school building shall be first by volunteers within a program area, then by reverse seniority within a program area. An employee who holds seniority in a program area other than the one from which he/she has been excessed shall be offered a vacancy in the building in such other program area. If there is no such vacancy, he/she will participate in the PTPP.

4. **Voluntary Excessing:** Teachers with professional status shall be eligible to voluntarily excess themselves provided that: 1) any teacher who has received two or more overall "Does Not Meet Standards" evaluations between September 1st and February 1st (under the evaluation system in effect prior to the new system resulting from the 2011 change in regulations) or has an overall rating of "Needs Improvement," or "Unsatisfactory" as of February 1st shall not be able to voluntarily excess himself/herself; 2) no teacher may voluntarily excess him/herself more than once in the prior two (2) school years; and 3) no more than 20% of the teachers in a school (rounding up for fractions) may voluntarily excess themselves in any one school year (this 20% limitation shall not include a senior teacher(s) who voluntarily excesses himself/herself in lieu of a more junior teacher being involuntarily excessed pursuant to paragraph 2 above). In instances where more than 20% of teachers submit requests to voluntarily excess themselves on or before February 1st, the teachers with the most seniority shall be permitted to voluntarily excess themselves until the 20% cap has been reached. With the approval of the Assistant Superintendent of Human Resources, the 20% limitation may be exceeded.

5. **Expression of Interest:** Participants in the PTPP shall express his/her interest in five vacancies within his/her primary program area (Teachers in the PTPP may express interest in vacancies in an alternate program or in a PPA, but not in both). Teachers may not bid in an APA if there is a layoff list in that area or if there are projected to be insufficient vacancies in that area into which the person seeks to change. Participants in the PTPP shall make selections electronically from a list of vacancies produced by the Office of Human Resources. If there are not at least five vacancies available within the teacher's primary program area, he/she shall select all of the vacancies within that primary program area. All selections shall be done online within five school days after the list of vacancies has been posted. BPS shall provide the BTU with access to the selections submitted by participants in the PTPP. Those teachers who do not submit selections during the PTPP posting period in accordance with this paragraph shall forfeit their rights to participate in the process and shall be placed in a position(s) by the Office of Human Resources.

6. In the event of excessing during the school year on or after November 1, in cases of class consolidation, the Department may elect to excess and reassign the junior teacher in one of the classes being consolidated rather than the least senior teacher in the program area within the building.

7. Not more than five (5) days' notice shall be required for involuntary excessing during a school year.

8. **Filling Vacancies:** Each Principal/Headmaster, with the help of personnel subcommittee, shall review the list of interested candidates and fill the vacancy/vacancies in such Principal's/Headmaster's school by selecting from among the teachers who expressed interest in such vacancy/ies during the PTPP process. The Principal/Headmaster shall convene the school's personnel subcommittee pursuant to Article III, Section B.2(b) and the personnel subcommittee shall be constituted as stated in Article III, Section C.4(c). However, where the vacancy occurs in a high school, the personnel subcommittee shall also include a student representative. The PTPP has concluded when all positions for which qualified teachers have submitted

expressions of interest have been filled; no position shall be left unfilled if a qualified teacher has submitted an expression of interest in that position and was unsuccessful in obtaining other positions.

Vacancies will continue to be filled until late August, at which time teachers who are not matched against vacancies will be assigned in a suitable professional capacity, including substitute service, and will remain eligible to fill vacancies, as they occur, up to November 1st. There shall be no bumping from the system-wide excess list.

For teachers assigned to Suitable Professional Capacity (SPC) positions who have:

- a. spent one full year in an SPC role and are hired for the following year, they shall not have attachment rights to their new school until the first day of school in their second year of that school. This provision will sunset after the life of this contract, June 30, 2021.
- b. applied, by March 15, to at least 5 positions (or fewer, if there are fewer available) that they are qualified for who request it of the OHC shall be granted a minimum of two interviews.

9. Remaining Teachers and Positions: Teachers who participated in the PTPP in accordance with paragraph 4 above but did not obtain a position during the PTPP, shall be offered the remaining vacancies, for which they are qualified, in order of seniority, by the Office of Human Resources. Such teachers shall select one of the remaining vacancies offered by the Office of Human Resources within two business days of receiving notice (this notice may be via email or telephone) from the Office of Human Resources when notice occurs during the school year. In instances where this notification is scheduled to occur after the end of the school year, teachers shall provide the Office of Human Resources with one preferred method of communication (email address, phone number, text message number, or proxy) for which to receive notice of available vacancies and shall have three (3) calendar days to respond. Prior to the end of the school year, teachers shall be notified of their responsibility to notify the Office of Human Resources of their preferred method of contact. Teachers who fail to respond to the offer by the Office Human Resources in accordance with this paragraph shall be assigned to a position by the Office of Human Resources.

10. An employee exercising a right to return to the teacher bargaining unit after layoff or demotion shall be carried on the system-wide excess list in the applicable program area but shall be eligible to participate in the PTPP.

11. All involuntarily excessed teachers and nurses will be notified by April 15th.

12. Disputes concerning the interpretation or application of the PTPP will be processed as grievances under the contractual grievance and arbitration procedure as modified herein:

- (a) all intermediate steps are hereby waived;
- (b) counsel for the BTU and the Committee shall cooperate in obtaining the services of a referee who shall be available to arbitrate the dispute within one week after a grievance is communicated by the Union;
- (c) arbitration will be conducted on an expedited bases without written briefs and with oral or written awards to be rendered not later than three days following the date of hearing not to exceed one day.

It is the intent of the parties that wherever possible remedial relief of any violation shall not delay implementation the PTPP nor require the undoing of sequentially filled vacancies made in good faith.

13. These excessing procedures are subject to all applicable state and federal laws and lawful orders pursuant thereto.

14. The parties will cooperate in addressing any special problems that may exist in any school in relation to this policy.

15. All seniority lists will be placed on the BPS website, and the BTU will be provided access to them. The School Department shall provide a copy of the seniority list and vacancy lists to the BTU no later than five days prior to the start of the PTPP. BTU members will have in-school access to a computer with internet capability and a printer.

16. The personnel subcommittee shall not be required to meet between the end of one school year and the beginning of a succeeding school year.

K. Layoff and Recall Procedures

1. Layoffs

(a) This layoff and recall procedure will not apply to “provisional” teachers but will apply to “permanent” teachers and to nurses or other persons permanently appointed.

For the purpose of this section, all nurses with more than 3 consecutive years of service are deemed to be “permanently appointed” and nursing service will be considered a separate program area.

(b) An employee will be given written notice of layoff by June 1 of the professional work year preceding the professional work year in which the layoff is to take place. For example, an employee to be laid off effective in September must be given written notice on or before the prior June 1.

(c) Employees will be laid off in reverse order of seniority within a program area. A senior employee within a program area with notice of layoff may exercise seniority by displacing the most junior teacher in all of the other program areas in which he or she is qualified.

(d) A person promoted out of their bargaining unit on or after 9/1/80 will retain full seniority rights in all areas in which he or she holds state certification but shall not accrue seniority while outside of the bargaining unit. For purposes of this section a teacher “on assignment” outside of the bargaining unit for more than sixty (60) days is not considered to have been “promoted” and may continue to accrue seniority within this bargaining unit.

Any person promoted out of this bargaining unit prior to September 1, 1980 shall not accrue additional bargaining unit seniority for service outside the bargaining unit after August 31, 1983.

For the purpose of this section, an employee with notice of layoff may exercise her or his seniority rights in the order specified in subsection (c).

(e) There shall be a seniority-based layoff system for Clinical Social Workers.

2. Recall

(a) Persons on recall will be given first preference in filing permanent vacancies within the bargaining unit which arise prior to March 15th and in filling temporary full-year vacancies (to remain vacant for the rest of the year) arising prior to December 1st.

(b) A recall will be by seniority to a vacancy in a program area in which a person is qualified at the time of recall subject to the provisions of IVC17 (d) of the Settlement Agreement.

(c) Seniority shall not accrue to an employee while on recall.

(d) A teacher who is offered recall to a full-year vacancy must accept or reject the offer within three (3) days excluding Saturday, Sunday, or a holiday after receipt of the offer and, upon acceptance, must be prepared to begin work no later than the Monday second next following acceptance of the offer, provided, however, a later reporting date will be allowed if a teacher is required to give up two (2) weeks’ notice to a current employer.

(e) Teachers who reject a recall offer made on or before March 15 of any year for a teaching assignment to commence at the beginning of the next school year shall relinquish all recall rights.

(f) Employees who continued to be employed in seniority areas outside the ones in which they were teaching immediately prior to layoff shall be eligible to fill future vacancies in such program areas, in order of seniority, once the recall list for any such areas have been exhausted.

(g) **Severance Payment:** Teachers returning from recall shall not become eligible for severance pay, under Article VIII(K), unless they complete the work year.

(h) Teachers currently on the recall list because they were laid off in 1981 and 1982 will be required annually beginning in November, 1989 to confirm in writing (within 45 days of notification) their interest in remaining on the recall list. Teachers not complying or no longer qualified will be dropped from the list. The School Department will mail this notification to the teacher's last known address, and provided it does so, the Union will not grieve a failure or delay of actual notice.

(i) Effective in the 1994-95 school year, all teachers shall have recall rights for four years from the effective date of layoff.

(j) Teachers currently on the recall list are entitled to four years on the recall list from the date of this Agreement.

3. Resolution of Disputes

Same as Article V(J)(11) of this Agreement, except delete "excessing."

4. Effect of Laws

This layoff and recall procedure is subject to all applicable State and Federal laws and lawful orders pursuant thereto. The parties will cooperate in addressing any special problems that may exist in any school in relation to this policy.

L. Withdrawal of Resignation, Subsequent Reemployment

Teachers who resign in June and subsequently are reemployed in September of the same year shall be placed in the appropriate salary step of this agreement and shall be credited with the sick leave reserve and sabbatical leave rights which they held at the time of resignation. Re-entrants shall be placed on re-entrant list for appointment after successfully passing the major in the subject area.

Nurses who resign in June and subsequently are reemployed in September of the same year shall be placed in the appropriate salary step of this agreement and shall be credited with the sick leave reserve which they held at the time of resignation.

M. Residency

The parties agree to reopen negotiations if the state law regarding residency changes.

N. Notice Following Interview

The Superintendent will send a memorandum to all principals and headmasters directing them to send timely, written notice to any teacher who has interviewed for a position indicating whether or not the teacher received the position.

Article VI

Professional Development

A. Governing Philosophy

One crucial factor in creating and maintaining an excellent public school system is the professional development of teachers and paraprofessionals. Professional development is the process by which teachers, individually and jointly, increase, enhance, improve, and update their existing knowledge base and skills.

While the major responsibility for defining, developing, and implementing a plan for professional growth lies with the individual teacher or paraprofessional, the School Department and the Union agree that it is in their best interest to work together to jointly define developmental needs and to facilitate, support, and provide resources and opportunities for teachers to exercise that responsibility.

Professional development will increase teacher effectiveness, confidence, morale, commitment, and ability to improve the quality of education offered to students in the Boston Public Schools.

Professionalization will also improve the School Department's ability to attract, develop, and retain excellent teachers.

The central issues that should determine the structure and content of professional development opportunities are what teachers, mentors, and evaluators identify as needs and as the most effective, efficient way to meet those needs. Among the ways such opportunities might be structured are:

- granting teachers a sabbatical to pursue an advanced degree program at a university or college
- providing staff support and resources for a teacher-designed, school-based workshop held on a single afternoon
- zone-sponsored mini-sabbaticals spread over several months
- exchange programs for math, science, and computer teachers with business, industry, and government
- courses or seminars designed and tailored to respond to needs identified by Boston teachers and offered at school sites around the city
- courses, seminars, and workshops available over educational television.
- in-school collaboration for a period of weeks or months with a specialized professional

The range of possibilities for the content of such professional development opportunities might include:

- strategies for growing and nurturing parent involvement with a school and support for their children's education;
- dealing with children who are acting out, taking the behavior as a symptom of underlying problems and addressing both;
- courses or seminars designed and tailored to respond to the ever-changing educational needs of the population of children being served by the Boston Public Schools, including, for example, multiculturalism;
- courses that are designed to update classroom teachers with new data, research, and topics that are being explored in their field of teaching.

B. Sabbaticals

The Superintendent and the School Committee in consultation with the Center For Leadership Development shall decide whether and how many sabbaticals there shall be in a given year, if any, and determine procedures for their allocation. Both teachers and paraprofessionals shall be eligible for sabbaticals.

C. Educational Conference Days

There will be 2000 days annually across the system budgeted for educational conference days that may be used for educational conferences, for visiting other schools locally, for teacher conferences, and for similar professional activities. The Career In Teaching Panel will be responsible for determining how such days will be allocated among schools.

D. New Teacher Developers

A. A system that mentors and provides support and training development to novice teachers and provides an orientation program for other incoming teachers will be implemented. To meet this need, the position of New Teacher Developer (NTD) will be created to work with novice teachers. The NTD will be paired where possible by content area, subject areas, and grade level with novice teachers for such activities as conducting observations, demonstrations, mentoring, coaching, and providing induction support and professional development.

B. The position of full-time New Teacher Developer (NTD) shall be created and will allow for one (1) NTD to work with up to 14 novices (if the School Department employs at least 10 more full-time NTDs than the three employed SY 2018-19 in a given school year, the caseload maximum for all NTDs may be increased to 17 for that year) and will be paid an additional 5% above their base annual salary. The work year for a full-time NTD will be 183 days, an additional 18 hours per year, and an additional 2.5 hours per week commencing on or about the second week in August through approximately June 15th, or when the NTD completes their work year, of each school year; however, full-time NTDs will be paid from September 1 through August 31 of each respective school year. All pay shall be retirement worthy. Full-time NTDs will be hired through a central hiring process. A team of three (3) members from the Boston Teachers Union and three (3) representatives from the Boston Public Schools will conduct the screening and selection of full-time NTDs.

NTDs shall be hired from the ranks of permanent teachers and may serve in the position for no more than four (4) consecutive years. Those NTDs employed in SY 18-19 can serve up to four (4) additional consecutive school years beginning SY 19-20.

Should the school department choose to hire a cohort of 10 or more full-time NTDs in a single year, the parties agree to stagger the terms of service to ensure program continuity. Those hired in such a cohort may serve terms of three, four, or five years as determined by a process mutually agreeable to the BTU and BPS.

C. Part time NTDs shall be assigned to work on a 1:1 ratio at 5% for an additional 2.5 hours per week or 1:2 ratio (NTD to novice(s)) at 10% for an additional five (5) hours per week. A part-time NTD can be assigned up to two (2) novice teachers, but it is desirable that the ratio be kept 1:1. The work year shall be the same as the standard work year. The additional pay shall be retirement worthy and the 5% additional salary (10% for two) shall be guaranteed for the entire school work year, contingent upon the NTD's successful completion of his or her responsibilities, with the understanding that NTDs assigned after the beginning of the school year will provide the balance of time as additional hours. Part-time NTDs shall be hired by each school's "personnel subcommittee."

D. The parties hereby agree that all part-time NTD training will be conducted during the normal school day or as part of the additional hours outlined in section 3 above.

E. Center for Leadership Development

The Boston Public Schools and the Boston Teachers Union are committed to establishing the Boston Public School Center for Leadership Development (CLD) which will provide educational leadership development opportunities to BPS parents, teachers, paraprofessionals, substitutes, and administrators. The Boston Public Schools Center for Leadership Development will be a service-based operation designed to integrate and facilitate the coordination of training programs for parents, teachers, and staff in the BPS. It will be the institution primarily responsible for facilitating and coordinating the support and training necessary for implementation of school reform in Boston.

1. Leadership Development for the Entire School Community

The Center for Leadership Development will be the coordinating body for all teacher related professional development. The Boston Public Schools Center for Leadership Development will provide the following services to teachers, administrators, and parents:

(a) Systemwide Leadership Development

The BPS Center for Leadership Development will provide the professional development and training services required as a result of systemwide reform initiatives. The Career In Teaching Panel will provide to the BPS Center for Leadership Development a description of the professional development requirements associated with systemwide reform initiatives.

(b) School-Based Leadership Development

Each school will be able to secure services from the BPS Center for Leadership Development to meet the professional development needs of its own school-based reform initiatives.

(c) Individual Professional Development

Individual teachers will be able to use the BPS Center for Leadership Development to develop their own professional development plans. The School Department, through the Center for Leadership Development, shall conduct an annual survey of teachers to assess what courses, workshops, and seminars they need in specific content areas to enable them to recertify under the 1993 Massachusetts Educational Reform Act.

The CLD shall make available to BTU bargaining unit members courses, workshops, and seminars, including ones that focus on content areas, prior to 1999 to enable them to recertify under the Massachusetts Educational Reform Act.

(d) Peer Assistance

The BPS Center for Leadership Development will facilitate or provide assistance for teachers. Lead Teachers may be available to work with individual teachers who agree to this form of assistance.

(e) BPS School Department

The BPS Center for Leadership Development will be available to provide training and professional development programs for BPS administrators, principals and staff.

(f) SBM/SDM Support and Training

Beginning in the 1995-96 school year, the BPS Center for Leadership Development will be available to train parents, teachers, and administrators on School Site Councils and involved in school-based parent organizations. During the 1994-95 school year, it will work with the SBM/SDM staff and the SBM/SDM Consortium to provide training to the School Site Councils.

(g) Dissemination of Best Practices

Another role of the BPS Center for Leadership Development will be to coordinate the dissemination of the “best practices” from the BPS teachers and administrators as well as from other school districts. This includes disseminating the best practices of the BPS Pilot Schools. It will sponsor workshops and publications which help to accomplish this as well as the training of lead teachers in these practices, so that they can then train teachers in other schools.

2. Types of Leadership Development Opportunities Provided

The BPS Center for Leadership Development (CLD) will provide the following types of leadership development opportunities:

(a) Workshops and Courses

The CLD will develop and sponsor courses and workshops in response to systemwide and school-based education reform needs. The CLD will provide an annual catalogue of all courses and workshops to parents, teachers, and administrators. The CLD will seek to become a Continuing Education Unit (“CEU”) approved provider.

Effective 9/1/07, the CLD shall post an online list of courses, workshops, and seminars offered. Professional development programs shall never be scheduled during religious holidays recognized by the Collective Bargaining Agreement. A joint committee of teachers and management, with teachers in the majority, shall be convened within two months of the signing of this agreement to survey the course offerings and to make recommendations to the superintendent.

(b) On-Site Workshops

The CLD will also provide on-site workshops that meet the specific needs of particular schools. This may include School-Based Management training for parents and teachers, or training geared to the needs of the local parent center, or professional development opportunities for groups of teachers.

(c) Individualized Support

The CLD will train BPS Lead Teachers who will provide mentoring and consulting services to individual teachers in the BPS.

(d) Peer Coaching and Observation

The CLD will also make available opportunities for teachers to observe other teachers model “best practices.” This may be in the classrooms of the BPS Lead Teachers or in the BPS Pilot Schools.

(e) Collaboration with Boston Higher Education Partnership

The CLD will work to access greater training support from the Boston Higher Education Partnership. Such training support will include, but not be limited to, courses and workshops by higher education faculty.

3. Organizational Structure

(a) CLD Executive Director

The CLD Executive Director will be selected by the Superintendent. The Superintendent, in selecting an Executive Director, will seek input and advice from the Professional Development Committee and the CLD Advisory Committee. The CLD Executive Director will report to the Superintendent.

(b) CLD Advisory Committee

The CLD advisory committee will include representatives from the following organizations: Boston Teachers Union, Higher Education Partnership, the Boston COMPACT, the Boston Plan for Excellence, and the parent organizations. Additional members may be added by the Boston School Committee. The CLD Advisory Committee will, through the CLD Executive Director, report to the Superintendent and School Committee.

The CLD Advisory Committee will be responsible for:

- providing advice and input about the overall direction of the CLD;
- assisting in coordination between the participating organizations;
- spearheading fundraising for the CLD; and
- monitoring the CLD’s progress in achieving its goals.

4. Funding of CLD

The BPS Center for Leadership Development will be funded through multiple sources.

(a) The BPS will provide a foundation budget of \$250,000 for the 1994-95 School Year to the BPS Center for Leadership Development designed to facilitate the implementation of the systemwide reform initiatives.

(b) The BTU will contribute a to-be-determined amount of in-kind services to the BPS Center for Leadership Development to support the professionalization of Boston Public School teachers.

(c) The CLD Advisory Board in collaboration with the BPS grants office and the BTU will be responsible for ongoing fundraising from public and private sources.

F. Career Ladder

The BPS is committed to improving the profession of teaching—a profession that offers opportunities for professional growth, involvement in decision-making, communication and collaboration, and increased responsibilities and accountability. By implementing systemic educational reform, teachers will be increasingly assuming greater responsibility for the success of the reform effort. Accordingly, they should be given opportunities to develop these leadership skills and to earn correspondingly higher salaries. The development of a professional teacher career ladder is one way to provide these incentives to attract and keep quality teachers in the profession. The BPS shall establish a Career in Teaching Program that will be governed by a Career in Teaching Plan (the “plan”) administered by the Career in Teaching Panel. The Career in Teaching Program will have the following components.

1. TeachBoston

The Boston Public Schools, in cooperation with the Boston Teachers Union, will establish the TeachBoston Program. Its mission will be to recruit and prepare BPS students to be future teachers. The Program will be a collaborative effort with local college and universities.

2. Teacher Leadership

Each year BPS shall allocate no less than \$300,000 to a Teacher Leadership Fund. On an annual basis, a joint committee, consisting of three members appointed by the Superintendent and three members appointed by the Union President after consultation with each other, shall request and approve proposals. The allocation may be used solely for stipends to teacher leaders. The level of the allocation, the contents of the requests, and the process for submitting and allocating monies shall be reviewed on an annual basis, but the allocation shall not fall below \$300,000. The aforementioned committee shall aim to distribute the funds equitably.

3. National Board for Professional Teaching Standards

Teachers who successfully complete the certification process of the National Board for Professional Teaching Standards (NBPTS) shall be reimbursed by the BPS for the costs of the application fees. Although not a requirement, successful completion of the NBPTS certification requirements may be considered as a special qualification for Lead Teacher eligibility.

Teachers who receive reimbursement for the NBPTS certification process shall commit to remain in the BPS system for at least two years after receipt of such reimbursement.

All National Board Certified Teachers shall receive additional compensation in the amount of 4% of their annual base salary as long as they hold National Board Certification. Such payment will be part of the teachers' annualized salary for retirement purposes.

4. Tuition Reimbursement

All teachers who have completed at least one year of service and who commit to three (3) years of continuous employment in the Boston Public Schools are eligible for tuition reimbursement of \$1,000 annually. The total expenditure for tuition reimbursement under this provision shall not exceed \$350,000 per fiscal year.

G. Collaborative Coaching and Learning

Effective September 1, 2004, teachers are required to participate in Collaborative Coaching and Learning ("CCL"). Each elementary teacher will receive either coverage for the 180 minutes of planning and development time or will be compensated on a pro rata, retirement-worthy basis on their annual salary for the 180 minutes used for CCL per year, at the discretion of the teacher.

For school year, 2006-2007, teachers will not be required to give demonstration lessons. Effective 9/1/07, all teachers will demonstrate at least one lesson in a CCL cycle per school year. Observations of demonstration lessons will not be used in any performance evaluation or as part of the evaluation document. No teacher will be required to commit additional time to prepare or debrief a CCL demonstration lesson outside of contractual time.

H. Educator Supports Program (ESP)

1. Rationale

The Boston Teachers Union ("BTU") and the Boston School Committee ("BSC") agree that our students will be more likely to succeed with the guidance of a skilled teacher, and that thoughtfully supporting, evaluating, and retaining high-quality teachers is essential to providing a high-quality education. Working collaboratively, both parties hope to strengthen teaching and learning by providing support to veteran teachers who are struggling with some element of their practice, and by providing leadership roles to a rotating cadre of teachers. Furthermore, the parties hope to provide a central locus of support for all teachers, led by colleagues, which will connect teachers with high-quality professional development which meets their needs.

The continuation of the Peer Assistance and Review (PAR) sections of this agreement that involve evaluation shall be subject to the assent of both Parties, and either party may end those programs at the end of any school year with written notice to the other party. In that case, existing participants will be permitted to finish the process to its conclusion, and the Consulting Teachers (CTs) will continue in a non-evaluative role.

To accomplish these goals, the BTU and the BSC jointly agree to establish the Educator Supports Program (ESP).

2. Governance

There will be a joint labor-management panel to govern the program, called the ESP Panel. The ESP Panel shall be composed of nine (9) members: Four (4) appointed by the Boston Public Schools Superintendent (“Superintendent”) and four (4) BTU members appointed by the BTU President, after consultation with each other, and one person selected from outside the school system agreed upon jointly by the BTU President and the Superintendent. The Chair of the ESP Panel shall alternate each school year between a BTU appointee and a Superintendent appointee. BTU members on the panel shall have added to their base salary in the first year of this agreement the sum enumerated in Article VIII F 6 as remuneration for service on the ESP panel. Percentage increases to base salary becoming effective after the first year shall be applied to this differential. It is the declared intention of the parties that this sum be deemed regular compensation for retirement purposes. The additional remuneration payable to BTU bargaining unit members hereunder shall be integral to their annual salary during their respective terms of service on the panel and shall be paid in equal, recurring installments along with salary over the course of each school year or part thereof during which the member serves on the panel. The added salary payable shall be available on a non-discriminatory basis to any BTU member appointed to serve on the panel. Terms will staggered, and one union member and one administration member will rotate off each year.

The members of the existing PAR Panel will continue as members of the ESP Panel if they wish until their terms expire.

The ESP Panel shall meet regularly. It shall be the responsibility of the Chair to schedule the meetings, The ESP Panel will have responsibility for administering all aspects of the ESP program, Including, but not limited to:

- Establishing operational procedures and norms, developing and revising all necessary documents
- Identifying necessary program supports
- Selecting Consulting Teachers (“CTs”)
- Overseeing training of CTs
- Meeting with CTs periodically to receive reports
- Making decisions on who will participate in ESP
- Making personnel recommendations to the Superintendent based on evidence presented to the Panel at the end of a participating teacher’s plan period, in the case of teachers who are participating In Peer Assistance and Review (PAR).

Decisions shall be made by majority vote, and a quorum of six (6) members must be present. The panel shall submit an annual report to the BTU and the Superintendent, which includes trends in the field, identified areas of need, program data, recommendations for adjustments to workload formula, and panel member attendance at meetings.

There will be one or two designated lead consulting teachers who will be selected by the panel who will have reduced caseload to allow for assisting with administration of the program.

3. Consulting Teachers

A. Employment and Compensation

A minimum of 6 CTs shall be employed in each year of this contract and continuing. The CTs hired will represent a diverse set of experience, race, gender, level, subject area, etc. and shall have a particular and clearly defined set of qualifications and skills. CTs shall be hired from the ranks of permanent teachers, and may serve in the position for no more than four (4) years. CTs shall be compensated at their regular rate plus five (5) percent for two point five (2.5) additional hours of work per week. Upon leaving a position as a CT, no BTU member may take a position as an administrator in the Boston Public Schools for one year. Those members currently employed as Peer Assistants and Consulting Teachers shall be among the first cohort, and their term shall include time previously served in the position. Existing PAs who do not wish to serve as an evaluator will not be required to offer PAR services.

- 1) **Rights to a Position:** If the term limited CT does not secure a position after the fourth year of service, the term limits will be waived for one additional year provided the president of the Union and the Superintendent so agree. If they do not agree, the ESP Panel will decide whether to waive the term limits.

B. Services Provided

Consulting Teachers will provide intensive support, mentoring, observation, demonstration, coaching and in some cases evaluation of teachers in the following categories:

- 1) Third year Provisional Teachers who have been rated overall Needs Improvement at the end of their second year may choose Peer Assistance support from a CT;
- 2) Permanent Teachers who have been rated overall Needs Improvement or Unsatisfactory by their evaluator, may choose Peer Assistance support from a CT, and;
- 3) Permanent Teachers who have been rated overall Needs Improvement or Unsatisfactory by their evaluator, may choose Peer Assistance and Review support and evaluation from a CT.

In addition, if space is available, CTs will provide Peer Assistance support to permanent teachers who have been rated Needs Improvement or Unsatisfactory in one or more Standards, but are rated Proficient overall.

Finally, the program will serve as a hub for all teachers in need of support, and will respond to any teacher who desires support, and endeavor to connect such teachers to the appropriate Professional Development or department to meet their needs.

CTs will be paired where possible by content area, subject area, and grade level with colleagues on their caseload.

C. Caseload

Consulting Teachers shall work with a weighted caseload equivalent to not more than 12 teachers and shall reserve 10% of their time to work on system-wide support and connection opportunities for all teachers, including, but not limited to, creating professional development, attending district meetings, facilitating workshops, or developing resources. Teachers receiving support shall be weighted as follows for purposes of calculating a caseload:

- Teachers receiving Peer Assistance and Review: 1.5
- Permanent teachers receiving Peer Assistance: 1.0
- Teachers rated NI or U in a standard: 0.5

These caseload weights will be examined and adjusted as needed on an annual basis by the ESP Panel.

4. Peer Assistance

Permanent teachers and provisional teachers in their third year who have received an overall rating of Needs Improvement or Unsatisfactory and been placed on a Directed Growth or Improvement plan will be assigned a CT. After their initial meeting with the CT, they may opt into the Peer Assistance [PA] Program. The teacher will be informed whether there is space in the PA Program. During the plan, the CT will visit the teacher regularly and provide support, which may consist of observing, modeling, coaching, or any other support the CT and the teacher deem necessary.

The Peer Assistance program is designed and intended to help teachers in need, and the Peer Assistance program will be separate from the performance evaluation of teachers.

5. Peer Assistance and Review

A. Permanent teachers who have received an overall rating of Needs Improvement or Unsatisfactory will be assigned a CT. After their initial meeting with the CT, they may opt into the PAR Program if they are found to be eligible. The teacher will be informed whether there is space in the PAR Program, and the CT will be designated the primary evaluator. An initial three-way meeting between the teacher, the evaluator, and the CT shall take place, and the group will review the goals and any prescriptions.

B. Eligibility

Permanent teachers and provisional teachers at the end of their third year whose last rating was Needs Improvement or Unsatisfactory and are placed on a Directed Growth Plan may be eligible for PAR. This shall not impact the district's authority to make renewal and non-renewal decisions.

Educators who receive an overall rating of Needs Improvement or Unsatisfactory shall have their plan length designated in writing within one calendar month of issuance. For educators who receive their overall rating in May or June, the new plan length shall be designated on or before the last day of school.

If the new plan length is not decided within those parameters, a Directed Growth Plan will have a default length of six calendar months excluding July and August, and will be eligible to enter PAR. [For example, a teacher who receives an overall rating of NI on June 1 and no plan length is designated on or before the last day of school will be placed on a DGP which will end six calendar months from the date of goal approval.]

If the new plan length is not decided within those parameters, an Improvement Plan will have a default length of five calendar months excluding July and August, and will not be eligible to enter PAR. [For example, a teacher who receives an overall rating of Unsatisfactory on April 15 and no plan length is designated on or before May 15 will be placed on an Improvement Plan that shall end five calendar months from the date of goal approval.]

C. During the plan, the CT will visit the teacher regularly and provide support, which may consist of observing, modeling, coaching, or any other support the CT and the teacher deem necessary. The principal/headmaster may continue observing and providing support as a secondary evaluator. At least two other three way meetings must occur over the course of the plan [at least one month between each], and after each, the CT and school-based evaluator will issue a brief update [if there is a discrepancy between school-based evaluator and CT; or if both agree that the teacher is not making adequate progress] to the ESP Panel. The final three-way meeting must occur at least one month before the scheduled end of the plan.

D. At the end of the plan, the CT will issue a summative evaluation with an overall rating. The ESP Panel will convene within one month to review the evidence provided by the CT, the principal/headmaster, and the teacher and make a recommendation to the Superintendent whether to place the teacher on a Self Directed Growth Plan, an Improvement Plan or a Directed Growth Plan [in the case of a teacher who began the program on an Improvement Plan], in which case the PAR program may continue, or to dismiss or non-renew the teacher.

6. Professional Development

Consulting Teachers shall receive training before beginning their work as a CT and on an ongoing basis, and the development of training shall be up to the ESP Panel.

I. Academic Coaches (Effective 9/1/07)

All academic coaches shall be granted permanent status as teachers after working, while properly licensed, for three consecutive years and one additional day under the contract.

The role of an academic coach is to support the classroom teacher. Classroom support is to be prearranged in order to minimize classroom disruption. Coaches and teachers are encouraged to work together to create a mutually agreed upon schedule of interaction.

J. Common Professional Development Time

All specialty teachers such as but not limited to art, music, physical education, guidance, district wide shall meet as a group at least once annually during the contractual school year for a professional development day, on one of the city-wide all schools professional development days already scheduled on the academic calendar.

K. Professional Development Institute

Effective for the 2012-2013 school year and continuing for the duration of this agreement, the parties shall create a joint BPS-BTU Professional Development Institute. This institute shall be staffed with a Professional Development Institute Coordinator who will be a member of the BTU. The parties shall be responsible for the payment of 50% of such coordinator's salary. The coordinator shall be chosen by the BTU, provided that the Superintendent approves the selection. The Superintendent shall designate an individual to evaluate the coordinator.

L. Professional Development for Librarian/Media Specialists

Professional development for Library/Media Specialists may be offered on the first and second day of school (before students arrive) that Principals/Headmasters can opt to send them to.

Library/Media Specialists will receive a minimum of 10 hours of release time per year to attend off-site professional development in addition to regular PD hours. Principals/Headmasters can choose to do this on dates set in collaboration with the central office providing the PD, which may include the first and/or second day of school before students arrive.

Article VII Working Conditions

A. School Facilities

1. Libraries

(a) Facilities for a library collection for reference and circulation shall be provided for all schools.

(b) A well-stocked library room shall be provided in all older structures where there is at least one vacant room or other adequate space which would be renovated.

2. Consultation Rooms

(a) Appropriate consultation rooms will be provided for uninterrupted work which shall include psychological testing and teacher-parent interviews in every new building and in every old building space shall be renovated for this purpose.

(b) An adequate consultation room shall be made available for the private use of School Nurse wherever possible. Every health office/suite will be equipped with a working sink.

(c) Appropriate consultation rooms shall be provided to school based social workers and all itinerant service providers (school psychologists, occupational therapists, physical therapists, and speech/language therapists) for uninterrupted work which shall include testing, therapy, and teacher/parent interviews in every new building.

3. School Counselors

(a) Telephone service is to be provided in each high school solely for the use of school counselor.

(b) School Counselors are to be provided with such necessary equipment as a proper desk, chairs and file cabinets.

(c) A committee involving members of OIIT and the school counselor department shall meet to discuss student records and transcripts, with the goal that all elementary, middle and high school cumulative records shall be computerized-elementary. Hard copies will no be required to be kept.

4. Music

(a) Suitable musical instruments shall be provided for musically talented children.

(b) In all new schools a suitable area shall be provided for the teaching of vocal and instrumental music.

5. Vocational Education

Equipment used in vocational education shall be replaced so as to parallel as nearly as possible that used in industry.

6. Industrial Arts and Home Economics

The Committee will endeavor to provide sufficient lighting in shops and to furnish the various machines and equipment necessary for a complete and adequate Industrial Arts and Home Economics Program in the schools, and to this end to utilize all possible sources of available federal funds and surplus property.

7. Physical Education

Proper and sufficient equipment shall be provided for a well-rounded physical education program in all schools.

8. Resource Center

The assistant superintendent for each of the six school areas of the city shall establish a resource center in his/her area. These resource centers will display all books on the current book lists to the extent that such books are provided by the publishers or distributors hereof.

9. Telephones

(a) The School Department and the Union will cooperate in efforts to increase teachers' access to telephones for the purpose of contacting parents and securing services for students.

(b) A pay telephone for faculty use shall be located in each Middle School and in other buildings to assure privacy where possible.

10. Duplication Facilities

The School Department and the Union will cooperate in efforts to ensure that all teachers have reasonable access to duplication equipment for materials and record keeping.

11. Parking and Tolls

(a) Teachers of the physically handicapped shall be provided with parking permits.

(b) The School Committee shall request the City to provide every member of the bargaining unit who so requests a window sticker for his or her automobile that will allow that person to park during school hours on the streets near his or her work site without being ticketed.

(c) The School Department, in cooperation with the Union, shall request the Massachusetts Port Authority to allow BTU members who pay tunnel or bridge tolls on route to work the opportunity to obtain orange Fast Lane transponders. Effective 9/1/07, the school department shall write a letter requesting that any teacher who currently must take either the Tobin Bridge, Ted Williams or Sumner Tunnel at a cost of \$3.00 per day, is eligible for a discounted rate.

(d) Effective 9/1/07, BTU members will be eligible for reduced rate/pre-tax T Passes, contingent upon City Wide Policy regarding Flexible Spending accounts.

12. Mail

A teachers' mailbox shall be provided in all schools.

13. Teachers' Lounge

(a) Every school building shall have at least one teachers' lounge which is kept clean and provided with suitable furniture and other amenities.

(b) Every effort shall be made to provide for refrigerators and cooking facilities in all teacher lounges in buildings without cafeterias.

14. Snow Plowing

The School Committee shall guarantee that snow is plowed from schoolyards used for parking at no expense to bargaining unit members.

15. Ted Williams Tunnel

The School Department will apply for Ted Williams Tunnel passes for all bargaining unit members who commute to work through this tunnel.

16. Alternative Education

For the 2004-2005 school year, the School Department shall provide an additional 195 alternative education seats for high school students, an additional 60 alternative education seats for middle school students, and open two additional Saturday alternative education programs similar to that offered at the Baron Center for elementary students for a total of 255 seats. The BTU and the School Department shall form a joint committee to review alternative education requirements for elementary students and make recommendations to the School Department. All alternative education positions shall be open posted. The parties agree that a budget will be allotted for alternative education programs.

17. Working and Learning Space (Effective 9/1/07)

(a) Appropriate Space

All teachers shall have an exclusive working desk in one of the rooms that they use.

(b) Adequate, Clean and Safe Learning Spaces

All students and staff shall be provided with safe and clean learning spaces/classrooms.

(c) Priority of Space

The BPS shall issue a directive to all administrators making it clear that BTU members who teach shall be given priority in obtaining classrooms and adequate space before “extended services” personnel or coaches.

(d) Common Courtesy In Advance of Classroom Visit

All visitors to a classroom shall knock on the door and, if invited to do so, will introduce themselves.

(e) Speech and Language Pathologists

The school department will issue a letter annually directing that prior to implementation of services a BPS Speech/Language Pathologist shall be provided with an appropriate room, furniture and phone for uninterrupted work which will include testing, therapy and teacher/parent consultation.

(f) Clinical Social Workers

Clinical Social Workers shall be entitled to an adequate workspace in all new BPS facilities.

(g) School Psychologists

Appropriate office space and equipment including tables, chairs, phones, and computers will be available at the designated office of Psychological Services.

(h) Physical Therapists

In all new buildings and buildings undergoing major renovations, there shall be a safe, consistent, non-hazardous space for the Physical Therapist with a secure space for storing equipment.

18. File Cabinet

The school committee agrees to provide a lockable file cabinet in each school and location serviced by itinerants (e.g., school psychologists, occupational therapists, physical therapists, speech and language pathologists) and school-based social workers.

19. Coverage Paraprofessionals

Effective during the 2017-2018 school year and through August 31, 2018, the School Department shall hire and maintain thirty (30) "coverage paraprofessionals." The School Department shall deploy these coverage paraprofessionals to cover for 1:1 paraprofessionals and paraprofessionals in substantially separate classrooms who are absent and to supplement current paraprofessional services.

20. Sanitary Restrooms

All employees and students in a school shall have access to clean bathrooms, including handicapped accessible bathrooms, with locking doors, adequate sanitary supplies, hot and cold running water, soap, and paper towels. All BTU members who require accommodations shall have access to an adult handicapped-accessible bathroom.

21. Nursing Rooms

Any BTU member who is a nursing mother will have access to a sanitary, private locking space other than a bathroom for the purpose of pumping breastmilk, and will determine time in consultation with her supervisor, for pumping.

22. WiFi

Effective 9/1/22, Educators will not be required to use their personal hotspots for Wi-Fi while working from or within a BPS building/program.

B. Books and Supplies

1. All supply orders for school materials, nurses' supplies, education supplies, and cooks' supplies shall be prepared by the building administrator in cooperation with the teachers.

2. Teaching materials and supplies shall be made available to teachers of the physically handicapped at a central stockroom designated by the Director of Teachers of the Physically Handicapped.

3. Industrial Arts and Home Economics teachers may order and acquire books for their classes in the same manner as that used in other subject areas.

4. Vocational Education teachers may order and acquire books for their classes in the same manner as that used in other subject areas.

5. All supply orders for arts books and reading materials shall be prepared by the building administrator in cooperation with the arts teachers.

C. Classroom Environmental Control

1. A classroom will be closed when the temperature falls below 60 F., or whenever the temperature or climate becomes too oppressive.

2. The Committee shall continue to cooperate with the Union in a mutual effort to eradicate the asbestos problem from school buildings.

3. Consistent with School Committee policy and state law, there shall be no smoking in any school building or anywhere on school grounds.

4. Effective September 1, 2004 through August 31, 2006, the School Department shall appropriate a minimum of \$12,500 per school year towards the hiring of an independent air quality testing company. The company hired shall be chosen jointly by the BTU and the School Department in accordance with proper bidding procedures. The company will be hired to conduct independent air testing on an as-needed basis and report its findings to both the Union and the School Department.

D. School Construction and Repair

1. The School Committee or its representatives and representatives of the Union shall exchange views concerning design and equipment of proposed new construction, alteration and repair of existing facilities.

2. Every effort will be made to insure that repairs which are disruptive to the education process are not done during class time. The administrative head should be notified as to when such work will be performed. Complaints shall be filed with the Chief Structural Engineer.

3. One BTU Building Representative at each school shall have access to view the dashboard, Asset Essentials, which will allow the representative to view and track the status of work orders.

E. Student Discipline

1. Other features of school discipline shall be spelled out in the form of a memorandum of agreement between the parties; such memorandum shall represent a comprehensive Discipline Code. It shall be distributed to all teachers.

2. The Committee agrees that a Union committee shall conduct a yearly review of the "Code of Discipline" and that the Committee shall accept the union committee's recommendations as considerations for committee action.

3. Teachers directly involved in the suspension of a student shall have the opportunity, if requested, to confer with student's parents or legal guardians prior to the readmission of the suspended student.

F. Information at the School

1. All official circulars shall be posted on school bulletin boards for inspection of teachers and shall be made available to teachers on request and shall be kept in an available file with a dated checklist.

2. A copy of current teaching programs, non-teaching assignments, administrative and planning and development periods shall be available at each school.

3. Each school shall have a copy of the Committee Rules and regulations available to the teachers.

4. The school time schedule will be posted in September in an area accessible to the entire faculty.

5. All catalogs, approved lists for educational materials, and book order forms shall be delivered to the schools a minimum of six (6) weeks before these orders are to be placed.

G. Teacher Files

All teacher files shall be maintained under the following circumstances:

1. No material derogatory to a teacher's conduct, service, character, or personality shall be placed in the files unless the teacher has had an opportunity to read the material. The teacher shall acknowledge that he or she has read such material by affixing his/her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he or she has read the material to be filed. Such signature does not necessarily indicate agreement with its content.

2. The teacher shall have the right to answer any material filed and his or her answer shall be reviewed by the Personnel Manager and attached to the file copy.

3. Upon request by the teacher, the teacher shall be given access to his or her file without delay.

4. Upon receipt of a written request, the teacher shall be furnished a reproduction of any material in his file.

H. Assistance in Assault Cases

1. Principals shall report all cases of assault suffered by teachers, in connection with their employment, to the Director of Personnel.

2. Whenever it is alleged that a teacher has assaulted an individual, or that an individual has assaulted a teacher, the Principal and Director of Personnel shall cooperate with the teacher involved in the investigation of the incident. The Director of Personnel shall comply with any reasonable request from the teacher for relevant information in the Committee's possession not privileged under law concerning the individual or individuals involved. The Committee shall indemnify a teacher in its employ for expenses or damages sustained by him by reason of an action or claim against him arising out of the negligence of such teacher or other act of his resulting in accidental damage to or destruction of property, while acting as such teacher, and may indemnify a teacher in its employ for expenses or damages sustained by him by reason of an action or claim against him arising out of any other acts done by him while acting as such teacher, provided, in either case, that after investigation it shall appear to the Committee that such teacher was at the time the cause of action or claim arose acting within the scope of his employment and provided, further, that the defense or settlement of any action or claim for which indemnification is sought under this provision shall have been made by the Corporation Counsel, upon the request of the Committee, or if such Corporation Counsel fails or refuses to defend such action or claims, by an attorney employed by such teacher. The Committee shall appropriate funds for this purpose in the same manner as appropriations for General School Purposes.

3. The parties agree that an administrative circular will be sent to all schools no later than December 1st, dealing with the procedure in cases of suspension arising from assault on teachers by students.

4. Related medical expenses of a person absent pursuant to III A, f, 1 shall be paid for by the Committee.

I. MCAS-Alt Portfolios

A special education teacher who is required to generate and submit MCAS Alternative Assessment portfolios ("MCAS-Alt") shall receive one day of substitute coverage, per school year, for the preparation of MCAS-Alt portfolios for students in his/her class.

J. Plan and Mark Books

The BPS shall provide all teachers with plan and mark books. Teachers shall maintain up-to-date written evidence of adequate prior lesson preparation. These plan and mark books will be available for review by the principal or the designated supervisor during classroom observation or at other reasonable times during the school day when the teacher is not using the plan and mark books.

The parties agree to meet and negotiate the impacts of the implementation of new functionality in the Student Information System.

Article VIII

Compensation and Benefits

A. Step Placement and Step Advancement

1. Hiring Rate

(a) New hires shall be hired at the salary step (row) of the grade/lane (column) of the salary schedule which reflects their experience and education unless otherwise stated in paragraph (b).

(b) **Recruitment Incentive:** For purposes of recruiting teachers into areas where there may be a teacher shortage or for affirmative action purposes, the Committee may place newly hired teachers on any step of the salary grid. Further, the Committee may pay moving expenses or other up-front, non-recurring payments as a hiring incentive.

2. Credit for Prior Work Experience

(a) Outside the Boston School System

Persons who have taught outside the Boston School System shall receive year for year service credit for such teaching experience for salary purposes on the Salary Schedule, up to a maximum of three (3) years. For the purpose of this paragraph a year's teaching shall mean at least one hundred and sixty (160) days teaching performed under a license granted by the Massachusetts Department of Education or license that requires equal qualification.

(b) Boston Professional Experience

Credit for all prior teaching experience in the City of Boston shall be granted to all those on the salary schedule. One hundred twenty (120) days' credit for salary purposes per school year shall be the basis for computing one year's teaching experience.

All persons appointed to permanent service shall be placed upon that year of the salary schedule to which their years of permanent, permanent substitute, provisional, and temporary service in the Boston public schools entitles them. For salary purposes one hundred twenty (120) days within a school year shall be credited as one year's teaching experience.

(c) Professional Service Credit

Paraprofessionals and ABA Specialists who have become or do become teachers in the Boston School system shall receive one year of salary credit for every three years worked as a Boston Public School paraprofessional or ABA Specialist, up to a maximum of three (3) years for salary credit. For salary purposes one hundred twenty days (120) shall be the basis for computing one school year.

(d) Nursing Experience

Credit for all prior School Nursing experience in the City of Boston shall be granted to all nurses. One hundred twenty (120) days' credit for salary purposes per school year shall be the basis for computing one year of School Nurse experience. A school nurse shall be credited for prior service and work experience outside the Boston Public School system. This includes: as a school nurse, a teacher in a public health setting, a teacher of public school health as well as patient facing nursing experience in home based, community based and inpatient health settings. Experience will be counted, by years of full-time experience from the date of Registered Nurse license issuance. Only full years of employment will be counted towards prior service for pay purposes. The employee must provide to OHR an employment verification form to receive credit for their prior service. Effective ratification of this agreement, all newly hired full-time school nurses shall be credited for prior clinical work experience as described above, provided that said experience in kind occurred subsequent to receiving their RN licensure.

3. Provisional Teachers

(a) On or before December 1, the Committee will determine when a vacancy is expected to last for the duration of the school year and shall grant a prospective contract to a provisional teacher hired to fill such vacancy. After December 1, a teacher who is expected to perform for the balance of the school year in the same assignment will be paid as a long-term substitute in accordance with the agreed upon terms governing substitute teachers and there shall be no retroactive contracts.

(b) Effective 9/1/22, 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. A “full” year inside the system for salary purposes is calculated as no less than one hundred twenty (120) days and includes service as a substitute. A “full” year outside the school system is calculated at no less than one hundred sixty (160) days and excludes service as a substitute.

(c) Provisional teachers shall be entitled to step advancement on the same basis as permanent teachers, without being capped at the third step on the bachelor schedule.

4. Other Provisions Regarding Step Placement

Length of Service

All persons on the salary schedules listed in Article VIIC who are below the maximum salary shall be placed on that step to which their years of service in their group entitle them.

5. Step Advancement

(a) Employees who are paid for at least 120 school days in a school year shall advance a step on the salary schedule the following September until the employee reaches the maximum step.

(b) Each teacher hired after September 1, 2013, shall not advance a step if his/her most recent evaluation reflects an overall rating of Unsatisfactory until he/she achieves a higher overall rating on a formative assessment, formative evaluation or summative evaluation.

B. Payment of Salaries

1. Salaries shall be deemed fully earned at the end of the school year and proportionately earned during the school year. Teachers shall be paid over twelve months and will receive their full salary in 26 equal checks, issued every other Friday.

2. Notification of Hours and Pay

a) Current Employees Work Year and Hours: By August 31st, all BTU members will be provided with their reporting time and day and their daily hours of work either by public website or written notification for the upcoming school year. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

b) Current Employee Compensation: BPS will provide members with an accounting of their full salary, including career awards, differentials, and additional payments (e.g. autonomous school pay) no later than October 15th of each school year. The Parties acknowledge that there may come a time when this information is provided through the Employee Self Service portal (or successor programs). The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

c) New Employees and Current Employees in new Positions Hours and Compensation: Prior to their scheduled first day, new employees to the district, employees assigned to a new school or worksite, and employees who have applied to and accepted a new position within the bargaining units shall be provided with their reporting time and day, their daily hours of work and rate of pay. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

C. Salary Schedule

Effective September 1, 2024 - August 31, 2025

	A <u>Bachelor</u> 1	B+15 2	B <u>Master's</u> 3	M+15 4	C <u>M+30</u> 5	M+45 6	M+60 7	M+75 8	D <u>Doctorate</u> 9
1	\$66,543	\$68,823	\$71,088	\$73,370	\$75,645	\$77,920	\$80,521	\$82,779	\$84,066
2	\$74,663	\$77,338	\$80,021	\$82,707	\$85,386	\$88,053	\$91,066	\$93,388	\$94,713
3	\$79,130	\$81,813	\$84,490	\$87,178	\$89,842	\$92,534	\$95,547	\$97,873	\$99,198
4	\$83,612	\$86,295	\$88,966	\$91,650	\$94,326	\$96,996	\$100,027	\$102,349	\$103,671
5	\$88,079	\$91,101	\$94,106	\$97,123	\$100,144	\$103,156	\$106,192	\$108,827	\$110,152
6	\$93,314	\$96,011	\$99,336	\$102,346	\$105,363	\$108,369	\$111,933	\$114,256	\$115,581
7	\$99,280	\$102,290	\$105,309	\$108,320	\$111,338	\$114,354	\$117,708	\$120,033	\$121,357
8	\$105,316	\$108,322	\$111,342	\$114,354	\$117,370	\$120,394	\$123,741	\$126,070	\$127,394
9	\$110,558	\$113,566	\$116,582	\$119,596	\$122,610	\$125,637	\$128,986	\$131,314	\$132,636

SCHEDULE A – Effective September 1, 2024 - August 31, 2025

	A <u>Bachelor</u> 1	B+15 2	B <u>Master's</u> 3	M+15 4	C <u>M+30</u> 5	M+45 6	M+60 7	M+75 8	D <u>Doctorate</u> 9
1	\$72,312	\$74,592	\$76,858	\$79,140	\$81,415	\$83,690	\$86,292	\$88,548	\$89,835
2	\$80,433	\$83,107	\$85,790	\$88,477	\$91,156	\$93,823	\$96,835	\$99,158	\$100,483
3	\$84,900	\$87,583	\$90,259	\$92,948	\$95,611	\$98,304	\$101,316	\$103,643	\$104,967
4	\$89,382	\$92,065	\$94,736	\$97,420	\$100,095	\$102,765	\$105,797	\$108,118	\$109,441
5	\$93,849	\$96,870	\$99,875	\$102,892	\$105,914	\$108,925	\$112,270	\$114,598	\$115,922
6	\$99,084	\$102,088	\$105,106	\$108,116	\$111,132	\$114,139	\$117,702	\$120,026	\$121,351
7	\$105,049	\$108,059	\$111,078	\$114,090	\$117,107	\$120,123	\$123,477	\$125,802	\$127,127
8	\$111,086	\$114,091	\$117,111	\$120,123	\$123,139	\$126,164	\$129,510	\$131,839	\$133,164
9	\$116,327	\$119,336	\$122,352	\$125,366	\$128,380	\$131,406	\$134,756	\$137,084	\$138,406

Effective September 1, 2025 - August 31, 2026

	A <u>Bachelor</u> 1	B+15 2	B <u>Master's</u> 3	M+15 4	C <u>M+30</u> 5	M+45 6	M+60 7	M+75 8	D <u>Doctorate</u> 9
1	\$68,874	\$71,200	\$73,510	\$75,838	\$78,158	\$80,479	\$83,132	\$85,434	\$86,748
2	\$77,156	\$79,885	\$82,621	\$85,362	\$88,094	\$90,814	\$93,887	\$96,256	\$97,608
3	\$81,713	\$84,449	\$87,180	\$89,922	\$92,639	\$95,384	\$98,457	\$100,830	\$102,182
4	\$86,284	\$89,021	\$91,746	\$94,483	\$97,212	\$99,936	\$103,028	\$105,396	\$106,745
5	\$90,841	\$93,923	\$96,988	\$100,065	\$103,147	\$106,219	\$109,316	\$112,004	\$113,356
6	\$96,181	\$98,931	\$102,323	\$105,393	\$108,470	\$111,537	\$115,172	\$117,541	\$118,892
7	\$102,265	\$105,336	\$108,415	\$111,487	\$114,565	\$117,641	\$121,062	\$123,433	\$124,784
8	\$108,423	\$111,488	\$114,569	\$117,641	\$120,718	\$123,802	\$127,216	\$129,591	\$130,941
9	\$113,769	\$116,837	\$119,914	\$122,988	\$126,062	\$129,150	\$132,566	\$134,940	\$136,289

SCHEDULE A – Effective September 1, 2025 - August 31, 2026

	A		B		C			D	
	<u>Bachelor</u>	<u>B+15</u>	<u>Master's</u>	<u>M+15</u>	<u>M+30</u>	<u>M+45</u>	<u>M+60</u>	<u>M+75</u>	<u>Doctorate</u>
	1	2	3	4	5	6	7	8	9
1	\$74,759	\$77,084	\$79,395	\$81,723	\$84,043	\$86,364	\$89,017	\$91,319	\$92,632
2	\$83,042	\$85,769	\$88,506	\$91,247	\$93,979	\$96,699	\$99,772	\$102,141	\$103,492
3	\$87,598	\$90,334	\$93,065	\$95,807	\$98,524	\$101,270	\$104,343	\$106,716	\$108,067
4	\$92,169	\$94,906	\$97,631	\$100,368	\$103,097	\$105,820	\$108,913	\$111,281	\$112,629
5	\$96,725	\$99,808	\$102,873	\$105,950	\$109,032	\$112,103	\$115,515	\$117,889	\$119,241
6	\$102,066	\$105,130	\$108,208	\$111,278	\$114,355	\$117,421	\$121,056	\$123,426	\$124,778
7	\$108,150	\$111,220	\$114,300	\$117,371	\$120,450	\$123,525	\$126,946	\$129,318	\$130,669
8	\$114,308	\$117,373	\$120,454	\$123,525	\$126,602	\$129,687	\$133,100	\$135,476	\$136,827
9	\$119,653	\$122,722	\$125,799	\$128,874	\$131,948	\$135,034	\$138,451	\$140,825	\$142,174

Effective September 1, 2026 - August 31, 2027

	A		B		C			D	
	<u>Bachelor</u>	<u>B+15</u>	<u>Master's</u>	<u>M+15</u>	<u>M+30</u>	<u>M+45</u>	<u>M+60</u>	<u>M+75</u>	<u>Doctorate</u>
	1	2	3	4	5	6	7	8	9
1	\$71,501	\$73,873	\$76,230	\$78,605	\$80,971	\$83,338	\$86,045	\$88,393	\$89,733
2	\$79,949	\$82,732	\$85,534	\$88,319	\$91,106	\$93,880	\$97,015	\$99,431	\$100,810
3	\$84,597	\$87,388	\$90,174	\$92,970	\$95,742	\$98,542	\$101,677	\$104,097	\$105,476
4	\$89,260	\$92,051	\$94,831	\$97,623	\$100,406	\$103,184	\$106,339	\$108,754	\$110,130
5	\$93,908	\$97,051	\$100,178	\$103,316	\$106,460	\$109,593	\$112,752	\$115,494	\$116,873
6	\$99,354	\$102,159	\$105,619	\$108,751	\$111,890	\$115,018	\$118,725	\$121,142	\$122,520
7	\$105,560	\$108,693	\$111,833	\$114,967	\$118,106	\$121,243	\$124,733	\$127,152	\$128,529
8	\$111,841	\$114,968	\$118,110	\$121,243	\$124,382	\$127,528	\$131,010	\$133,433	\$134,810
9	\$117,294	\$120,424	\$123,562	\$126,698	\$129,834	\$132,983	\$136,467	\$138,989	\$140,365

SCHEDULE A – Effective September 1, 2026 - August 31, 2027

	A		B		C				D
	<u>Bachelor</u>	<u>B+15</u>	<u>Master's</u>	<u>M+15</u>	<u>M+30</u>	<u>M+45</u>	<u>M+60</u>	<u>M+75</u>	<u>Doctorate</u>
	1	2	3	4	5	6	7	8	9
1	\$77,504	\$79,876	\$82,233	\$84,608	\$86,974	\$89,341	\$92,048	\$94,396	\$95,735
2	\$85,952	\$88,734	\$91,526	\$94,322	\$97,109	\$99,883	\$103,018	\$105,434	\$106,812
3	\$90,600	\$93,391	\$96,176	\$98,973	\$101,744	\$104,545	\$107,679	\$110,100	\$111,478
4	\$95,263	\$98,054	\$100,834	\$103,625	\$106,409	\$109,187	\$112,341	\$114,756	\$116,132
5	\$99,910	\$103,054	\$106,180	\$109,319	\$112,462	\$115,596	\$119,076	\$121,497	\$122,876
6	\$105,357	\$108,482	\$111,622	\$114,754	\$117,892	\$121,020	\$124,727	\$127,145	\$128,523
7	\$111,563	\$114,695	\$117,836	\$120,969	\$124,109	\$127,246	\$130,735	\$133,154	\$134,532
8	\$117,844	\$120,970	\$124,113	\$127,246	\$139,384	\$133,531	\$137,012	\$139,435	\$140,813
9	\$123,496	\$126,626	\$129,765	\$132,901	\$136,037	\$139,185	\$142,670	\$145,092	\$146,467

D. Column Placement

1. Column A

Column A applies to holders of a Bachelor's degree or other certification.

2. Column B

Column B applies to those persons who:

(a) Hold a Master's degree granted prior to September 1, 1958 or a Master's degree granted in a course after said date by an educational institution approved by the committee;

(b) Have served ten years under one of the following certificates: Certificate IV High School, Certificate XI-Special, Valid in Day High School Elementary and/or Middle, or Certificate XXVIII - Boston Business School, or Certificate XXXI High School Women, or Certificate XXXI or XXXI-B Day and Evening Industrial Schools, or Certificate XXXVI-School Librarian;

(c) Are now serving under Certificate XXXI High School Women, or Certificate XXXI or XXXI-B Day and Evening Industrial Schools and hold a Bachelor's degree or are now serving under one of the Certificates aforementioned in this clause after having served under Certificate XXX and who have completed in the aggregate ten years of service under Certificate XXX, XXXI, or XXXI-B;

(d) Are serving under Certificate IV High School Military Science and hold in the armed forces of the United States the rank of Major or Lieutenant Commander or a higher rank;

(e) Are serving under Certificate XI - Special Assistant Director Music;

(f) Are a Trades teacher and have earned 30 credits at the college level; or

Anyone hired after August 31, 1986 shall not be subject to subsections (b), (c), (d), and (e) of this Section.

3. Column C

Column C applies to those members of the bargaining unit who possess a Master's degree and have earned a total of thirty (30) additional graduate credits or a law degree from an institution of higher learning accredited by the Committee and approved for credit by a representative of the Committee provided, however, that this language shall not displace any rights to which any teacher may be entitled in the 1971-72 Agreement between the parties; or the person is a Trades teacher who has earned a Bachelor's degree; or the person is now serving under Certificate IV, High School, Women, or Certificate XXXI or XXXI-B, Day and Evening Industrial Schools was a prerequisite, holds a Master's degree, and is currently not serving in the Industrial Arts Section of the Department of Vocational Education and Industrial Arts. Anyone hired after August 31, 1986 shall not be subject to the last clause, "or the person is now serving ... industrial arts."

4. Column D

Column D applies to those persons in Group I who hold an earned Doctor's degree from an institution of higher learning accredited by the Committee; or a Trades teacher who has earned a Master's plus 30 credit.

5. Lane Advancement

(a) Credit towards the "Bachelor's and 15 credits" lane, the "Master's and 15 credits" lane, the "Master's and 45 credits" and the "Master's and 60 credits" lane shall be granted on the same basis as that for which credits have been granted for the 30 added credits required for the "Master's and 30 credits" lane.

(b) Lane placement on an equivalency basis shall be granted to Trades teachers so that they achieve Master's plus 45 upon earning a Master's degree.

(c) In accordance with past policy, credit shall be granted for salary purposes for in-service courses and all graduate courses taken at an institution of higher learning accredited by the Committee. Credit in the excess of ten (10) but not in excess of thirty (30) shall be granted for salary purpose for in-service courses earned after September 1, 1980.

The School Department reserves the right to disapprove for salary credit courses that are unrelated to the field of education in the Boston Public Schools, or to subjects taught therein, or which do not enhance advancement up the educational career ladder for bargaining unit personnel. Effective 9/1/2022, employees with a JD (Juris Doctorate) degree shall be placed in the doctorate lane.

A teacher hired after September 1, 2013 shall not advance a lane on the salary grid beyond the Master's +15 lane in Art. VIII, Section C unless he or she takes course(s) that have received prior approval for lane advancement from the Assistant Superintendent of Human Resources.

(d) With the School Department approval of subject matter and provider, fifteen (15) contact hours of continuing education shall equal one (1) in-service credit for nurses, speech and language pathologists, school psychologists, district social workers, school counselors, occupational and physical therapists, vision teachers, and lead sign language interpreter.

6. Academic Advancement Ladder

There shall be created a new "credit" for academic lane advancement, called an Academic Ladder Credit "ALC."

The school department shall be able to set an appropriate number of ALCs for each course or strand of courses. The school district shall be allowed to assign ALCs for a "strand" of courses available upon completion of the entire strand without allowing individual course credit for partial strand completion. So, for example, the district may set up a strand of five math courses – of the district's own design – for elementary teachers, with the understanding that all five must be completed for any credit to be given.

All courses or strands of courses will be tuition-free.

All ALCs shall be interchangeable with in-service credits for lane advancement without being subject to the current in-service cap of 30. ALCs shall be awarded on a ratio of one (1) credit to twelve (12) hours of ALC instruction.

The school district shall be able to place whatever conditions it wishes on the attainment of ALCs whether for a course(s) or strand(s) completion. As an example, homework and research papers can be assigned, provided that the conditions are stated in a syllabus distributed at the beginning of the course/strand.

Employees may use combinations of graduate credits, in-service credits and ALCs for lane advancement. However, a teacher must possess a Master's degree to advance to the Master's lanes and must possess a Doctorate degree to advance to the Doctorate lane.

E. Acting Rates and Differentials

1. Acting Positions

Any person who may be designated by the Superintendent in accordance with the regulations to act in the position of a headmaster, shop superintendent, principal of a school or district, or of a director, associate director, or chief examiner, for a continuous period exceeding two (2) weeks, shall be paid per day for each day of service in addition to the regular salary of his or her rank:

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$84.83	\$86.52	\$88.25

Any person who may be similarly designated to act in the position of assistant director, assistant in charge, supervisor, assistant headmaster (subject area), head instructor, coordinator, school counselor or division head, assistant principal, or shop foreman, shall be paid per day for each day of service in addition to the regular salary of his or her rank:

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$42.53	\$43.38	\$44.25

2. Acting Assistant Headmaster (Subject Matter)

Any master, junior master, or teacher, Latin or Day High Schools, who may be designated by the Superintendent in accordance with the regulations as acting assistant headmaster (subject area) wherein there are not less than fifteen hundred (1,500) pupil hours in foreign (including ancient) languages, taught by at least three (3) teachers whole or part time, or of any other department wherein there are not less than two thousand (2,000) pupil hours, taught by at least four (4) teachers whole or part time, shall be paid per day for each day of service, in addition to the regular salary of his or her rank:

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$42.53	\$43.38	\$44.25

3. Teacher-in-Charge

Any person of this salary schedule who may be designated by the Superintendent as teacher-in-charge of a building where there is no permanent assistant principal, assistant headmaster (subject area), or as teacher-in-charge of an elementary unit in a middle school, a high school or in an elementary school where there are at least four (4) classes shall be paid per day for each day of service, in addition to the regular salary of his or her rank. This sum shall be paid even when a teacher is out for acceptable reasons under this contract.

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$42.53	\$43.38	\$44.25

The position of teacher-in-charge shall be posted at the beginning of each school year in those elementary schools with no assistant principal. The principal shall designate as teacher-in-charge a person who is assigned full time to the school, who has an exemplary attendance record, and who is qualified, in the judgment of the principal, to serve in such capacity.

The teacher-in-charge shall be paid the per diem differential for each full day beginning with the first day the principal is out of the building.

Every effort shall be made to avoid having both the principal and the teacher-in-charge out of the school on the same day. If, however, both are absent on the same day, an alternate teacher-in-charge may be designated and paid in the same manner as set forth above, provided that only one teacher shall be paid a stipend as teacher-in-charge on a given day.

4. H.H.H.O.R.C.

All persons employed at the H.H.H.O.R.C. who are scheduled to work by the headmaster or his or her designee beyond the regular teacher work day shall be paid at the contractual hourly rate specified in Section VIII(H)(12) prorated for any fraction of an hour so scheduled.

This salary differential will be part of the teacher's annual salary and teachers will receive this in equal installments included as part of their regular pay checks.

The teaching load at the HHHORC will be consistent with the principles set forth in Sections V(A)(2)(a)-(d) and V(A)(4)(a)(2) based upon a longer work day. All teachers will have fifty-five (55) minutes for a planning and development period and fifty-five (55) minutes for an administrative period each day. Modules of twenty-five (25) and thirty (30) minutes may be scheduled to achieve these objectives.

5. Special Class Differential

A special class differential - Horace Mann (BTU) of:

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$1,896	\$1,934	\$1,973

A special class differential - Melvin H. King (BTU) of:

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$9,682	\$9,876	\$10,073

(a) Bargaining unit members not exceeding 220 who were named by the parties under the grievance settlement agreement AAA Case No. 1139-1957-77 as having received the Special Class Differential during the school year 1973-1974 and who possessed Special Class Certification 56. Such bargaining unit members will continue to receive this differential for as long as they are employed in a bargaining unit position in the Department of Special Services.

(b) Bargaining unit members not exceeding 105 who taught in the SAR-ESD-DDS classifications for the school year 1977-1978, so long as they continue to teach in one of these classifications.

(c) Teachers of the Deaf at the Mann Unit of the Jackson Mann School, so long as they continue to teach in that position.

6. ESP Panel Differential

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$3,788	\$3,864	\$3,942

F. Special Rates and Extracurricular Payments

1. Miscellaneous Hourly Positions

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Per Session Substitutes	\$80.31	\$81.92	\$83.55
Teachers, Classes of Lip Reading	\$80.31	\$81.92	\$83.55
Special Assistants - Day School for Immigrants	\$80.31	\$81.92	\$83.55
Per session substitutes	\$80.31	\$81.92	\$83.55

Half day teachers of Kindergarten shall receive one-half the salary and benefits of Provisional Teachers.

2. Teachers, Coaches, and Coaches in Latin or Day High Schools

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Football, Head Coach	\$15,453	\$15,762	\$16,077
Football, Asst Coach	\$9,121	\$9,304	\$9,490
Baseball, Head Coach	\$9,570	\$9,762	\$9,957
Baseball, Asst Coach	\$7,721	\$7,876	\$8,033
Basketball, Head Coach	\$10,152	\$10,355	\$10,562
Basketball Asst Coach	\$8,095	\$8,257	\$8,423
Indoor Track, Coach	\$8,241	\$8,406	\$8,574
Hockey, Coach	\$10,152	\$10,355	\$10,562
Swimming, Coach	\$8,241	\$8,406	\$8,574
Cross Country, Coach	\$5,502	\$5,612	\$5,724
Outdoor Track, Coach	\$6,855	\$6,992	\$7,132
Soccer, Coach	\$7,621	\$7,773	\$7,929
Boating, Coach	\$4,119	\$4,203	\$4,286
Wrestling, Coach	\$5,630	\$5,743	\$5,858
Intramural Coaches - Middle School	\$94.30	\$96.19	\$98.11
Golf, Coach	\$5,630	\$5,743	\$5,858
Softball, Head Coach	\$9,570	\$9,762	\$9,957
Softball, Asst Coach	\$7,721	\$7,876	\$8,033
Badminton, Coach	\$4,942	\$5,040	\$5,141
Bowling, Coach	\$4,942	\$5,040	\$5,141
Cheerleading, Coach	\$5,630	\$5,743	\$5,858
Tennis, Coach	\$5,630	\$5,743	\$5,858
Volleyball, Coach	\$7,621	\$7,773	\$7,929
Basketball - Middle School	\$4,942	\$5,040	\$5,141
Track & Field - Middle School	\$5,745	\$5,860	\$5,977
Football - Middle School	\$4,942	\$5,040	\$5,141

For SY2022-23 and 2023-24, BPS will allocate up to \$100,000 annually to adjust coaches' salaries, in a manner to be determined by the Coaches Committee.

3. Yearbook, Clubs and Audio-Visual and Teachers in Charge and JROTC Instructors

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Teacher in Charge of Yearbook, High School	\$1,983	\$2,023	\$2,063
Teacher in Charge of Yearbook, Middle School	\$1,983	\$2,023	\$2,063
Teacher in Charge of Drama Club	\$1,983	\$2,023	\$2,063
Teacher in Charge of clubs that meet in interscholastic competition	\$1,983	\$2,023	\$2,063
Elementary Teacher in charge of audio-visual equipment	\$1,983	\$2,023	\$2,063
JROTC Drill Instructors	\$2,455	\$2,504	\$2,554
Academic Debate Coach	\$3,800	\$3,876	\$3,954

4. Evening High Schools

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Principals, per hour	\$80.37	\$81.98	\$83.62
First Assistants, per hour	\$65.79	\$67.10	\$68.44
Assistants, per evening (three hours)	\$175.41	\$178.92	\$182.50

5. Evening Trade Schools

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Principals, per hour	\$80.37	\$81.98	\$83.62
First Assistants, per hour	\$65.79	\$67.10	\$68.44
Assistants, per evening (three hours)	\$175.41	\$178.92	\$182.50

6. Evening Elementary Schools

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Principals, per hour	\$80.37	\$81.98	\$83.62
Supervisors, Division B Classes, per evening (three hours)	\$197.25	\$201.20	\$205.22
Supervisors, Division C Classes, per evening (three hours)	\$197.25	\$201.20	\$205.22
First Assistants, per hour	\$65.78	\$67.10	\$68.44
Assistants, per evening (three hours)	\$175.41	\$178.92	\$182.50

7. Summer Review High Schools

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Principals, per hour	\$80.37	\$81.98	\$83.62
First Assistants, per hour	\$65.79	\$67.10	\$68.44
Assistant and School Nurses, per hour (four hours)	\$233.86	\$238.54	\$243.31

8. Summer Review Middle Schools

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Principals, per hour	\$80.37	\$81.98	\$83.62
First Assistants, per hour	\$65.79	\$67.10	\$68.44
Assistants, per evening (three hours)	\$175.41	\$178.92	\$182.50

9. Apprenticeship and Journeyman Classes

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
First Assistants, per hour	\$65.78	\$67.10	\$68.44
Instructors, per hour	\$58.53	\$59.70	\$60.89

10. Vocational Education Teachers

Vocational Education Teachers who are required by the Department of Education of the Commonwealth of Massachusetts, or by the Committee, to attend summer courses, shall be paid a week's pay at their rank as an expense allowance toward the costs of tuition, travel, and living in connection with such courses.

11. Class Coverage Payment

When coverage of a class one-half (1/2) or more of a period causes loss of Planning and Development, unless relieved of an administrative period, that teacher will be credited with 20% of the rate of the per diem substitute. Payment in full is to be made not later than June 30 of the school year.

12. Contractual Hourly Rate

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$58.23	\$59.39	\$60.58

13. Externally Funded Extracurricular Activities

The Department may pay a fixed stipend for extra work, regardless of the number of hours, for extracurricular activities dependent upon external funding.

14. Language Assessment Team Leader

The Language Assessment Team Facilitator (LATF) at all schools at the elementary level shall be granted an extracurricular payment in accordance with the following table for every 25 English Learners at their school to complete Language Assessment related duties.

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$1,056 per 25 students	\$1,077 per 25 students	\$1,098 per 25 students

At the middle and high school levels, the LATF shall be allowed two (2) administrative periods to perform these duties.

15. Early Learning Centers

Provided that staff at early learning centers continue to arrange coverage during school vacations by staggering their work schedules, staff required to work in excess of ten months shall be paid on a pro rata basis for the additional time.

16. Clinical Coordinators

Clinical coordinators shall be reimbursed the cost of their professional supervision.

17. Cooperating Teachers

A joint study by Committee and Union representatives shall be made for compensation of cooperating teachers.

Each cooperating teacher shall be given two days of leave, with pay, without loss of benefits. Such days shall be taken as mutually agreed upon by the teacher and the administrative head during the last two weeks of the student-teacher training period. In cases of conflict, seniority shall prevail in the selection of days.

18. Climate Committee

For SY 24-25 the Boston Teachers Union and Boston Public Schools agree to the establishment of a joint Committee focused on climate change and climate justice curricula. The Committee will be 50% BPS and 50% BTU and comprise no more than 10 members. The BTU members will be appointed by the BTU president. BTU members will receive a stipend in the following amounts for their service on this committee, which will be paid equally throughout the school year.

<u>SY 24-25</u>	<u>SY 25-26</u>	<u>SY 26-27</u>
\$1,350	\$1,377	\$1,405

The committee will be tasked with developing recommendations for developing and/or identifying already existing robust, interdisciplinary climate change and climate justice curricula for K-12. Any curricula developed must be approved by the Teaching and Learning Department and meet DESE standards. At the end of School Year 26-27 the committee will dissolve.

19. Stipend Working Group

Starting at the execution of 2024-2027 contract, the Boston Teachers Union and Boston Public Schools agree to establish a joint committee to review stipends for which members are eligible. The committee will endeavor to standardize non-athletic stipends including creating, to the extent possible, a comprehensive list of stipended work and amounts. The committee will form for two years and may be renewed by mutual agreement of the parties.

G. Pay Credit

The teacher or his or her designated beneficiary, or if there is no designated beneficiary then the estate of the teacher, who is separated from employment or dies during the school year shall receive the pay withheld up to the date of separation or death.

H. Traveling Teachers and Mileage

(1) All personnel covered by this Agreement who are authorized to use private automobiles for school business shall be reimbursed for miles traveled in connection with their duties as follows:

(2) The Mileage rate for reimbursement shall be the IRS rate. School Psychologists and District Social Workers shall be given the option of receiving a yearly payment of \$600.00 as reimbursement for mileage and auto expenses or filling out monthly mileage statements and receiving full reimbursement for documented mileage. There shall be no cap on the number of miles allowed as long as they are documented.

The individuals who opt for the lump sum \$600.00 payment shall be reimbursed in addition to the \$600.00 for mileage outside the City of Boston.

(3) Lump sum payments will be made in June of each year. Psychologists and District Social Workers who may work part of a year will be reimbursed on a basis of 1/180 for each day worked.

(4) Out-of-city travel will be reimbursed at the applicable cents per mile specified in (b), plus any tolls, upon submission of a voucher and substantiating mileage log in June of each year.

(5) All traveling teachers shall be supplied with parking permits and will have equitable access to departmental supplies and inter-departmental supply lists.

(6) Placement and follow-up personnel in Cooperative Courses shall be considered "Traveling Teachers" for the purpose of this Section.

I. Severance Pay

Persons who retire, resign, or die after ten (10) years of teaching in the Boston School System shall be paid at the rate of 40% of accumulated, unused paid sick days, without limitation. Payment shall be based on the annual rate of pay of the person at the time of death, retirement or resignation. In the event of death, payment shall be made to the estate.

Persons laid off by the Committee during this Agreement may resign prior to August 31 of the year following the layoff vote and collect severance pay, with forfeiture of recall rights and termination of any further unemployment compensation pay.

To the extent permitted by applicable law, severance shall be paid in two installments. One half of the payment shall be made on or before December 31 of the year of retirement; and the other half shall be paid on or before December 31 of the year after retirement.

J. Tax-Free Annuities

The Committee agrees it is desirable to allow persons in the bargaining unit to take advantage of the federal law concerning tax-free annuities and shall take such steps as are necessary and possible to implement this program. The company or companies providing the coverage shall be mutually agreed upon by the parties.

K. Retirement Plan—State Boston Retirement System

Permanently appointed persons have a percentage of their salaries deducted each pay day according to law. The amount you must contribute is as follows:

- Eleven percent of your regular compensation if appointed on or after July 1, 2001;
- Nine percent of your regular compensation if appointed on or after July 1, 1996;
- Eight percent of your regular compensation if appointed on or after January 1, 1984;
- Seven percent if appointed on or after January 1, 1975 yet prior to January 1, 1984;
- Five percent if appointed prior to January 1, 1975.

In addition to the above, for all employees employed between January 1, 1979 and June 30, 2001, an additional 2% contribution is required on salary above \$30,000.

One must be under age sixty-five, upon entering service, to become a member. Special allowances are granted veterans and those disabled. Generous allowances are made to dependents of those who die on the job after two years of service. Teachers who enter Boston Service may make up ten years of out-of-state service by contributing to our fund.

Pensions are based on the average of one's three highest paid years of service, their total years of service, and their age. One cannot receive more than 80% of the average of their three (3) highest years.

The following Percentage Table is used.

<u>Age at Date of Retirement</u>	<u>Percent</u>
65 or over	2.5
64	2.4
63	2.3
62	2.2
61	2.1
60	2.0
59	1.9
58	1.8
57	1.7
56	1.6
55	1.5

One may retire at any time upon completion of twenty years of service. One may not retire before age fifty-five without completing twenty years of service. See <http://www.mass.gov/mtrb/> or <http://www.cityofboston.gov/retirement/> for more information.

Example: Superannuation - Option A

Group 1 member, at Mast column, retiring as of June 30, 1989, under the following conditions.

- (a) Age 65
- (b) 30 years of service
- (c) Average Salary 3 years prior to 6/30/89

1987	\$33,357
1988	\$35,960
1989	<u>\$38,200</u>
$\$107,517 / 3 = \$35,839$	

Retirement Allowance Computation

2.5% of 35,839 x 30 =	\$26,879
(a) Veteran	<u>\$300</u>
	\$27,179

Please note that this is not the actual method by which the average salary is computed. This is a more simplistic method that will give a close approximation for estimate purposes. One cannot receive more than 80%.

For up-to-date information about the retirement law as it affects Boston teachers, please see here (<http://www.cityofboston.gov/retirement/>). For exhaustive information about Mass. retirement law in general, see the Mass. Teacher Retirement System web page at <http://www.massgov/mtrsr/>.

L. Insurance**1. Health**

The City's contribution to all group hospitalization insurance premiums shall be as follows:

- 75% of the total monthly premiums for the policy selected by the employer, including master medical or the equivalent benefits
- 90% of the total monthly premiums for all approved and authorized health maintenance organizations

A. Effective July 1, 2007, the City shall cease to offer Master Medical to bargaining unit members. On July 1, 2007, the City shall offer the indemnity PPO known as Blue Care Elect Preferred. The City's rate of contribution for the indemnity PPO shall be 75%. The employee's rate of contribution shall be 25%.

B. Effective September 1, 2007, the City's rate of contribution for all approved and authorized health maintenance organizations shall be 89%. The employee rate of contribution for all approved and authorized health maintenance organizations shall be 11%.

C. Effective September 1, 2008, the City's rate of contribution for all approved and authorized health maintenance organizations shall be 88%. The employee's rate of contribution for all approved and authorized health maintenance organizations shall be 12%.

D. Effective September 1, 2009, the City's rate of contribution for all approved and authorized health maintenance organizations shall be 85%. The employee's rate of contribution for all approved and authorized health maintenance organizations shall be 15%.

E. Effective September 1, 2007, the City's rate of contribution for all approved and authorized point of service products shall be 84%. The employee's rate of contribution for all approved and authorized point of service products shall be 16%.

F. Effective September 1, 2008, the City's rate of contribution for all approved and authorized point of service products shall be 83%. The employee's rate of contribution for all approved and authorized point of service products shall be 17%

G. Effective September 1, 2009, the City's rate of contribution for all approved and authorized point of service products shall be 80%. The employee's rate of contribution for all approved and authorized point of service products shall be 20%.

H. Adoption of M.G.L. Chapter 32B § 18.

- i. The Union agrees to support legislation that would allow Cities and Towns to adopt Section 18 and have the option of applying the provisions of Section 18 prospectively.
- ii. In the event that the legislature takes no action on the above mentioned matter by June 30, 2008, the Union will support the adoption of Section 18, in its current form, by the Boston City Council.
- iii. Upon adoption by the Boston City Council, the City will meet with the Union and bargain over the impact that the adoption will have on current members upon their retirement. It is the intention of the parties to meet and bargain over the impact of the adoption of Section 18 during the contract period. In the event the impact of said adoption does not conclude during the contract period, the City reserves its right to maintain that the impact of Section 18 shall continue to be an impact bargaining issue. Likewise, the Union reserves its right to maintain that the impact of Section 18 should be addressed as part of successor bargaining. This agreement shall not be construed as an agreement by either party as to whether or not this matter must be subject to impact bargaining or successor bargaining. In the event that this matter does become subject to successor bargaining, the parties will address the matter separately and aside from other matters being negotiated at the main bargaining table. This subsection shall take effect on the effective date of the collective bargaining agreement that expires on August 31, 2007 and expire on August 31, 2010.

2. Re-opener

A re-opener shall take effect if the City of Boston voluntarily enters into an agreement with another City of Boston municipal union (excluding the Boston Water and Sewer Commission) that would have the City paying more than 85% of the HMO premium contribution (or 80% of the POS premium contribution) during any time between September 1, 2009 and August 31, 2010. This re-opener shall be restricted to the issue of what percentage the City will pay for its contribution to HMO and POS premium products.

This section shall take effect upon the effective date of the collective bargaining agreement covering the 2006 – 2007 school year and shall expire on August 31, 2010.

3. Life

The employer contribution to the life insurance portion of the group insurance plan (\$5,000 policy) shall be 50% with a provision for teachers to purchase more life insurance at a low rate.

4. PEC-MOA

The parties agree to comply with the Memorandum of Agreement between the City of Boston and the Public Employee Committee attached hereto as Appendix "C".

5. Health Insurance Opt-Out

Bargaining unit members declining the City's health insurance benefit shall be eligible for a continuing annual opt-out insurance benefit pursuant to the City's health insurance policy. Those bargaining unit members shall receive fifteen hundred dollars (\$1,500) annually for opting-out of an individual plan or twenty-five hundred dollars (\$2,500) annually for opting-out of a family plan under the above mentioned policy.

Eligibility

To participate in the opt out, employees must have been enrolled in medical coverage through the City of Boston for at least one year and drop the coverage during the Open Enrollment period. For employees that have previously dropped a City of Boston health plan, they must have been enrolled in a City of Boston health plan for at least one year at some point during their employment and provide updated proof of other coverage during the open enrollment period as described below.

Employees are eligible for the payment if they have coverage under another plan. Employees must show proof of coverage annually. Other plans include:

- a. Your spouse's/partner's plan (as long as he/she is covered by someone other than the City of Boston, Boston Water and Sewer Commission or the Boston Public Health Commission);
- b. A private plan;
- c. A plan offered through a second employer (if you have another job that provides health care benefits); or
- d. A retiree health plan from an employer other than one of the City of Boston groups.

M. Career Awards

Career awards shall be paid as follows:

After 1 year at maximum	\$1,450
After 14 years	\$2,150
After 19 years	\$2,550
After 24 years	\$2,750
After 29 years	\$3,750
After 34 years	\$4,250
After 39 years	\$4,750
After 44 years	\$5,250

All bargaining unit members not on the salary grid shall be eligible for their first career award after nine (9) years of service.

Teachers shall automatically receive career awards to which they are entitled. Effective July 1, 2004, retroactive career award payments shall not exceed three (3) years.

N. Health and Welfare Fund

The Committee and the Union have established a Trust Fund designated as "The Boston Teachers Union Health and Welfare Fund" to provide such benefits as are set forth in the Health and Welfare Fund Agreement heretofore executed between the parties and incorporated herein by this reference as if set out fully at this point except that the Health and Welfare Fund shall be administered solely by five (5) trustees appointed by the Union and three (3) appointed by the Committee.

The Union agrees to comply with the reporting and disclosure requirements contained in Article IV, Sections 4.7, 4.8, and 4.9 of the Agreement and Declaration of Trust for the Boston Teachers Union Health and Welfare Fund, dated December 23, 1968.

Any bargaining unit member for whom a contribution is made to the Health and Welfare Fund in any school year shall remain covered by the Fund for the duration of that school year so long as he/she remains in the employ of the Committee in an acting position. No prorated credit shall be due the Committee for such employees. Should a bargaining unit member leave the bargaining unit for the balance of any school year and not remain in the employ of the Committee in an acting position, the Committee shall receive a prorated credit on the July payment to the Fund for those months of the school year beginning with the first full month after notice of service has been sent to and received by the Fund. Contributions to the Fund for employees granted provisional contracts shall be prospective, except pursuant to a grievance settlement or if required by a retroactive award ordered by an arbitrator.

Contributions shall be prorated for employees hired during the school year based on the number of months worked in relation to ten months. A month shall count as worked if any day in such month is worked.

The payment required annually on behalf of each person employed within the bargaining unit shall be made at the time required under the predecessor agreement in the following amount:

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Teachers	\$1,949	\$1,988	\$2,027

O. Compensation Obligations

The Committee shall not be obligated to compensate bargaining unit members for services delivered unless the Committee authorizes such activities.

P. Leaves of Absence and Sick Leave

1. Leave for Union Officers

Not more than the aggregate of twelve (12) employees in the bargaining unit for teachers and paraprofessionals, who are officers of the Union or who are appointed to its staff shall upon proper application, be given leave of absence without pay during the school year for the purpose of performing legitimate duties for the Union. Employees given leaves of absence without pay shall receive credit toward annual salary increments on the schedules appropriate to their rank.

The Committee agrees to recommend to the Pension System that the time spent on leave of absence pursuant to this section be granted as a service credit for retirement purposes and that the employees receiving such leave of absence be permitted to pay regular monthly contributions based upon their earnable salaries as members of the teaching staff for the period of such leave.

Provided also that for special purposes leaves without pay under the above conditions shall be granted from time to time for shorter periods than one year but not less than three months as requested by the Union for special study or research or similar relevant purposes to enhance the knowledge and competency of the Union in administering its responsibilities under this contract. All leaves under this short term stipulation would not exceed a total of twelve months per school year.

2. Leave for Personal Reasons

Teachers granted leave with pay shall be permitted to continue to establish creditable service towards retirement while on such leave.

3. Sick Leave

All members of the bargaining unit shall be granted an annual leave for fifteen (15) days without loss of pay, for absence caused by illness or by injury, or by exposure to contagious disease.

Sick leave may accumulate from year to year without limitation.

Each September, fifteen days of sick leave shall be added to the reserve of each person in actual service on or before October 1 of that school year.

A person appointed after October 1 of any school year shall be granted sick leave for that school year on the following basis:

(a) A person appointed after October 1 but before January 1 shall be granted twelve (12) days sick leave for that school year.

(b) A person appointed after January 1 but before April 1 shall be granted eight (8) days of sick leave for that school year.

(c) A person appointed after April 1 shall be granted four (4) days leave for that school year.

When the record of repeated absence reflects a clear pattern of abuse, the building administrator shall warn the employee and subsequently may request a doctor's certificate.

Up to thirty (30) days of accumulated sick leave in each school year may be used for family illness or for adopting a child. Effective September 1, 2019, up to forty (40) days of accumulated sick leave in each school year may be used for adopting a child, except that if the child is under 24 months of age the adoptive parent(s) may use up to sixty (60) days. Additional leave for these purposes is subject to the approval of the Director of the Office of Human Resources.

Permanent members of the bargaining unit who resign without obtaining severance pay shall have their prior accumulated sick leave restored upon returning to the bargaining unit and obtaining permanent status.

4. Absence Due to Injury in the Course of Employment

Persons injured in course of employment shall be granted leave in accordance with the provisions of this subsection, and such persons and substitute teachers will receive other Workmen's Compensation benefits as provided in General Laws, Chapter 152.

(a) A bargaining unit member whose industrial accident claim has been accepted and who is receiving workers' compensation pursuant G.L.c.152 will have restored all sick leave used after initial date of injury related to said claim and prior to receipt of workers' compensation pursuant to G.L. c.152. Such employee may, after acceptance of said claim, use such of his or her sick leave accrued prior to acceptance of claim, as may result in the payment of full salary. Any absence due to an injury compensated under G.L. c.152 shall be counted as creditable service for purposes of determining an employee's career award entitlement, seniority and salary step advancement once the employee has returned to work, provided however, that additional personal days and sick leave days shall not accrue to employees during the period after the employee has been accepted and is receiving workers' compensation and until such employee returns to work. Nothing herein is intended to diminish or reduce any rights or employees pursuant to G.L. c.152.

(b) Notwithstanding the provisions of the foregoing paragraph, a bargaining unit member who is absent due to physical bodily injury as a direct result of a physical assault and battery which occurs during the course of his/ her employment and who, as a result of this injury has been accepted for and is receiving Workers' Compensation payment pursuant to G.L. c.152, shall have restored any sick leave used to supplement his/her workers' compensation payment, and which when added to his/her workers' compensation payment is equal to his or her full weekly salary. The provisions in this section shall be limited to forty-five calendar days after a bargaining unit member has been accepted and is receiving Workers' Compensation.

5. Personal Leaves and Miscellaneous Paid Leave

(a) General

Personal leave may be used for personal needs not otherwise provided for, such as to receive a college degree; to attend a veteran's convention; to attend the funeral of a cousin, friend or retired teacher; to attend the graduation of a member of immediate family, including niece and nephew; and to attend educational conventions.

Requests for personal leave other than in an emergency shall be submitted to the building administrator as early as possible prior to the day for which leave is requested. In no event will personal leave be granted during a school emergency.

Effective September 1, 2003, employees shall be entitled to use up to four (4) personal days "per school year." Any personal days not used in the year for which they are granted shall be added to the employee's sick leave entitlement for use in subsequent years.

(b) Limit on Number of Persons Taking Leave at the Same Time

Except at the discretion of the building administrator, not more than five (5) percent of the teachers in a building shall be eligible for personal leave on the same day.

(c) Limit on Personal Days Before and After School Vacations

No teacher may take a personal day on both the day immediately preceding and the day immediately following a school vacation, including the Thanksgiving recess.

(d) Religious Holidays

Effective September 1, 2022, the committee shall provide employees who observe religious holidays that occur when schools are open up to two (2) days without loss of pay or personal leave. The Office of Equity will maintain a list of automatically approved religious holidays. Requests regarding other religious holidays may be made to the Office of Equity.

Employees intending to take a day off under this provision of the contract shall notify their supervisor and the Office of Equity and identify the observance at least ten school days in advance. If the nature of the observance is such that the exact date is not known ten school days in advance, the employee shall provide notice of the approximate date. If the holiday falls within the first ten days of the school year, the employee shall provide notice by the day before the first day of school for students.

(e) Death in the Immediate Family

In the event of a death in the immediate family, including mother-in-law or father-in-law or anyone residing in the same household with the teacher, up to five (5) days without loss of pay shall be provided. Days are consecutive school days which may be taken in two continuous periods immediately preceding, following or including the day of death or for the purpose of attending memorial services or arranging for a burial. Holidays, vacations or suspended sessions shall be considered school days under this provision. One (1) day without loss of pay shall be provided for a niece, nephew, uncle, aunt, and in-law other than above.

Three (3) days without loss of pay shall be provided for the death of a grandchild or grandparent.

(f) Court Leave

The Boston School Department will provide release time without loss of pay for court appearances on school business, including cases involving job-related teacher assaults.

(g) Union Convention Leave

Up to 150 person-days per year without loss of pay for teachers and paraprofessionals will be provided for attending union conventions and conferences scheduled on teacher work days. Names of individuals to attend will be submitted to the Personnel Department ten (10) school days in advance of the leave. The BTU Health and Welfare Fund will reimburse the Department for its actual cost of substitutes filling in for persons on leave to attend a health and welfare-related conference or convention.

(h) Paid Parental Leave

Any qualifying eligible members, employed a minimum of 12 months and who has paid status 1,250 hours or the proportionate standard hours in the preceding 12-month period (see Appendix B for the proportionate standard hours applicable for various members) shall be entitled to Paid Parental Leave, consistent with the City of Boston Paid Parental Leave and City of Boston Medical Leave Policy. The Office of Human Capital shall maintain a listing of proportionate standard hours by employee group and/or school. This list can be found in the appendix. Employees shall be eligible for up to 12 months of leave, of which 12 weeks is covered by the Paid Parental Leave benefit. For those members whose qualifying event occurs on or after 9/1/2022, the benefits include:

- 100% of base wages based on regular work hours for the first four weeks of leave;
- 75% of base wages on regular work hours for the following four weeks of leave; and
- 50% of base wages based on regular work hours for the following four weeks of leave.

Eligible employees who choose to do so may use accrued sick and/or personal time as a supplement to receive compensation up to 100% of base pay during any weeks that Paid Parental Leave alone provides less than 100% of pay and may use additional accrued sick and/or personal time for up to 12 months, inclusive of July and August.

Such paid parental leave shall run concurrent with the BPS Medical Leave Policy and any other applicable approved leaves of absence, including those covered by the Family and Medical Leave Act, the Massachusetts Parental Leave Act and/or the BTU contract.

In the event that a member is not eligible for paid leave under the Boston Paid Parental Leave or City of Boston Medical Leave Policy, the member shall be entitled to take a leave of up to 12 months for which accumulated unused sick leave may be used. In the event that the member does not have sufficient unused sick leave available, the leave may still be 12 months but it will be paid only to the extent that the member has unused sick leave, and the remainder will be unpaid.

Parental leave must be one or two continuous leave periods provided the two continuous periods of time combined total no more than 12 months.

Leave under this section must be taken within one year of the following events:

- The addition of a child under the age of 18 (or under age 23 with a disability) to the Employee's family through childbirth, surrogacy, adoption, foster care placement, or other legal status or placement;
- A stillbirth occurring 20 or more weeks into the pregnancy;
- The birth, adoption or foster care placement of multiple children at the same time constitutes only one event.

The policy does not apply in the case of adoption of a new spouse's children following marriage.

The Union waives its right to bargain over the City's decision and any impacts associated with such decision to change or eliminate the Paid Parental Leave Policy. The City will provide thirty (30) days' notice to the Union of any change to the parental leave policy.

Any eligible member under the old paid parental leave language in the contract who did not take any parental leave and had a qualifying event from July 1, 2021 to August 31, 2022 are eligible now for parental leave under the new policy. For all other members this policy is effective beginning 9/1/22.

6. Military Leave of Absence

Military leave of absence, without pay, may be granted to a permanent teacher inducted into the armed forces for the required length of service, according to the terms of the Selective Services and Training Act of 1940, and subsequent amendments by Congress.

7. Organized Reserve Forces

Every person who is a member of a reserve component of the Armed Forces of the United States shall be granted, in accordance with Section 59 of Chapter 33 of the General Laws, leave of absence, without loss of pay, during the time of his annual tour of duty as a member of such reserve component; provided, however, that such leave shall not exceed seventeen (17) days.

8. Leave Deadlines

January 15 is the deadline for all of the following:

- (a) Application for leave of absence to commence at the beginning of the next teacher work year.
- (b) Application for extension of leave of absence scheduled to expire at the beginning of the next teacher work year.
- (c) Application to cut short a scheduled leave of absence and to return to work at the beginning of the next teacher work year.

The January 15 deadline will be waived in case of circumstances arising after January 15 and beyond the teacher's control (e.g., unexpected family illness).

(d) A teacher on leave of absence for more than six (6) months including leave under Section VIII(R) (5)(h) above, may not return during a school year except to fill a vacancy. For the purpose of this section, a vacancy includes a position held by a substitute teacher, per diem or long term, but not by a non-tenured teacher under contract.

(e) Failure to Respond to the January 15th Deadline:

Teachers on leave of absence who fail to notify the Office of Human Resources in writing postmarked by January 15th whether or not they will be returning from leave (or who fail to explain in writing why a definitive answer is not possible at that time) shall forfeit their attachment rights shall re-enter the system via the excess pool.

For those who respond by January 15th as to why they cannot make a decision at that time, they must send a response, postmarked no later than May 1st, as to whether or not they will return in September. If they fail to respond by May 1st, they shall forfeit their attachment rights, their excess pool rights, and shall be subject to reassignment by the Superintendent.

(f) The Boston Teachers Union's Role: The BTU, through its officers, shall advise and encourage its members to communicate with their principals and the Office of Human Resources prior to January 15th concerning their intention to retire or resign or to take, extended, or terminate a leave of absence.

(g) The School Department's Role: The Superintendent and the Office of Human Resources shall require that principals and headmasters post all vacancies at their schools in a timely manner.

9. AWOL

If a teacher or paraprofessional is AWOL for more than 15 days, this constitutes just cause for termination.

Q. Funding Clause

This Agreement is subject to the appropriation of sufficient funds to implement the cost items under M.G.L. Chapter 150E.

This Agreement shall be effective from September 1, 2021 through August 31, 2024, provided that it is ratified by both parties and that the City Council of the City of Boston votes a supplemental appropriation to the budget of the Boston School Department sufficient to fund the Agreement for the first year.

R. Direct Deposit

The Boston Public Schools shall work with the City of Boston to provide direct deposit services to members of the Boston Teachers Union.

S. Flexible Spending Plan/Cafeteria Plan

The School Department and the City shall cooperate with the Boston Teachers Union in setting up a task force to study Flexible Spending/Cafeteria Plans for tax free payments of medical, dental, and dependent care expenses. This task force shall be established no later than October 15, 1997.

T. Long Term Disability Insurance

The School Committee and the City shall cooperate with the Boston Teachers Union in setting up a task force to study the feasibility of providing reduced cost long term disability insurance and long term care insurance to bargaining unit members. The task force shall be established no later than December 15, 2000.

U. BTU Member Children

BTU members who live in Boston with their children shall be able to obtain a school placement for their child at the school at which either parent works, provided, however, that: 1) the parent shall be responsible for the transportation of the child unless the child would otherwise receive transportation in accordance with the District's transportation and/or assignment policy, 2) there is a seat vacancy and no waiting list at the school within an appropriate program setting for the child, 3) no class size maxima shall be exceeded at the time of the child's enrollment in the school, and 4) the student meets eligibility requirements, if any. This provision shall not be applicable to high schools.

V. Alternative Compensation

The parties agree to form a joint-labor management committee to explore the creation of an alternative compensation model that recognizes those teachers who consistently produce exemplary results.

Article IX

Collective Bargaining

A. Governing Philosophy

The parties believe the collective bargaining method is workable and competent and will add dignity and increase professionalism in the best sense to the joint effort of the Union and the Committee to reach agreement. In entering upon this responsibility, the parties declare their intention to cooperate fully in what must be the joint objective of both parties, the best education possible for Boston's children.

B. Fair Practices

1. Non-Discrimination

As sole collective bargaining agent, the Union will continue its policy of accepting into voluntary membership and will continue to represent equally all eligible persons in the unit without regard to race, color, creed, national origin, sex, marital status, sexual preference, age, or handicap.

The Committee agrees to continue its policy of not discriminating against any person on the basis of race, creed, color, national origin, sex, marital status, sexual preference, age, handicap, or participation in or association with the activities of any employee organization.

Nothing in this Agreement shall be interpreted as a barrier to affirmative action. The Union and the Committee shall cooperate in developing and implementing effective affirmative action in the areas of promotion, staff assignments, coaching positions, and all other paid and unpaid extracurricular activities. Any affirmative action plan adopted by the Committee shall be negotiable as contemplated by law.

Both parties recognize the importance of diversity in the membership of their joint and individual committees and management structures and commit their best efforts to achieving and maintaining such diversity.

2. Protection of Individual and Group Rights

Nothing contained herein shall be construed to prevent the Committee, a member of the Committee or its designated representatives from meeting with any teacher for expression of the teacher's views. In the area of collective bargaining, no changes or modifications shall be made except through consultation and negotiation with the Union.

Nothing contained herein shall be construed to permit an organization other than the Union to appear in an official capacity in the processing of a grievance.

Nothing contained herein shall be construed to prevent any person from informally discussing any dispute with his immediate superior or processing a grievance on his/her own behalf in accordance with the Grievance Procedure, heretofore set forth in Article VII.

C. Privileges

1. Allowed Time for Union Negotiations

(a) All collective bargaining shall be conducted at the level of the School Department.

(b) A committee of Union representatives shall meet at least once a month with the Superintendent of Schools for consultation on matters of educational programs and curriculum during the school year. Both parties shall submit items for the agenda. There shall be mutual effort to make these sessions meaningful and advantageous to the school system. Union representatives shall be excused from teaching duty for this purpose when held during school hours.

(c) Negotiations shall be scheduled at mutually agreeable times during and outside normal working hours. Up to four (4) members of the Union negotiating team shall be excused from duty with pay with provision for substitutes relief as necessary.

2. Payroll Deductions for Union Dues

The Union shall secure authorizations for payroll deductions for Union dues and shall provide electronic copies of such authorizations to the Committee's Chief Human Capital Officer or their designee. Such authorizations may be revocable as provided by law. The Committee will request the Treasurer of the City of Boston to submit such sums in total to the Union Treasurer no later than 30 days after such deduction was made.

Upon request by the Union, the School Committee shall, to the extent allowed by law, provide the Union with the name, employee identification number, and assignment of any employee from whom it has received a written request to revoke dues deductions.

3. Union Meetings Within Individual Schools

Union meetings may be held on school property by faculty members of individual schools provided there is no interference with any school activity.

School buildings will be available for the conduct of Union business outside of school hours subject to prior scheduling and in accordance with the present fee arrangements.

4. Bulletin Boards

At least one bulletin board shall be reserved at an accessible place in each school for the exclusive use of the Union for purposes of posting material dealing with proper and legitimate business of the Union. Notices must be signed by the Building Representative or his/her authorized representatives.

Sufficient bulletin board space shall be provided in an accessible place in the office of the Department of Health Services for the exclusive use of the Union for the purpose of posting material dealing with proper and legitimate business of the Union. Notices must be signed by the Building Representative or his or her authorized representative.

5. Grievance Time For Building Representative

The Union Building Representative in each High School and Middle School shall be allowed one administrative period per week for conferring with teachers on grievances or associated matters.

The Union Building Representative in each elementary school shall be allowed 45 minutes per week during administrative time for the purpose of conferring with teachers on grievances or associated matters.

6. Information to the Union

The Committee will make available to the Union all information necessary for the Union to perform its function in collective bargaining and contract administration and otherwise as collective bargaining agent.

7. C.O.P.E.

If at any time during the duration of this collective bargaining agreement the General Court adopts a bill allowing for a C.O.P.E. check-off for public employees, the School Department shall cooperate with the Union in establishing a voluntary C.O.P.E. check-off system in compliance with such legislation.

D. Responsibilities

1. No Union Activity on School Time

Except as provided herein the Union agrees that no teacher will engage in Union activity during the time he/she is assigned to teaching or other duties.

2. Authorized Union Representatives

The Union shall furnish the Committee with a list of its officers and authorized Union representatives, and shall as soon as possible notify the Committee in writing of any change. No Union representative shall be recognized by the Committee except those designated in writing by the Union.

Article X

Dispute Resolution

A. General

It is the declared objective of the parties to encourage the prompt resolution of disputes arising under this Agreement. The parties recognize the importance of prompt and equitable disposition of any complaint at the lowest organizational level possible.

Whatever means are used to resolve a dispute arising under this Agreement, a resolution should be sought that provides fair redress of grievances while giving due consideration to the best interests of schoolchildren.

Any person(s) or the Union shall have the right to present a dispute and have it promptly considered on its merits. Staff covered by this Agreement shall not suffer a loss of pay for time spent in conferring and meeting on a grievance; provided, however, that conferences and meetings will not normally take place during periods when the individuals involved have classroom duties, except as otherwise provided herein. A grievance of a continuing nature alleging that it uniformly affects a class of bargaining unit employees need only be filed once and shall be considered to include all subsequent violations.

Any discipline in relation to collective bargaining unit members shall be for just cause.

B. Definitions

A “grievance” shall mean a complaint

(1) that there has been as to a member of the bargaining unit a violation, misinterpretation, or inequitable application of any of the provisions of this agreement or

(2) that a member of the bargaining unit has been treated unfairly or inequitably by reason of any act or condition which is contrary to established policy or practice governing or affecting employees, except that the term “grievance” shall not apply to any matter as to which the Committee is without authority to act. As used in this Article, references to a single employee shall include also a group of employees having the same grievance.

C. Availability of Mediators

The Steering Committee shall choose up to twenty-four (24) employees of the Boston Public School system to be trained as mediators for the system. All persons chosen shall be acceptable to both the Union and the Committee. Employees chosen for this position should have demonstrated excellent interpersonal skills, creativity, and an orientation toward collaborative problem-solving in carrying out their duties in the system. The candidates chosen should as a group be highly representative of the racial and ethnic diversity of the school system. They should receive formal training in problem-solving mediation. Appointments as a mediator should be voluntary. Appointments should be reviewed annually and terminable at the discretion of the Superintendent with or without cause.

These mediators shall be available in addition to their regular duties to confer with employees of the system involved in contract-related disputes on a confidential basis seeking to assist the parties in resolving such difficulties. They may talk in person or by phone. Mediators shall be called on to mediate a building-level discussion of a grievance in Step 1 of the dispute resolution process outlined in the following section. However, no mediator shall mediate a building-level discussion of a grievance that they have previously discussed with an employee, unless all parties to the mediation so request in writing. Mediation will be available for grievances filed at Step 2 or Step 3 if both parties agree.

The School Department will circulate at least annually to all employees a list of mediators and their phone numbers. School Department policy shall be to encourage employees to seek help from a mediator to resolve work-related difficulties informally.

Mediator stipends will be retirement worthy and become part of one's annualized salary.

D. Dispute Resolution Process for Grievances

Grievances of employees within the bargaining unit shall be presented and adjusted in the following manner:

1. General Procedures

(a) Step 1: School Level

An employee or his or her Union representative may either orally or in writing present a grievance to the Principal, Headmaster, or Director within a reasonable time, normally thirty (30) school days after knowledge by the employee of the facts giving rise to the act or condition which is the basis of her or his grievance.

The Principal, Headmaster, or Director of the school shall confer with the employee at the time of the complaint or within five (5) school days with a view to arrive at a mutually satisfactory resolution of the grievance. At that conference, the employee may present the grievance personally or he or she may be represented by a Union representative; but where the employee is represented, he/she must be present. Whenever a grievance is presented by the employee personally, the Principal, Headmaster, or Director shall give the Union representative the opportunity to be present and state the views of the Union.

The Principal/Headmaster or Director shall communicate his/her decision orally or in writing to the aggrieved employee and to any Union representative who participated in this Step within five (5) school days after receiving the complaint or within five (5) school days after the conference, whichever is earlier.

If the grievance is unresolved, a mediator shall be assigned within three (3) school days to assist the parties in attempting to resolve the complaint. If the dispute is not resolved within three (3) school days following the assignment of a mediator, the grievance may be appealed to the next step.

The parties shall observe the grievance procedure pertaining to Steps 1, 2, and 3 without regard to the mediation process specified herein until the utilization of mediators contemplated by this Agreement is made operational by the School Department and written notice of that implementation is provided to the Union.

(b) Step 2: Cluster Leader or Manager for Employee Relations

If the grievance is not resolved at Step 1, the aggrieved employee or the Union may appeal by forwarding the grievance in writing to the appropriate Cluster Leader within five (5) school days after he or she has received the Step 1 decision. The appeal shall include:

- (1) The name and position of the Complainant.
- (2) A statement of the grievance and the facts involved.
- (3) The corrective action requested.
- (4) Name of Union Representative at Step 1; if any.
- (5) Signature of each complaining employee or Union representative.

The Cluster Leader will conduct a grievance hearing with the aggrieved employee, and his or her Union representative shall be given at least two (2) school days' notice of the hearing. The aggrieved employee shall be given the opportunity to be present at the hearing. The Headmaster/Principal or applicable administrator may also be present at this hearing to state his or her views. For grievances filed at step 1, mediators shall not be present at step 2 grievance hearings. For grievances filed at step 2, a mediator shall be used if requested by both parties.

The Cluster Leader shall issue a written decision on the grievance as soon as possible, but not later than ten (10) school days after the receipt of the appeal or five (5) school days after the hearing, whichever is earlier. A copy will be sent to the aggrieved employee and the Union.

The following grievances shall be presented to the Manager for Employee Relations with the procedures and time requirements set forth above:

- (1) A grievance alleging that the person was placed on the wrong step of the salary schedule.
- (2) A grievance alleging the person's wages were improperly paid.
- (3) A grievance alleging the person was improperly denied an increment.
- (4) A grievance alleging the person's absence deduction was improperly calculated.
- (5) A grievance alleging the person was improperly denied a sabbatical leave.
- (6) A grievance alleging the person was improperly denied a leave of absence without pay.
- (7) A grievance filed on behalf of a person who is not assigned to a level.
- (8) A grievance that, by mutual agreement of the Cluster Leader and Union, should be heard directly at Central Administration.

(c) Step 3: Superintendent

A decision at Step 2 may be appealed in writing by the employee or the Union to the Superintendent of Schools within ten (10) school days after the decision by the appropriate administrator at Step 2 has been received. The Superintendent or his or her designated representatives shall meet with the aggrieved employee and the Union representative with a view to arriving at a mutually satisfactory resolution of the complaint. The aggrieved employee and the Union representative will receive at least two (2) school days' notice of the meeting and shall be given an opportunity to be heard. The Headmaster/Principal or Director and the Cluster Leader or Manager of Employee Relations may also be present at the meeting and state their views.

The Superintendent or her or his designated representatives shall communicate her or his written decision together with supporting reasons to the aggrieved employee and to the Union as soon as possible, but not later than ten (10) school days after receipt of the appeal or five (5) school days after the conference, whichever is earlier.

(d) Alternative Procedure for Certain Grievances

All grievances involving in whole or in part violations of section I(F) of this Agreement, "Handling of New Issues," shall be submitted to the following procedure in lieu of proceeding through Steps 1 through 3 of the grievance procedure described above. Either party may initiate a grievance in writing by requesting that it be made the subject of a meeting between a representative of the General Counsel's office and a representative of the Union. The parties shall meet and confer upon the matter within ten (10) school days following the request for a meeting in an attempt to resolve the grievance. If the parties agree on a resolution, they shall reduce this agreement to writing and sign it. The representative of the General Counsel's office shall be authorized to take appropriate corrective action to redress such grievances. If no agreement is reached within ten (10) school days, nothing in this clause shall affect the rights of either party to proceed to arbitration.

2. Initiation of Grievances at Step 2 or Step 3

(a) Grievances arising from the action of officials other than the Principal, Headmaster, or Director may be initiated with and processed in accordance with the provisions of Step 2 of this dispute resolution process. Where the action is initiated by the Superintendent of Schools, the grievance may be initiated at Step 3.

(b) Conferences held under this procedure at Step 2 or Step 3 shall be conducted at a time and place that will afford a fair and reasonable opportunity for all persons entitled to be present to attend. When such conferences are held during day school hours, all persons who participate shall be excused with pay.

3. Time Limits and Application

(a) The time limits specified in any step of this procedure may be extended in any specific instance, by mutual agreement.

(b) A grievance filed at an inappropriate step of the grievance procedure will be considered as properly filed, but the time limits for answering the complaint shall not begin until the grievance is referred to the appropriate step.

(c) In the event that the immediacy of the grievance requires an employee to meet with his/her Principal or Headmaster suddenly (on a non-scheduled occasion) he/ she shall be allowed to have his/her Union representative present at the meeting, provided he/she first makes this request of the Principal or Headmaster.

(d) A failure by a teacher or the Union to process the grievance from one step to the next step, within the time limits provided for will result in an automatic appeal of the grievance to the next step. A failure of a Committee representative to answer a grievance at any step of the grievance procedure within the time limits provided shall be considered a denial of the grievance at that step.

E. Arbitration

1. Arbitration Defined

A grievance which was not resolved at Step 3 under the grievance procedure may be submitted by the Union to arbitration. The arbitration may be initiated by filing with the Committee and the American Arbitration Association a request for arbitration. The notice shall be filed within thirty (30) school days after denial of the grievance at Step 3 under the grievance procedure, provided, however, if the Union did not receive a written reply from the Superintendent at Step 3, then said time limit shall be extended to sixty (60) school days after the Step 3 hearing. The voluntary labor arbitration rules of the American Arbitration Association shall apply to the proceeding.

The Union will make a reasonable effort to use no more than two (2) witnesses during the same school hours in arbitration cases.

2. Power of the Arbitrator

Notwithstanding anything to the contrary, no dispute or controversy shall be a subject for arbitration unless it involves the meaning, interpretation, or application of an express provision of this Agreement. The arbitrator shall have no power to alter, add to, subtract from, or modify any provision of this Agreement. The parties are agreed that no restrictions are intended on the powers of the Committee except those set forth in the language of this Agreement.

3. Decision of the Arbitrator

The arbitrator shall issue his/her written decision not later than thirty (30) days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision of the arbitrator will be accepted as final by the parties to the dispute and both will abide by it.

4. Arbitration Award Application

The Committee agrees that it will apply to all substantially similar situations the decision of an arbitrator sustaining a grievance and the Union agrees that it will not bring or continue, and that it will not represent any employee in any grievance which is substantially similar to a grievance denied by the decision of the arbitrator. The arbitrator's fee will be shared equally by the parties to the dispute.

5. Alternate Arbitration Procedure

Notwithstanding any contrary provision of this Article, unresolved grievances at Step 3 may be submitted by the Union to a closed panel of arbitrators and not the American Arbitration Association, under an alternate arbitration procedure mutually agreed between the parties.

6. Staffing Clause

Notwithstanding any contrary provision of this Agreement, no provision of this Agreement shall be deemed to require the School Committee to hire any particular number or kind of teachers or other personnel or to maintain any level of staffing, nor shall any arbitrator have the power to order the hiring of any kind or number of teachers or other personnel as a consequence of any violation of this Agreement. This provision shall not be deemed to restrict any arbitrator from ordering the reinstatement of any employee in any case dealing with the question of just cause for dismissal.

7. Implementation

The Committee will use its best efforts to implement a settlement agreement or an arbitrator's award within 30 days after approval of such settlement or receipt of such award and determination not to contest it.

Such efforts shall include, but not be limited to, establishment of a payment system under which specified employees of the School Department are to be held accountable for compliance with this section.

F. Resolution of Differences by Peaceful Means

The Union and Committee agree that differences between the parties shall be settled by peaceful means as provided within this Agreement. The Union, in consideration of the value of this Agreement and its terms and conditions and the Legislation which engendered it, will not engage in, instigate, or condone any strike, work stoppage, or any concerted refusal to perform normal work duties on the part of any employee covered by this Agreement.

G. Grievance Process in Autonomous Schools

Changing the grievance process in autonomous schools to that in the dispute resolution section of the BTU contract shall be the subject of continuing negotiations.

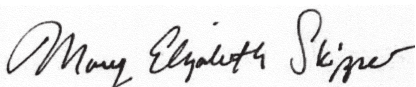
**MEMORANDUM OF AGREEMENT
BETWEEN
THE SCHOOL COMMITTEE OF THE CITY OF BOSTON
AND
THE BOSTON TEACHERS UNION, LOCAL 66,
AFT-MASS, AFL-CIO**

TEACHERS 2024-2027

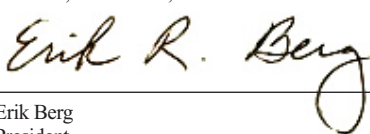
In witness whereof, the parties hereto have caused their names to be subscribed as the duly authorized officers and representatives in this 21st day of March, 2025.

Boston Public Schools

Boston Teachers Union
Local 66, AFT-Mass., AFL-CIO



Mary Skipper
Superintendent



Erik Berg
President

2024-2027
Agreement Between the School Committee
of the City of Boston
and the
Boston Teachers Union, Local 66, AFT, AFL-CIO

Paraprofessionals

Effective from
September 1, 2024 through August 31, 2027

Article I
Purpose and Scope of Agreement

A. Recognition and Duration

This Agreement is made and entered into on the 21st day of March, 2025 by and between the School Committee of the City of Boston and the Boston Teachers Union. The agreement was ratified by the Union on the 9th day of April, 2025, approved by the Committee on 16th day of April, 2025, and funded by the Boston City Council on the 7th day of May, 2025. The Committee recognizes the Union as the exclusive bargaining representative for all teacher paraprofessionals employed by the Committee, including clerical paras, teacher paras, library paras, tool keepers, bilingual paras, security paras, community liaison paras, community field coordinators, family liaisons, sign language interpreters, and all other paras, but excluding lunch hour monitors and bus monitors.

The jurisdiction of the Union shall include those individuals employed by the Committee who now or hereafter perform the duties of paras as described in Article IV Section A of this agreement and currently performed by persons in the bargaining unit as set forth in the preceding paragraph.

This Agreement and each of its provisions, unless otherwise indicated, shall be effective September 1, 2024 and shall continue in full force and effect through August 31, 2027. Negotiations for a subsequent agreement will commence on or after December 1, 2026 upon the request of either party.

This agreement and each of its provisions shall be in full force and effect from the period of September 1, 2024 to August 31, 2027 and continuing thereafter until such time as the parties have a successor to the 2024-2027 agreement.

B. Purpose

The purpose of this Agreement is to promote the parties' joint goal of achieving the best possible education of the children in the Boston Public Schools by structuring an effective and professional working relationship between the parties. That relationship should help the school system achieve maximum benefit from the combined expertise and coordinated efforts of the parties. It should also ensure fair and equitable compensation and fair and professional treatment for those employees represented by the Union.

C. Scope

The Committee and the Union agree that they have a common public and educational area of concern in addition to economic matters such as salary and working conditions. This wider area of concern is to be approached constructively toward the goal of educational excellence.

To this end, the Union will from time to time present to the Committee or its designated representatives views and suggestions on certain school problems clearly within its knowledge and province as the agency in the School system having the closest overall contact with the paras. Subjects considered to be within the scope of such initiation and discussion are: operation of difficult schools, standards of physical and housekeeping environment and amenities on school premises, all matters relating to school-based management, and an increasingly effective curriculum. Periodic consultation will take place without trespass or interference upon the distinct and special powers and duties of either party in the process. It is hoped that this continuing consultation throughout the school year will contribute to the enhancement of public education in the City of Boston.

D. Management Rights

Except as otherwise provided in this Agreement, the Committee and the Superintendent retain all powers, rights, duties, and authority which they had prior to entering into the Agreement. Such rights of the Committee include but are not limited to the right:

- to establish educational policy;
- to establish the standards and qualifications for hire and promotion;
- to determine the size of the work force consistent with the terms of this Agreement;
- to establish job duties for new or substantially changed positions;
- to determine which textbooks shall be used in the schools;
- to prescribe curriculum and rules governing student discipline; and
- to establish educational programs and to determine the number, age, and qualifications of pupils to be served by any such programs.

E. Handling of New Issues

Matters of collective bargaining import not covered by this Agreement may, during the life of the Agreement, be handled in the following manner:

By the Committee: Except as any change may be commanded by the law, the Committee will continue its policies as outlined herein. With respect to matters not covered by this Agreement that are mandatory subjects for collective bargaining, the Committee agrees it will make no changes without prior consultation and negotiation with the Union.

By the Union: In any matter not covered in this Agreement that is a mandatory subject for collective bargaining, the Union may raise such issues with the Committee for consultation and negotiation; except that the Union shall not renew or to seek to renew any questions introduced, debated, and settled, either negatively or affirmatively, during the bargaining prior to final settlement. This restriction shall not apply to the areas outlined in section I(C) as subject for continuing consultation.

Being a mutual agreement, this instrument may be amended at any time by mutual consent.

F. Savings Clause

If any provision of this Agreement is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, and substitute action shall be subject to appropriate consultation and negotiation with the Union.

In the event that any provision of this Agreement is or shall at any time be contrary to law, all other provisions of this Agreement shall continue in effect.

G. Preservation of Existing Laws and Regulations

The School Department shall identify by February 1 of each year those bargaining unit members who are affected by the School Committee's policy on the employment of relatives. The Department and the Union shall meet to discuss the appropriate reassignment of affected members.

H. Definitions

The term "school" as used in this Agreement means any work location or functional division or group in which a grievance may arise.

The terms "Principal" and "Headmaster" as used in the Agreement mean the responsible administrative heads of their respective district, school, or department.

The term "paraprofessional" as used in this Agreement means a person employed by the Committee in the bargaining unit as defined in Article I. (For convenience the term "paraprofessional" will be abbreviated to "para" or "paras" in this contract.)

The term "person" as used in the Agreement means a person employed by the Committee in the bargaining unit as defined in Article I.

The term "Union representative" as used in this Agreement means the Union building representative or his designee, or an elected or appointed representative of the Union or any of its affiliates.

Wherever the singular is used in this Agreement it is to include the plural.

Article II Working Conditions

A. General

1. Functions

A para is a non-certified individual employed by the Boston School Committee whose function is to assist teachers and other school personnel, except that paras shall not perform the work of custodial or cafeteria workers. The function of members of the paraprofessional unit employed as Family Liaisons is to promote family and student engagement within the school, the BPS, and the greater Boston community.

2. Para's Files

A para's files shall be maintained under the following circumstances:

(a) No material derogatory to a para's conduct, service, character, or personality shall be placed in the files unless the para has had an opportunity to read the material. The para shall acknowledge that he/she has read such material by affixing his/her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he/she has read the material to be filed. Such signature does not necessarily indicate agreement with its content.

(b) The para shall have the right to answer any material filed, and the answer shall be reviewed by the Assistant Superintendent or Director of the program in which the para is employed and attached to the file copy.

(c) Upon request by the para, the para shall be given access to the para's file without delay.

(d) Upon receipt of a written request, the para shall be furnished a reproduction of any material in the para's file.

(e) All paraprofessionals shall receive notification of their "program/subject code" on their annual Employee Verification Form. If her/his "program/subject code" changes, the paraprofessional shall be notified immediately.

3. Assistance in Assault Cases

(a) Principals shall report all cases of assault suffered by paras in connection with their employment to the Director of Personnel.

(b) Whenever it is alleged that a para has assaulted an individual or that an individual has assaulted a para, the Principal and Director of Personnel shall cooperate with the para involved in the investigation of the incident. The Director of Personnel shall comply with any reasonable request from the para for relevant information in the Committee's possession, not privileged under law, concerning the individual or individuals involved. The Committee shall indemnify a para in its employ for expenses or damages sustained by the para by reason of an action or claim against the para arising out of the negligence of such para or other act of his/her resulting in accidental bodily injury to or the death of any individual or in accidental damage to or destruction of property, while acting as such para, and may indemnify a para in its employ for expenses or damages sustained by the para by reason of an action or claim against the para arising out of any other acts done by the para while acting as such para; provided, in either case, that after investigation it shall appear to the Committee that such para was at the time the cause of action or claim arose acting within the scope of his/her employment and provided, further, that the defense of indemnification sought under this provision shall have been made by the Corporation Counsel, upon the request of the Committee, or if such Corporation Counsel fails or refuses to defend such action or claims, by an attorney employed by such para. The Committee shall appropriate funds for this purpose in the same manner as appropriations for General School Purposes.

4. Information to the Union

The Union shall be supplied with a current seniority list of all members of the bargaining unit.

5. In-Service Courses

Paras shall be eligible to participate in the in-service courses offered to teachers. Whether or not the certificate, upon completion of a course, provides a credit, the identical type of certificate given teachers is to be awarded paras. Paraprofessionals shall be allowed to accumulate up to 30 in-service credits for salary purposes.

6. Substitute for Teacher

(a) In the event there is no substitute teacher as a replacement in the case of a teacher reported absent, a para is not to serve as a substitute teacher, but may be assigned solely for security purposes until a teacher or a substitute arrives; however, an instructional para may continue with duties that are pursuant to the teacher's instruction.

(b) In the event the Committee, after a good faith effort, is unable to hire a substitute for a classroom teacher who regularly works with a paraprofessional, that paraprofessional may be requested to serve as a substitute teacher under the following conditions:

(1) The paraprofessional has a teaching certificate or ten or more year of service. Effective 9/1/07, the paraprofessional has a teaching certificate or five or more years of service;

(2) the paraprofessional is requested to substitute only in those classes in which he or she normally works;

(3) Effective September 1, 2022, the paraprofessional is paid \$13.00 per hour in addition to his or her regular salary.

(c) The Committee will use its best efforts to hire a substitute paraprofessional whenever the regular paraprofessional in a 502.4 classroom is absent. This clause in no way limits or waives any rights the Union had prior to entering into this Agreement.

(d) Effective 9/1/22, no Family Liaison shall be asked or required to work as a substitute teacher as a replacement for a teacher reported absent.

7. Para Evaluation

Paras will be evaluated during this Agreement. The building administrator outside of the bargaining unit or his/her designee will be responsible for the evaluation. Evaluation procedures shall be the subject of continuing negotiation.

Effective 9/1/19, the BPS and BTU agree to form a joint subcommittee that will revise the process for evaluating paraprofessionals and job descriptions.

8. Training

(a) At the beginning of the school year and thereafter as may be necessary, paraprofessionals and newly employed paraprofessionals shall receive training in the use of machinery and equipment that they will be expected to use or be familiar with as part of their job.

(b) **Paraprofessional Training Program:** The School Department and the Union shall jointly administer a Paraprofessional Training Program utilizing paras who have successfully completed the eight week program to train other paras. The School Department shall allocate \$25,000 annually to provide stipends for the trainers. The length and design of the program and the stipend amount shall be determined by the joint committee.

(c) Paraprofessional Training: In addition to the annual \$25,000 to provide a Paraprofessional Training Program, the School Department shall provide \$25,000 for training paraprofessionals who are moving to a new program. The BTU and the BPS shall develop the training program.

(d) Inclusion Training: Paraprofessionals shall be invited to participate in the professional development referenced in the inclusion section of the teachers contract in Article V A., section 2 (d) under the heading "Staff Training" and may volunteer to do so and be compensated at their regular rate.

9. Just Cause

Paraprofessionals who have completed their probationary period shall not be disciplined or discharged without just cause.

10. Tutorial Program

The outside tutorial program at the Umana School and elsewhere throughout the system may continue in force subject to the following conditions:

- (a)** no paraprofessional will be laid off as a result of the implementation of this program;
- (b)** the number of tutorial person-hours shall not exceed 22,000 per year.

11. School-Based Management

Paraprofessionals are eligible to serve in the faculty slots on a School Site Council.

In principle, it is agreed that paraprofessionals will be eligible for all professional development activities available to teachers. In practice, the Professional Development Committee may recommend some exceptions or modifications to this general principle in specific cases. Also recommended is a career development program for paraprofessionals supportive of their attaining teacher certification and "reduced" or "no cost" courses for teachers and paraprofessionals.

12. Educational Contracts

The Union shall have input into all contracts with outside educational contractors that directly affect the teaching-learning situation in the classroom. The Union shall receive sufficient notification of such proposed contracts to enable it to have effective input.

13. Severance Pay

Paraprofessionals shall be eligible for severance pay as allowed in the teacher's contract.

14. Equitable Assignments

All duties and emergency assignments within a school are to be shared among all the paras on an equitable basis.

15. Cluster Paraprofessional Substitutes

The School Department shall hire 18 cluster paraprofessional substitutes.

16. Job Sharing

Effective September 1, 2005, up to 20 paraprofessionals who so elect shall be given an opportunity to job share.

17. Superintendent's Schools

Paraprofessional working in designated "Superintendent Schools" shall participate in the extended school day and professional development at their full rate of pay.

18. Paraprofessional Mentoring Program

The parties agree to pilot a paraprofessional mentoring program for SY 2019-2020. At the conclusion of that school year, the program may continue solely by the express written agreement of both parties. When a paraprofessional receives an overall rating of "Does Not Meet Standards" on a performance evaluation, the evaluator will provide the para with a list of colleague mentors who have been rated "Meets or Exceeds Standards" for at least 10 years and have received training. The para can reach out to a mentor to provide guidance on their practice.

Training will initially be provided to a cadre of ten (10) paraprofessional mentors, which may include recently retired paras, about the performance evaluation system for paras. Those paras who provide support will receive a stipend of \$1,500.

19. Professional Development for Library Paraprofessionals

Professional development for Library Paraprofessionals may be offered on the first and second day of school (before students arrive) that Principals/Headmasters can opt to send them to.

Library Paraprofessionals will receive a minimum 10 hours of release time per year to attend off-site professional development in addition to regular PD hours. Principals/Headmasters can choose to do this on dates set in collaboration with the central office providing the PD, which may include the first and/or second day of school before students arrive.

20. WiFi

Effective 9/1/22, educators will not be required to use their personal hotspots for Wi-Fi while working from or within a BPS building/program.

21. Timely Work Order Response

One BTU rep at each school can have access to view the dashboard, Asset Essentials, which will allow the rep to view and track status of work orders.

22. SEP Paraprofessionals

SEP paraprofessionals will receive at least one planning period per week of no less than 45 minutes at a time scheduled by the school leader with a special education teacher of record without diminishing the required contractual planning and development time of that teacher.

The work of SEP paraprofessionals will comply with all laws and regulations governing paraprofessionals providing special education service minutes.

No SEP paraprofessional may be scheduled to work with students from more than two special education resource teachers.

SEP paraprofessionals have required professional development outlined in Article II(D).

B. Seniority Rights, Layoffs, Recall, Summer Work

1. Establishment of Seniority

Seniority shall be based on length of service as a para in the system. Seniority shall be measured from the first day of such employment after completion of a probationary period of sixty (60) school days. The sick leave provisions of this contract shall be implemented in accordance with the arbitration award of Abraham Siegel. In the event a para's assignment is changed, the para shall maintain his/her seniority.

2. Retention of Seniority

An employee in the bargaining unit who is laid off shall retain the seniority the employee had before being laid off, for a period of up twenty-four (24) months. Paras on layoff shall be obligated at all times to provide the Director of Personnel their current address and telephone number.

Paraprofessionals who have lost seniority as the result of a break in service of two or more years shall have that seniority (for time worked) fully restored upon the completion of 90 days of work following their return to a paraprofessional position.

3. Excessing

For purposes of the initial implementation of this subsection 3, paraprofessionals shall be placed in the category of the position in which they were employed on September 1, 2017.

Paraprofessionals will be excessed from a school or department by seniority within the following position categories:

Categories:

1. Bilingual -- [language-specific]
2. Special Education -- Autism
3. Special Education -- LAB/Emotional Impairment
4. Special Education -- Early Childhood
5. Special Education -- DDC/Severe Intellectual, Multiple disabilities
6. Special Education -- ESD/Moderate Intellectual Impairment
7. Special Education -- Inclusion, Mild Intellectual Impairment, LD, SAR
8. Special Education/Bilingual -- [language-specific]
9. Instructional
10. Security
11. Coverage
12. Health
13. Swimming
14. Library
15. Sign Language Interpreters
16. Family Liaisons
17. Special Education Partner (SEP)

Paraprofessionals in the following positions will be excessed from a school or department by seniority as indicated for each category:

a. **Community Field Coordinator** – within a function, e.g., if CFCs at a school serve different functions as indicated by their job description, they will be excessed from the function area being reduced.

b. **Surround Care** – within a shift, e.g., if a school has AM and PM surround care paraprofessionals, excessing will be done from the shift where the reduction is taking place.

c. **One-to-One** – by student assigned, e.g., if the paraprofessional's student leaves the district or graduates, the para will be excessed.

Excessed paraprofessionals will have the ability to exercise their seniority laterally into a vacant position in their school in categories 3-8 for which they meet the required physical and linguistic fluency qualifications, upon a written agreement between the para and BPS mandating completion by the para of up to 15 hours consisting of two 7.5-hour days of district-provided professional development in the field of their receiving position category by August 31. Upon successful completion of the training, the paraprofessional will be deemed qualified for the receiving position. The district may waive this requirement if the paraprofessional has already received the required training. Training outside of the normal school hours will be compensated.

4. Recall

A para on layoff status shall be recalled by system-wide seniority to a vacancy in a position for which the para is qualified in position categories 1, and 4-9.

A para who refuses an opportunity for recall without reasonable grounds shall be placed at the bottom of that para's seniority list for recall. Upon refusal of another opportunity for recall for any reason, the para shall lose all seniority and recall rights. A para who has reasonable grounds for refusing a recall opportunity (more than simply not wanting the offered assignment) shall retain their placement in the seniority list for recall. Upon refusal of another recall opportunity for any reason, the para shall be placed at the bottom of that para's seniority list for recall. Upon refusal of another opportunity for recall for any reason, the para shall lose all seniority and recall rights.

If a specific para program is abolished and then reinstated, paras who were forced to transfer by abolishment of the program shall have the right to return to their former position in accordance with their seniority, and on or before December 1.

Paras employed in a program in which funding is terminated at the end of a school year shall have first priority, in order of their seniority, to return to their position if the program is refunded during the next school year.

5. Staffing and Transfer

The School Department will provide the Union a complete list of names, seniority dates, program categories or function areas, and vacancies, including excessed and laid off paraprofessionals in advance of the transfer period. Para vacancies will first be posted for transfer, with selection of in-transferring paras at the discretion of the hiring school. If a para is excessed and there is a vacancy at the school, the para may transfer to the vacancy upon the mutual consent of the para and Headmaster/Principal, provided that a transfer under this paragraph does not cause a layoff or prevent the recall of another para.

During paraprofessional excess pools, paras shall choose in seniority order three vacancies for which they are qualified and shall be guaranteed one of their selections.

Beginning in school year 2020-2021, if a Community Field Coordinator, Family Liaison, One-to-One paraprofessional, Coverage paraprofessional, Surround Care paraprofessional, Library paraprofessional, Special Education Partner (SEP) Paraprofessional or Security paraprofessional is excessed from their position, they may opt into the Excess Pool indicating their intent to obtain a classroom paraprofessional position.

- If they do not attend the Excess Pool, they must indicate their interest in obtaining a classroom paraprofessional vacancy by July 15.
- If they do indicate their interest in a classroom paraprofessional position, they will be included at the bottom of the seniority list and may select from the remaining vacancies.
- If they do not indicate their interest by July 15, they will be laid off from BPS.

Any paraprofessional who has received an evaluation with an overall rating of 'Does Not Meet Standards' in the prior or current school year will have no bidding rights through excess pools.

A paraprofessional who voluntarily excesses himself/herself to an excess pool cannot claim an attachment right for his or her own position. However, during the normal process of the pool, a paraprofessional may select their prior assignment when they reach that position in seniority order in the pool.

A paraprofessional will be deemed to be qualified for a position if they meet the required qualifications listed on the agreed-upon written job description or have completed the required training therefor.

6. Layoff

For purposes of layoff, paras shall be organized within one (1) of the following groups:

- Group 1: Bilingual (Position Category 1)
- Group 2: Special Education (Position Categories 4, 8 & 17)
- Group 3: Instructional (Position Category 9)
- Group 4: Sign Language Interpreters (Position Category 15)
- Group 5: Family Liaison (Position Category 16)

Paraprofessionals excessed from Position Categories 2 and 3 shall be included in Group 2, and paraprofessionals excessed from Categories 10-14 shall be included in Group 3. Paras shall be laid off by inverse system-wide seniority within a position group.

7. Summer Work

The opportunity for paras to have summer work in a program in their classification not limited to a particular school or district shall be based on seniority in their classification, provided that the senior employee has demonstrated that they can satisfactorily perform the available work.

C. Posting of Vacancies

1. Miscellaneous

The above process for filling vacancies shall not apply to the following paraprofessional positions or schools. These vacancies will be filled by any internal or external candidate or in accordance with their governing documents and will not be subject to recall:

Positions:

1. Position categories 2-3 and 10-15, as identified above (Special Education -- Autism, Special Education -- LAB/Emotional Impairment, Security, Coverage, Health, Swimming, Library, Sign Language Interpreter)
2. Position category 5 if and only if those positions are offered to paraprofessionals excessed from Category 5 during the Transfer period and Excess Pool. If the paraprofessionals who are excessed from Category 5 are not assigned to these positions through the Transfer period or Excess Pool, the positions will be posted.
3. Community Field Coordinator
4. Surround Care
5. One-to-One
6. Family Liaisons
7. School Education Partner (SEP)

Schools:

Nothing in this section shall be construed to restrict, expand, or otherwise modify existing autonomies at specific schools as of the time of ratification of this agreement.

2. Teacher Vacancies

Paraprofessionals who qualify as teachers shall be given first consideration in the hiring process for new teachers.

3. Paraprofessional First Consideration

A Paraprofessional who has received his/her teaching certification, is recommended for employment by his/her building administrator, and who applies for teaching positions will receive four interviews provided that there are four vacancies for which the paraprofessional is qualified, three interviews provided that there are three vacancies for which the paraprofessional is qualified, two interviews provided that there are two vacancies for which the paraprofessional is qualified, and one interview provided that there is one vacancy for which the paraprofessional is qualified.

D. Paraprofessional Professional Development

1. Professional development for paras may be offered on the first and second day of school (before students arrive) that principals can opt to send paras to.

2. The district will designate \$100,000 per year for payments to paraprofessionals to attend professional development on special education inclusive practices.

i. Paraprofessionals will not be approved to attend more than ten hours of professional development under this section unless otherwise authorized by the Superintendent or their designee.

ii. Qualifying professional development will be provided by the Office of Specialized Services (or its successor department).

iii. SEP Paraprofessionals are required to attend and will be prioritized for this professional development. Other paraprofessionals must receive prior written approval from their supervisor to attend. Paraprofessionals without prior written approval may choose to attend the professional development on a first come-first served basis until the fund is exhausted.

iv. Compensation for attending professional development under this section shall be at the paraprofessionals' individual hourly rate. Paraprofessionals who complete the professional development will be provided with a certificate of completion.

v. Paraprofessionals who are newly assigned into the SEP Paraprofessional role or newly-hired into a SEP Paraprofessional role, shall be required to attend up to 10 hours of professional development, compensated at their hourly rate. All SEP Paraprofessionals hired or assigned into the position by August 1st will be required to attend up to two five-and-a-half hour days of professional development (inclusive of a 30-minute paid lunch break) in the last two weeks of August. SEP Paraprofessionals hired after August 1st may attend the professional development in August, if feasible, otherwise, they will be required to attend make-up professional development offered throughout the school year. In such cases, the professional development shall be scheduled during regular work hours or, after work hours on a regularly scheduled workday with no less than 30 days notice or at the date of hire.

E. Family Liaisons

1. Workday

Effective 9/1/22, the workday for Family Liaisons shall be eight (8) hours daily.

2. Work year

Effective 9/1/22, the work year for Family Liaisons shall be 215 days. The work year shall include the 180 days that students are in school (the "school year"), and 35 days outside of the school year. The last two full weeks during the month of July shall be reserved for non-work days for all Family Liaisons. The 35 days outside of the school year will be scheduled collaboratively between the employee and their Principal/ Head of School.

Article III Compensation and Benefits

A. Step Placement and Step Advancement

1. Hiring Rate

Effective September 1, 2022, newly-hired paraprofessionals shall have all years of service as a BPS employee in any position, counted toward their years of experience for purposes of determining their hiring rate. Specifically, members of the Paraprofessionals bargaining unit shall receive one year of salary credit for every year worked in the Boston Public Schools, regardless of the position held.

2. Boston Employment Experience

Moreover, effective September 1, 2022, all paraprofessionals employed by BPS, even if not a new hire, shall be moved to the level of the contract most applicable to their level of experience; provided, however, that such a move does not result in a reduction of salary or wages nor deprive any paraprofessional of salary or wage increases otherwise provided under the terms of the contract or as offered by the School Committee.

3. Counting a Year

Effective 9/1/22, for purposes of Article III A. 1. and 2., one hundred twenty (120) school days per school year shall be credited as one year of employment experience.

B. Payment of Salaries

1. Paras shall be paid every other Friday. When a normal date for the payment of salaries falls on a holiday or vacation period, the Committee will do everything possible to have those salaries paid on the school day previous to said holiday, or vacation.

2. No paraprofessional shall be required to apply for a step increase; such increases shall be automatic.

3. If 200 paraprofessionals choose the option, a paraprofessional shall have the option of being paid bi-weekly over 26 paychecks.

C. Notification of Hours and Pay

1. **Current Employees Work Year and Hours:** By August 31st, all BTU members will be provided with their reporting time and day and their daily hours of work either by public website or written notification for the upcoming school year. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

2. **Current Employee Compensation:** BPS will provide members with an accounting of their full salary, including career awards, differentials, and additional payments (e.g. autonomous school pay) no later than October 15th of each school year. The Parties acknowledge that there may come a time when this information is provided through the Employee Self Service portal (or successor programs). The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

3. **New Employees and Current Employees in new Positions Hours and Compensation:** Prior to their scheduled first day, new employees to the district, employees assigned to a new school or worksite, and employees who have applied to and accepted a new position within the bargaining units shall be provided with their reporting time and day, their daily hours of work and rate of pay. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

D. Holidays, Vacations, and Suspended Session

Paras shall be paid their regular pay when any school session is cancelled and for the following named holidays and vacations: Indigenous People’s Day, the Veterans Day holiday, from Thanksgiving Day until the following Monday, from the first school day immediately preceding Christmas to and including the first day of the following January, Martin Luther King, Jr. Day, the week in which the twenty-second of February falls, Good Friday, the week in which the nineteenth of April falls, Memorial Day, and Juneteenth. Whenever any of the aforesaid holidays falls on Sunday, the schools shall not be in session on the following Monday.

The committee shall provide employees who observe religious holidays that occur when schools are open up to two (2) days without loss of pay or personal leave. The Office of Equity will maintain a list of automatically approved religious holidays. Requests regarding other religious holidays may be made to the Office of Equity.

Employees intending to take a day off under this provision of the contract shall notify their supervisor and the Office of Equity and identify the observance at least ten school days in advance. If the nature of the observance is such that the exact date is not known ten school days in advance, the employee shall provide notice of the approximate date. If the holiday falls within the first ten days of the school year, the employee shall provide notice by the day before the first day of school for students.

E. Length of Work Day

Paraprofessionals in BPS will work one of the following workday lengths designated by the school leader before the start of the school year. The parties agree that changes to paraprofessional work hours will comply with all obligations under MGL c. 150E.

- a. 6 hours and ten minutes, or 6.17 hours per day
- b. 6 hours and 40 minutes, or 6.67 hours per day
- c. 6 hours and 50 minutes, or 6.84 hours per day
- d. 7 hours per day
- e. 7 hours and ten minutes, or 7.17 hours per day
- f. 7 hours and 15 minutes, or 7.25 hours per day
- g. 7 hours and 30 minutes, or 7.5 hours per day
- h. 8 hours per day

Paraprofessionals shall have a duty free lunch of at least thirty (30) minutes scheduled at a reasonable time as the schedule of the school permits and one ten (10) minute break during the work day.

F. Hourly Salary Rate

Classroom Paraprofessional Rate

22 Paychecks – Effective September 1, 2024 - September 1, 2025:

		Base Grade 1	30 Credits Grade 2	60 Credits Grade 3	90 Credits Grade 4	Bachelor’s Grade 5	B+15 Grade 6
Step 1 (basic rate)	1	\$28.15	\$30.10	\$31.92	\$33.71	\$35.65	\$35.62
Step 2 (after 3 years)	2	\$28.75	\$30.62	\$32.49	\$34.38	\$36.25	\$37.19
Step 3 (after 6 years)	3	\$29.26	\$31.21	\$33.12	\$34.95	\$36.82	\$37.75
Step 4 (after 9 years)	4	\$29.80	\$31.81	\$33.60	\$35.52	\$37.44	\$38.40
Step 5 (after 12 years)	5	\$30.37	\$32.42	\$34.26	\$36.22	\$38.18	\$39.16

26 Paychecks* – Effective September 1, 2024 - September 1, 2025:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor’s Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$22.73	\$24.31	\$25.78	\$27.22	\$28.79	\$29.58
Step 2 (after 3 years)	2	\$23.22	\$24.73	\$26.24	\$27.77	\$29.28	\$30.04
Step 3 (after 6 years)	3	\$23.64	\$25.21	\$26.75	\$28.23	\$29.74	\$30.49
Step 4 (after 9 years)	4	\$24.07	\$25.69	\$27.14	\$28.69	\$30.24	\$31.02
Step 5 (after 12 years)	5	\$24.53	\$26.19	\$27.67	\$29.25	\$30.83	\$31.63

22 Paychecks – Effective September 1, 2025 – September 1, 2026:

		Base Grade 1	30 Credits Grade 2	60 Credits Grade 3	90 Credits Grade 4	Bachelor's Grade 5	B+15 Grade 6
Step 1 (basic rate)	1	\$29.21	\$31.21	\$33.06	\$34.88	\$36.86	\$37.86
Step 2 (after 3 years)	2	\$29.82	\$31.73	\$33.64	\$35.57	\$37.48	\$38.43
Step 3 (after 6 years)	3	\$30.35	\$32.33	\$34.28	\$36.15	\$38.05	\$39.01
Step 4 (after 9 years)	4	\$30.90	\$32.95	\$34.78	\$36.74	\$38.69	\$39.87
Step 5 (after 12 years)	5	\$30.48	\$33.57	\$35.44	\$37.44	\$39.44	\$40.44

26 Paychecks* – Effective September 1, 2025 – September 1, 2026:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor's Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$23.59	\$25.20	\$26.70	\$28.17	\$29.78	\$30.58
Step 2 (after 3 years)	2	\$24.09	\$25.63	\$27.17	\$28.73	\$30.27	\$31.04
Step 3 (after 6 years)	3	\$24.51	\$26.11	\$27.69	\$29.19	\$30.74	\$31.51
Step 4 (after 9 years)	4	\$24.96	\$26.61	\$28.09	\$29.67	\$31.25	\$32.05
Step 5 (after 12 years)	5	\$25.42	\$27.11	\$28.63	\$30.24	\$31.85	\$32.67

22 Paychecks – Effective September 1, 2026 – September 1, 2027:

		Base Grade 1	30 Credits Grade 2	60 Credits Grade 3	90 Credits Grade 4	Bachelor's Grade 5	B+15 Grade 6
Step 1 (basic rate)	1	\$30.79	\$32.83	\$34.72	\$36.58	\$38.60	\$39.61
Step 2 (after 3 years)	2	\$31.42	\$33.37	\$35.31	\$37.28	\$39.23	\$40.20
Step 3 (after 6 years)	3	\$31.96	\$33.98	\$35.96	\$37.87	\$39.81	\$40.79
Step 4 (after 9 years)	4	\$32.52	\$34.61	\$36.47	\$38.47	\$40.47	\$41.47
Step 5 (after 12 years)	5	\$33.11	\$35.24	\$37.15	\$39.19	\$41.23	\$42.25

26 Paychecks* – Effective September 1, 2026 – September 1, 2027:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor's Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$24.87	\$26.52	\$28.05	\$29.54	\$31.18	\$31.99
Step 2 (after 3 years)	2	\$25.38	\$26.95	\$28.52	\$30.11	\$31.68	\$32.47
Step 3 (after 6 years)	3	\$25.81	\$27.44	\$29.05	\$30.59	\$32.16	\$32.94
Step 4 (after 9 years)	4	\$26.26	\$27.95	\$29.46	\$31.07	\$32.69	\$33.69
Step 5 (after 12 years)	5	\$26.74	\$28.46	\$30.01	\$31.65	\$33.30	\$34.13

Security, Library, Surround Care (PM) Rate, Coverage, and 1 to 1 Paras, and SEP Paras**22 Paychecks – Effective September 1, 2024 – September 1, 2025:**

		Base Grade 1	30 Credits Grade 2	60 Credits Grade 3	90 Credits Grade 4	Bachelor's Grade 5	B+15 Grade 6
Step 1 (basic rate)	1	\$32.54	\$34.47	\$36.33	\$38.19	\$40.07	\$41.01
Step 2 (after 3 years)	2	\$33.13	\$35.05	\$36.90	\$38.74	\$40.65	\$41.60
Step 3 (after 6 years)	3	\$33.72	\$35.59	\$37.55	\$39.38	\$41.28	\$42.22
Step 4 (after 9 years)	4	\$34.21	\$36.21	\$38.01	\$39.95	\$41.84	\$42.79
Step 5 (after 12 years)	5	\$34.90	\$36.94	\$38.78	\$40.76	\$42.69	\$43.66

26 Paychecks* – Effective September 1, 2024 – September 1, 2025:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor's Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$26.28	\$27.84	\$29.34	\$30.84	\$32.36	\$33.13
Step 2 (after 3 years)	2	\$26.76	\$28.31	\$29.80	\$31.29	\$32.83	\$33.60
Step 3 (after 6 years)	3	\$27.24	\$28.75	\$30.33	\$31.81	\$33.34	\$34.10
Step 4 (after 9 years)	4	\$27.63	\$29.24	\$30.70	\$32.26	\$33.79	\$34.56
Step 5 (after 12 years)	5	\$28.19	\$29.83	\$31.33	\$32.92	\$34.48	\$35.27

22 Paychecks – Effective September 1, 2025 - September 1, 2026:

		<u>Base Grade 1</u>	<u>30 Credits Grade 2</u>	<u>60 Credits Grade 3</u>	<u>90 Credits Grade 4</u>	<u>Bachelor's Grade 5</u>	<u>B+15 Grade 6</u>
Step 1 (basic rate)	1	\$33.19	\$35.16	\$37.06	\$38.95	\$40.87	\$41.83
Step 2 (after 3 years)	2	\$33.79	\$35.75	\$37.63	\$39.52	\$41.46	\$42.43
Step 3 (after 6 years)	3	\$34.40	\$36.30	\$38.30	\$40.17	\$42.10	\$43.07
Step 4 (after 9 years)	4	\$34.90	\$36.93	\$38.77	\$40.74	\$42.68	\$43.64
Step 5 (after 12 years)	5	\$35.60	\$37.68	\$39.56	\$41.57	\$43.55	\$44.54

26 Paychecks* – Effective September 1, 2025 - September 1, 2026:

		<u>Base Grade 1A</u>	<u>30 Credits Grade 2A</u>	<u>60 Credits Grade 3A</u>	<u>90 Credits Grade 4A</u>	<u>Bachelor's Grade 5A</u>	<u>B+15 Grade 6A</u>
Step 1 (basic rate)	1	\$26.81	\$28.40	\$29.93	\$31.46	\$33.01	\$33.78
Step 2 (after 3 years)	2	\$27.30	\$28.88	\$30.40	\$31.92	\$33.49	\$34.28
Step 3 (after 6 years)	3	\$27.78	\$29.32	\$30.93	\$32.44	\$34.00	\$34.79
Step 4 (after 9 years)	4	\$28.18	\$29.83	\$31.32	\$32.91	\$34.47	\$35.25
Step 5 (after 12 years)	5	\$28.75	\$30.43	\$31.95	\$33.58	\$35.17	\$35.97

22 Paychecks – Effective September 1, 2026 - September 1, 2027:

		<u>Base Grade 1</u>	<u>30 Credits Grade 2</u>	<u>60 Credits Grade 3</u>	<u>90 Credits Grade 4</u>	<u>Bachelor's Grade 5</u>	<u>B+15 Grade 6</u>
Step 1 (basic rate)	1	\$33.86	\$35.87	\$37.80	\$39.73	\$41.69	\$42.67
Step 2 (after 3 years)	2	\$34.47	\$36.47	\$38.39	\$40.31	\$42.29	\$43.28
Step 3 (after 6 years)	3	\$35.08	\$37.03	\$39.07	\$40.97	\$42.94	\$43.93
Step 4 (after 9 years)	4	\$36.59	\$37.67	\$39.55	\$41.56	\$43.53	\$44.52
Step 5 (after 12 years)	5	\$36.31	\$38.43	\$40.35	\$42.40	\$44.42	\$45.43

26 Paychecks* – Effective September 1, 2026 - September 1, 2027:

		<u>Base Grade 1A</u>	<u>30 Credits Grade 2A</u>	<u>60 Credits Grade 3A</u>	<u>90 Credits Grade 4A</u>	<u>Bachelor's Grade 5A</u>	<u>B+15 Grade 6A</u>
Step 1 (basic rate)	1	\$27.35	\$28.97	\$30.53	\$32.09	\$33.67	\$34.46
Step 2 (after 3 years)	2	\$27.84	\$29.45	\$31.00	\$32.55	\$34.16	\$34.96
Step 3 (after 6 years)	3	\$28.34	\$29.91	\$31.55	\$33.09	\$34.68	\$35.48
Step 4 (after 9 years)	4	\$28.75	\$30.42	\$31.94	\$33.57	\$35.16	\$35.96
Step 5 (after 12 years)	5	\$29.33	\$31.04	\$32.59	\$34.25	\$35.88	\$36.69

Community Field Coordinator and Health Paras Rate**22 Paychecks – Effective September 1, 2024 - September 1, 2025:**

		<u>Base Grade 1</u>	<u>30 Credits Grade 2</u>	<u>60 Credits Grade 3</u>	<u>90 Credits Grade 4</u>	<u>Bachelor's Grade 5</u>	<u>B+15 Grade 6</u>
Step 1 (basic rate)	1	\$39.56	\$41.51	\$43.37	\$45.17	\$47.07	\$48.03
Step 2 (after 3 years)	2	\$40.13	\$42.05	\$44.01	\$45.79	\$47.66	\$48.60
Step 3 (after 6 years)	3	\$40.70	\$42.67	\$44.51	\$46.36	\$48.26	\$49.22
Step 4 (after 9 years)	4	\$41.39	\$43.27	\$45.03	\$47.00	\$48.92	\$49.88
Step 5 (after 12 years)	5	\$42.25	\$44.18	\$45.97	\$47.99	\$49.95	\$50.93

26 Paychecks* – Effective September 1, 2024 - September 1, 2025:

		<u>Base Grade 1A</u>	<u>30 Credits Grade 2A</u>	<u>60 Credits Grade 3A</u>	<u>90 Credits Grade 4A</u>	<u>Bachelor's Grade 5A</u>	<u>B+15 Grade 6A</u>
Step 1 (basic rate)	1	\$31.95	\$33.53	\$35.03	\$36.48	\$38.02	\$38.79
Step 2 (after 3 years)	2	\$32.42	\$33.97	\$35.55	\$36.99	\$38.50	\$39.25
Step 3 (after 6 years)	3	\$32.87	\$34.46	\$35.95	\$37.44	\$38.98	\$39.75
Step 4 (after 9 years)	4	\$33.43	\$34.95	\$36.37	\$37.96	\$39.51	\$40.29
Step 5 (after 12 years)	5	\$34.13	\$35.68	\$37.13	\$38.76	\$40.34	\$41.14

22 Paychecks – Effective September 1, 2025 - September 1, 2026:

		<u>Base</u> <u>Grade 1</u>	<u>30 Credits</u> <u>Grade 2</u>	<u>60 Credits</u> <u>Grade 3</u>	<u>90 Credits</u> <u>Grade 4</u>	<u>Bachelor's</u> <u>Grade 5</u>	<u>B+15</u> <u>Grade 6</u>
Step 1 (basic rate)	1	\$40.35	\$42.34	\$44.24	\$46.07	\$48.01	\$48.99
Step 2 (after 3 years)	2	\$40.94	\$42.89	\$44.89	\$46.71	\$48.62	\$49.57
Step 3 (after 6 years)	3	\$41.51	\$43.52	\$45.40	\$47.28	\$49.23	\$50.20
Step 4 (after 9 years)	4	\$42.22	\$44.14	\$45.93	\$47.94	\$49.90	\$50.87
Step 5 (after 12 years)	5	\$43.10	\$45.06	\$46.89	\$48.95	\$50.95	\$51.95

26 Paychecks* – Effective September 1, 2025 - September 1, 2026:

		<u>Base</u> <u>Grade 1A</u>	<u>30 Credits</u> <u>Grade 2A</u>	<u>60 Credits</u> <u>Grade 3A</u>	<u>90 Credits</u> <u>Grade 4A</u>	<u>Bachelor's</u> <u>Grade 5A</u>	<u>B+15</u> <u>Grade 6A</u>
Step 1 (basic rate)	1	\$32.59	\$34.20	\$35.73	\$37.21	\$38.78	\$39.57
Step 2 (after 3 years)	2	\$33.06	\$34.65	\$36.26	\$37.73	\$39.27	\$40.04
Step 3 (after 6 years)	3	\$33.53	\$35.15	\$36.67	\$38.19	\$39.76	\$40.55
Step 4 (after 9 years)	4	\$34.10	\$35.65	\$37.10	\$38.72	\$40.30	\$41.09
Step 5 (after 12 years)	5	\$34.81	\$36.40	\$37.88	\$39.53	\$41.15	\$41.96

22 Paychecks – Effective September 1, 2026 - September 1, 2027:

		<u>Base</u> <u>Grade 1</u>	<u>30 Credits</u> <u>Grade 2</u>	<u>60 Credits</u> <u>Grade 3</u>	<u>90 Credits</u> <u>Grade 4</u>	<u>Bachelor's</u> <u>Grade 5</u>	<u>B+15</u> <u>Grade 6</u>
Step 1 (basic rate)	1	\$41.15	\$43.19	\$45.12	\$46.99	\$48.97	\$49.97
Step 2 (after 3 years)	2	\$41.75	\$43.75	\$45.79	\$47.64	\$49.59	\$50.56
Step 3 (after 6 years)	3	\$42.34	\$44.39	\$46.31	\$48.23	\$50.21	\$51.21
Step 4 (after 9 years)	4	\$43.06	\$45.02	\$46.85	\$48.90	\$50.89	\$51.89
Step 5 (after 12 years)	5	\$43.96	\$45.96	\$47.83	\$49.93	\$51.97	\$52.99

26 Paychecks* – Effective September 1, 2026 - September 1, 2027:

		<u>Base</u> <u>Grade 1A</u>	<u>30 Credits</u> <u>Grade 2A</u>	<u>60 Credits</u> <u>Grade 3A</u>	<u>90 Credits</u> <u>Grade 4A</u>	<u>Bachelor's</u> <u>Grade 5A</u>	<u>B+15</u> <u>Grade 6A</u>
Step 1 (basic rate)	1	\$33.24	\$34.89	\$36.45	\$37.95	\$39.56	\$40.36
Step 2 (after 3 years)	2	\$33.73	\$35.34	\$36.98	\$38.48	\$40.05	\$40.84
Step 3 (after 6 years)	3	\$34.20	\$35.86	\$37.41	\$38.96	\$40.56	\$41.36
Step 4 (after 9 years)	4	\$34.78	\$36.36	\$37.84	\$39.49	\$41.11	\$41.91
Step 5 (after 12 years)	5	\$35.51	\$37.12	\$38.63	\$40.32	\$41.97	\$42.80

Family Liaisons**26 Paychecks* – Effective September 1, 2024 - September 1, 2025:**

		<u>Base</u> <u>Grade 1A</u>	<u>30 Credits</u> <u>Grade 2A</u>	<u>60 Credits</u> <u>Grade 3A</u>	<u>90 Credits</u> <u>Grade 4A</u>	<u>Bachelor's</u> <u>Grade 5A</u>	<u>B+15</u> <u>Grade 6A</u>
Step 1 (basic rate)	1	\$36.66	\$38.47	\$40.19	\$41.94	\$43.60	\$44.48
Step 2 (after 3 years)	2	\$37.21	\$38.98	\$40.78	\$42.43	\$44.15	\$45.01
Step 3 (after 6 years)	3	\$37.72	\$39.54	\$41.34	\$42.95	\$44.71	\$45.59
Step 4 (after 9 years)	4	\$38.36	\$40.09	\$41.72	\$43.54	\$45.31	\$46.19
Step 5 (after 12 years)	5	\$39.16	\$40.93	\$42.60	\$44.45	\$46.26	\$47.16

26 Paychecks* – Effective September 1, 2025 - September 1, 2026:

		<u>Base</u> <u>Grade 1A</u>	<u>30 Credits</u> <u>Grade 2A</u>	<u>60 Credits</u> <u>Grade 3A</u>	<u>90 Credits</u> <u>Grade 4A</u>	<u>Bachelor's</u> <u>Grade 5A</u>	<u>B+15</u> <u>Grade 6A</u>
Step 1 (basic rate)	1	\$37.39	\$39.24	\$40.99	\$42.68	\$44.47	\$45.37
Step 2 (after 3 years)	2	\$37.95	\$39.76	\$41.60	\$43.28	\$45.03	\$45.91
Step 3 (after 6 years)	3	\$38.47	\$40.33	\$42.06	\$43.81	\$45.60	\$46.50
Step 4 (after 9 years)	4	\$39.13	\$40.89	\$42.55	\$44.41	\$46.21	\$47.12
Step 5 (after 12 years)	5	\$39.95	\$41.75	\$43.45	\$45.34	\$47.19	\$48.10

26 Paychecks* – Effective September 1, 2026 - September 1, 2027:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor's Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$38.14	\$40.03	\$41.81	\$43.53	\$45.36	\$46.28
Step 2 (after 3 years)	2	\$38.71	\$40.55	\$42.43	\$44.14	\$45.93	\$46.83
Step 3 (after 6 years)	3	\$39.24	\$41.14	\$42.90	\$44.68	\$46.52	\$47.43
Step 4 (after 9 years)	4	\$39.91	\$41.71	\$43.41	\$45.30	\$47.14	\$48.06
Step 5 (after 12 years)	5	\$40.75	\$42.59	\$44.32	\$46.25	\$48.13	\$49.07

Sign Language Interpreter**22 Paychecks – Effective September 1, 2024 - September 1, 2025:**

		Base Grade 1	30 Credits Grade 2	60 Credits Grade 3	90 Credits Grade 4	Bachelor's Grade 5	B+15 Grade 6
Step 1 (basic rate)	1	\$42.32	\$44.46	\$46.51	\$48.48	\$55.08	\$58.39
Step 2 (after 3 years)	2	\$42.94	\$45.06	\$47.21	\$49.16	\$55.80	\$59.11
Step 3 (after 6 years)	3	\$43.57	\$45.74	\$47.77	\$49.79	\$56.51	\$59.88
Step 4 (after 9 years)	4	\$44.33	\$46.41	\$48.33	\$50.50	\$57.29	\$60.71
Step 5 (after 12 years)	5	\$45.28	\$47.40	\$49.38	\$51.58	\$58.53	\$62.02

26 Paychecks* – Effective September 1, 2024 - September 1, 2025:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor's Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$34.18	\$35.91	\$37.57	\$39.16	\$44.49	\$47.16
Step 2 (after 3 years)	2	\$34.68	\$36.40	\$38.13	\$39.71	\$45.07	\$47.74
Step 3 (after 6 years)	3	\$35.19	\$36.94	\$38.58	\$40.22	\$45.65	\$48.36
Step 4 (after 9 years)	4	\$35.80	\$37.48	\$39.04	\$40.79	\$46.28	\$49.03
Step 5 (after 12 years)	5	\$36.57	\$38.29	\$39.88	\$41.66	\$47.28	\$50.09

22 Paychecks – Effective September 1, 2025 - September 1, 2026:

		Base Grade 1	30 Credits Grade 2	60 Credits Grade 3	90 Credits Grade 4	Bachelor's Grade 5	B+15 Grade 6
Step 1 (basic rate)	1	\$43.16	\$45.35	\$47.44	\$49.45	\$56.18	\$59.56
Step 2 (after 3 years)	2	\$43.80	\$45.97	\$48.15	\$50.15	\$56.91	\$60.29
Step 3 (after 6 years)	3	\$44.44	\$46.66	\$48.73	\$50.79	\$57.64	\$61.07
Step 4 (after 9 years)	4	\$45.21	\$47.34	\$49.30	\$51.51	\$58.44	\$61.92
Step 5 (after 12 years)	5	\$46.19	\$48.35	\$50.37	\$52.62	\$59.70	\$63.26

26 Paychecks* – Effective September 1, 2025 - September 1, 2026:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor's Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$34.86	\$36.63	\$38.32	\$39.94	\$45.38	\$48.10
Step 2 (after 3 years)	2	\$35.38	\$37.13	\$38.89	\$40.50	\$45.97	\$48.70
Step 3 (after 6 years)	3	\$35.89	\$37.68	\$39.36	\$41.02	\$46.56	\$49.33
Step 4 (after 9 years)	4	\$36.52	\$38.23	\$39.82	\$41.60	\$47.20	\$50.01
Step 5 (after 12 years)	5	\$37.30	\$39.05	\$40.68	\$42.50	\$48.22	\$51.09

22 Paychecks – Effective September 1, 2026 - September 1, 2027:

		Base Grade 1	30 Credits Grade 2	60 Credits Grade 3	90 Credits Grade 4	Bachelor's Grade 5	B+15 Grade 6
Step 1 (basic rate)	1	\$44.53	\$46.76	\$48.89	\$50.94	\$57.80	\$61.25
Step 2 (after 3 years)	2	\$45.18	\$47.39	\$49.61	\$51.65	\$58.55	\$62.00
Step 3 (after 6 years)	3	\$45.83	\$48.09	\$50.20	\$52.30	\$59.30	\$62.79
Step 4 (after 9 years)	4	\$46.62	\$48.78	\$50.79	\$53.04	\$60.11	\$63.66
Step 5 (after 12 years)	5	\$47.61	\$49.82	\$51.87	\$54.17	\$61.40	\$65.02

26 Paychecks* – Effective September 1, 2026 - September 1, 2027:

		Base Grade 1A	30 Credits Grade 2A	60 Credits Grade 3A	90 Credits Grade 4A	Bachelor's Grade 5A	B+15 Grade 6A
Step 1 (basic rate)	1	\$35.96	\$37.76	\$39.49	\$41.14	\$46.69	\$49.47
Step 2 (after 3 years)	2	\$36.49	\$38.27	\$40.07	\$41.72	\$47.29	\$50.07
Step 3 (after 6 years)	3	\$37.02	\$38.84	\$40.55	\$42.24	\$47.89	\$50.72
Step 4 (after 9 years)	4	\$37.65	\$39.40	\$41.02	\$42.84	\$48.55	\$51.42
Step 5 (after 12 years)	5	\$38.45	\$40.24	\$41.90	\$43.75	\$49.59	\$52.52

* Paraprofessionals on 26 payments have their hourly rate prorated to reflect payment for ten month's service over twelve months.

4. College Credits

College credits shall be granted for salary purposes for in-service training courses (other than those for which attendants receive compensation) and for all courses at an institution of higher learning accredited by the Committee.

5. Surround Care Paraprofessionals (Effective 9/1/07)

A surround care paraprofessionals shall be paid \$6.00 per hour in additional to the regular wage for up to two and a half hours per day if required to take students in excess of the regular class size for that grade level.

G. Tax Free Annuities

The Committee agrees it is desirable to allow persons in the bargaining unit to take advantage of the federal law concerning tax-free annuities and shall take such steps as are necessary and possible to implement this program. (The company or companies providing the coverage shall be mutually agreed upon by the parties.)

H. Retirement Plan–State-Boston Retirement System

Permanently appointed persons have a percentage of their salaries deducted each pay day according to law. The amount you must contribute is as follows:

- Eight percent of your regular compensation if appointed on or after January 1, 1984;
- Seven percent if appointed on or after January 1, 1975 yet prior to January 1, 1984;
- Five percent if appointed prior to January 1, 1975.

In addition to the above, for all employees employed on or after January 1, 1979, an additional 2% contribution is required on salary above \$30,000.

One must be under age sixty-five, upon entering service, to become a member. Special allowances are granted veterans and those disabled. Generous allowances are made to dependents of those who die on the job after two years of service. Paras who enter Boston Service may make up ten years out of state service by contributing to our fund.

Pensions are based on the average of one's three highest paid years of service; their total years of service, and their age. One cannot receive more than 80% of the average of their three (3) highest year.

Age at Date of Retirement

Percent

EXAMPLE - SUPERANNUATION - OPTION A

(a)	Age 65	
(b)	20 years of service	
(c)	1987	\$ 9,800
	1988	\$10,500
	1989	<u>\$11,500</u>
		31,800 / 3 = \$10,600

2.5% of \$10,600 x 20 = \$5,300

* Please note that this is not the actual method by which salary is computed. This is a more simplistic and will give a close approximation for estimate purposes. One cannot receive more than 80%.

Both sites will provide a complete and up-to-date explanation of all matters concerning the retirement law.

The Committee's contribution to all group hospitalization insurance premiums shall be as follows:

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A. Effective July 1, 2007, the City shall cease to offer Master Medical to bargaining unit members. On July 1, 2007 the City shall offer the indemnity PPO known as Blue Care Elect Preferred. The City's rate of contribution for the indemnity PPO shall be 75%. The employee's rate of contribution shall be 25%.

B. Effective September 1, 2007, the City's rate of contribution for all approved and authorized health maintenance organizations shall be 89%. The employee rate of contribution for all approved and authorized health maintenance organizations shall be 11%.

C. Effective September 1, 2008, the City's rate of contribution for all approved and authorized health maintenance organizations shall be 88%. The employee's rate of contribution for all approved and authorized health maintenance organizations shall be 12%.

D. Effective September 1, 2009, the City's rate of contribution for all approved and authorized health maintenance organizations shall be 85%. The employee's rate of contribution for all approved and authorized health maintenance organizations shall be 15%

E. Effective September 1, 2007, the City's rate of contribution for all approved and authorized point of service products shall be 84%. The employee's rate of contribution for all approved and authorized point of service products shall be 16%

F. Effective September 1, 2008, the City's rate of contribution for all approved and authorized point of service products shall be 80%. The employee's rate of contribution for all approved and authorized point of service products shall be 17%

G. Effective September 1, 2009, the City's rate of contribution for all approved and authorized point of service products shall be 20%. The employee's rate of contribution for all approved and authorized point of service products shall be 20%.

H. Adoption of M.G.L. Chapter 32B § 18.

- i. The Union agrees to support legislation that would allow Cities and Towns to adopt Section 18 and have the option of applying the provisions of Section 18 prospectively.
- ii. In the event that the legislature takes no action on the above mentioned matter by June 30, 2008, the Union will support the adoption of Section 18, in its current form, by the Boston City Council.

Upon adoption by the Boston City Council, the City will meet with the Union and bargain over the impact that the adoption will have on current members upon their retirement. It is the intention of the parties to meet and bargain over the impact of the adoption of Section 18 during the contract period. In the event the impact of said adoption does not conclude during the contract period, the City reserves its right to maintain that the impact of Section 18 shall continue to be an impact bargaining issue. Likewise, the Union reserves its right to maintain that the impact of Section 18 should be addressed as part of successor bargaining. This agreement shall not be construed as an agreement by either party as to whether or not this matter must be subject to impact bargaining or successor bargaining. In the event that this matter does become subject to successor bargaining, the parties will address the matter separately and aside from other matters being negotiated at the main bargaining table. This subsection shall take effect on the effective date of the collective bargaining agreement that expires on August 31, 2007 and expire on August 31, 2010.

The employer contribution to the life insurance portion of the group insurance plan (\$5,000) policy shall be 50% with a provision for a paraprofessional to purchase more life insurance at a low rate.

Paras shall have health insurance premiums deducted from May and June paychecks for coverage through September 30 of the following school year.

The parties agree to comply with the Memorandum of Agreement between the City of Boston and the Public Employee Committee attached hereto as Appendix "C".

J. Pay Credit

The para or the para's designated beneficiary, or if there is no designated beneficiary then the estate of the para who is separated from employment or dies during the school year, shall receive the pay withheld up to the date of separation or death.

K. Traveling Paraprofessionals and Mileage

All personnel covered by this Agreement who are authorized to use private automobiles for school business shall be reimbursed for miles traveled in connection with their duties at the IRS rate.

L. Health and Welfare Fund

1. Trust Fund

The Committee and the Union have established a Trust Fund designated as "The Boston Teachers Union Paraprofessional Health and Welfare Fund," to provide such benefits as are set forth in the Paraprofessional Health and Welfare Fund Agreement executed between the parties and incorporated herein by this reference as if set out fully at this point, except that the Fund shall be administered solely by five (5) trustees appointed by the Union and three (3) appointed by the Committee.

2. Annual Payment

The payment required annually on behalf of each paraprofessional shall be made at the times required in the teachers' contract, in the following amounts:

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Paras	\$1,216	\$1,240	\$1,265

3. Proration

The proration provisions of Section VIII(O) of the teachers' contract shall apply to paras.

M. Career Awards

Paras shall receive career awards as follows:

After 9 years	\$2,350
After 14 years	\$2,850
After 19 years	\$3,350
After 24 years	\$3,850
After 29 years	\$4,350

For paras who have become or do become teachers in the Boston Public Schools, years of service as paras in the BPS will count towards career awards in the teachers' unit.

N. Tuition Reimbursement

Effective September 1, 2012, all paraprofessionals with three or more years of service will be entitled to tuition reimbursement of up to \$500.00 per school year for approved college courses. All paraprofessionals with five or more years of service will be entitled to tuition reimbursement of up to \$1,000.00 per school year for approved college courses. The total expenditure for tuition reimbursement under this provision shall not exceed \$20,000 per fiscal year.

O. Compliance Paraprofessionals

Compliance paraprofessionals after working 90 days in the same position will have all rights and benefits in the contract—provided all paraprofessionals with attachment and recall rights had an opportunity to exercise them.

P. Laptops for Learning

Effective 9/1/22, as the laptops become available, the following members of the paraprofessional bargaining unit shall have the option to participate in the L4L laptop program in the same manner as Teachers, at their discretion:

1. Family Liaisons
2. Community Field Coordinators
3. Sign Language Interpreters
4. ABA Strand Paras
5. Braille and Materials Specialist Paras
6. Library Paras
7. Others as necessary and capacity allows, up to 25% of the paraprofessional bargaining unit.

Q. Leaves of Absence & Sick Leave

1. Absence Due to Injury in the Course of Employment

Persons injured in course of employment shall be granted leave in accordance with the provisions of this subsection, and such persons shall receive other Workmen's Compensation benefits as provided in General Laws, Chapter 152.

(a) A bargaining unit member whose industrial accident claim has been accepted and who is receiving workers' compensation pursuant G.L. c.152 will have restored all sick leave used after initial date of injury related to said claim and prior to receipt of workers' compensation pursuant to G.L. c.152. Such employee may, after acceptance of said claim, use such of his or her sick leave accrued prior to acceptance of claim, as may result in the payment of full salary. Any absence due to an injury compensated under G.L. c.152 shall be counted as creditable service for purposes of determining an employee's career award entitlement, seniority and salary step advancement once the employee has returned to work, provided however, that additional personal days and sick leave days shall not accrue to employees during the period after the employee has been accepted and is receiving workers' compensation and until such employee returns to work. Nothing herein is intended to diminish or reduce any rights or employees pursuant to G.L. c.152.

(b) Notwithstanding the provisions of the foregoing paragraph, a bargaining unit member who is absent due to physical bodily injury as a direct result of a physical assault and battery which occurs during the course of his/her employment and who, as a result of this injury has been accepted for and is receiving Workers' Compensation payment pursuant to G.L. c.152, shall have restored any sick leave used to supplement his/her workers' compensation payment, and which when added to his/her workers' compensation payment is equal to his or her full weekly salary. The provisions in this section shall be limited to forty-five calendar days after a bargaining unit member has been accepted and is receiving Workers' Compensation.

2. Military Leave of Absence

Military leave of absence, without pay, may be granted to a permanent para inducted into the armed forces for the required length of service, according to the terms of the Selective Services and Training Act of 1940, and subsequent amendments by Congress.

3. Organized Reserve Forces

Every person who is a member of a reserve component of the Armed Forces of the United States shall be granted, in accordance with Section 59 of Chapter 33 of the General Laws, leave of absence, without loss of pay, during the time of his or her annual tour of duty as a member of such reserve component; provided, however, that such leave shall not exceed seventeen (17) days.

4. Leave for Study

Paras with three (3) or more years of service, who, not later than May 1, request in writing a leave of absence for the next school year for study at an institution of higher learning accredited by the Committee, will be granted such leave without pay and will retain the seniority and the sick leave held at the time such leave for study began.

5. Personal Leave

Paraprofessionals shall be granted personal leave as follows:

(a) Court Summons — school business: no loss.

(b) Death:

(1) Immediate family, including mother-in-law, father-in-law, and anyone residing in the same household with the paraprofessional: 5 days, no loss.

(2) Niece, nephew, uncle, aunt in-law other than above: 1 day, no loss.

(3) Grandchild or grandparent: 3 days, no loss.

These are consecutive school days which may be taken in two continuous periods immediately preceding, following, or including the day of death or for the purpose of attending memorial services or arranging for a burial. Holidays, vacation or suspended sessions shall be considered school days under this provision.

(c) Paras who have completed their probationary period will be allowed personal leave for personal needs not otherwise provided for, not more than four days per year without loss of pay, subject to the following:

(1) Such leave can be provided without hiring a substitute.

(2) Notice is given to the principal or headmaster not later than the school day prior to the date of the intended personal leave.

(3) In emergency situations, the administrative head of a school shall have the prerogative of postponing a para's absence for a personal day until the emergency is over, provided that the Faculty Senate and/or Building Representative agree(s) that an emergency exists. Unused personal days may be added to accumulate sick leave for use in subsequent years.

(d) **College Degree:** to receive degree at college: 1 day, no loss.

(e) Up to 150 person-days per year without loss of pay for teachers and paraprofessionals will be provided for attending union conventions and conferences scheduled on teacher work days. Names of individuals to attend will be submitted to the Personnel Department ten (10) school days in advance of the leave. The BTU Health and Welfare Fund will reimburse the Department for its actual cost of substitutes filling in for persons on leave to attend a health and welfare-related conference or convention.

(f) Graduation: Members of immediate family, including niece and nephew: 1 day, no loss.

(g) Personal leave without pay: Leave of absence without pay for personal reasons may be granted paraprofessionals for a period of up to one (1) year with the approval of the Director of Personnel.

(h) Paraprofessionals shall be granted religious holidays in the same manner as teachers.

No paraprofessional may take a personal day on both the day immediately preceding and the day immediately following the Thanksgiving recess.

6. Sick Leave

Commencing with the first year of service (following a sixty (60) day probationary period) and annually thereafter, each September, fifteen (15) days of sick leave shall be granted to each paraprofessional in actual service on or before October 1st of that school year. For a person returning to actual service after October 1st of the second year of service or any subsequent year, sick leave for that school year shall be added to the reserve of such person at the rate of 1.5 times the number of months remaining in the regular school year. Sick leave not used in the year of service for which it was granted shall be accumulated for use in subsequent years.

Paraprofessionals shall be allowed to use sick leave days for family illness as permitted in the teacher's contract.

Paraprofessionals shall be eligible to carry over sick leave upon moving into the teachers' bargaining unit.

7. Paid Parental Leave

Any qualifying eligible members, employed a minimum of 12 months and who has paid status 1250 hours or the proportionate standard hours in the preceding 12-month period, shall be entitled to Paid Parental Leave, consistent with the City of Boston Paid Parental Leave and City of Boston Medical Leave Policy. The Office of Human Capital shall maintain a listing of proportionate standard hours by employee group and/or school. This list can be found in Appendix B. Employees shall be eligible for up to 12 months of leave, of which 12 weeks is covered by the Paid Parental Leave benefit. For those members whose qualifying event occurs on or after 9/1/2022, the benefits include:

- 100% of base wages based on regular work hours for the first four weeks of leave;
- 75% of base wages on regular work hours for the following four weeks of leave; and
- 50% of base wages based on regular work hours for the following four weeks of leave.

Eligible employees who choose to do so may use accrued sick and/or personal time as a supplement to receive compensation up to 100% of base pay during any weeks that Paid Parental Leave alone provides less than 100% of pay and may use additional accrued sick and/or personal time for up to 12 months, inclusive of July and August.

Such paid parental leave shall run concurrent with the BPS Medical Leave Policy and any other applicable approved leaves of absence, including those covered by the Family and Medical Leave Act, the Massachusetts Parental Leave Act and/or the BTU contract.

In the event that a member is not eligible for paid leave under the Boston Paid Parental Leave or City of Boston Medical Leave Policy, the member shall be entitled to take a leave of up to 12 months for which accumulated unused sick leave may be used. In the event that the member does not have sufficient unused sick leave available, the leave may still be 12 months but it will be paid only to the extent that the member has unused sick leave, and the remainder will be unpaid.

Parental leave must be one or two continuous leave periods provided the two continuous periods of time combined total no more than 12 months.

Leave under this section must be taken within one year of the following events:

- The addition of a child under the age of 18 (or under age 23 with a disability) to the Employee's family through childbirth, surrogacy, adoption, foster care placement, or other legal status or placement;
- A stillbirth occurring 20 or more weeks into the pregnancy;
- The birth, adoption or foster care placement of multiple children at the same time constitutes only one event.

The policy does not apply in the case of adoption of a new spouse's children following marriage.

The Union waives its right to bargain over the City's decision and any impacts associated with such decision to change or eliminate the Paid Parental Leave Policy. The City will provide thirty (30) days' notice to the Union of any change to the parental leave policy.

Any eligible member under the old paid parental leave language in the contract who did not take any parental leave and had a qualifying event from July 1, 2021 to August 31, 2022 are eligible now for parental leave under the new policy. For all other members this policy is Effective beginning 9/1/22.

8. Leave for Personal Reasons

The provisions of Section VIII(R)(6)(h) of the teachers' contract, Maternity and Child Care Leave, as modified by Section IV(A)(8)(1) of the teacher's Settlement Agreement are hereby incorporated by reference.

9. Leave for Union Business

Not more than an aggregate of ten (10) employees in the bargaining unit for teachers and paraprofessionals, who are officers of the Union or who are appointed to its staff, shall, upon proper application, be given leave of absence without pay during the school year for the purpose of performing legitimate duties for the Union. Employees given leaves of absence without pay shall receive credit toward salary increments on the schedule appropriate to their rank.

10. Sabbaticals

Paraprofessionals shall be eligible for sabbaticals.

Article IV

Collective Bargaining

A. Governing Philosophy

The parties believe the collective bargaining method is workable and competent and will add dignity to the joint effort of the Union and the Committee to reach agreement. In entering upon this new responsibility, the parties wish to declare their intention to cooperate fully in what must be the joint objective of both bodies, the best education possible for Boston's children.

B. Fair Practices

1. Non-Discrimination

As sole collective bargaining agent, the Union will continue its policy of accepting into voluntary membership and will continue to represent equally all eligible persons in the unit without regard to race, color, creed, national origin, sex, marital status, sexual preference, age, or handicap.

The Committee agrees to continue its policy of not discriminating against any person on the basis of race, creed, color, national origin, sex, marital status, sexual preference, age, handicap, or participation in or association with the activities of any employee organization.

Furthermore, the Union and the Committee shall cooperate in developing and implementing effective affirmative action.

2. Protection of Individual and Group Rights

Nothing contained herein shall be construed to prevent the Committee, a member of the Committee, or its designated representatives from meeting with any para for expression of the para's views. In the area of collective bargaining, no changes or modifications shall be made, except through consultation and negotiation with the Union. Nothing contained herein shall be construed to permit an organization other than the Union to appear in an official capacity in the processing of a grievance. Nothing contained herein shall be construed to prevent any person from informally discussing any dispute with his or her immediate superior, or processing a grievance on his or her own behalf in accordance with the Grievance Procedure, as set forth in Article V.

C. Privileges

1. Payroll Deductions for Union Dues

The Union shall secure authorizations for payroll deductions for Union dues and shall provide electronic copies of such authorizations to the Committee's Chief Human Capital Officer or their designee. Such authorizations may be revocable as provided by law. The Committee will request the Treasurer of the City of Boston to submit such sums in total to the Union Treasurer no later than 30 days after such deduction was made.

Upon request by the Union, the School Committee shall, to the extent allowed by law, provide the Union with the name, employee identification number, and assignment of any employee from whom it has received a written request to revoke dues deductions.

2. Union Meetings Within Individual Schools

Union meetings may be held on school property by faculty members of individual schools, provided there is no interference with any school activity.

3. Grievance Time For Building Representative

A para who is elected to serve as Building Representative in an elementary school, middle school, or high school shall be allowed the equivalent of one administrative period per week for conferring with members of the bargaining unit on grievances or associated matters.

4. C.O.P.E.

If at any time during the duration of this collective bargaining agreement the General Court adopts a bill allowing for a C.O.P.E. check-off for public employees, the School Department shall cooperate with the Union in establishing a voluntary C.O.P.E. check-off system in compliance with such legislation.

D. Responsibilities

1. No Union Activity on School Time

Except as provided herein the Union agrees that no para will engage in Union activity during the time he is assigned to teaching or other duties.

2. Authorized Union Representatives

The Union shall furnish the Committee with a list of its officers, and authorized Union representatives, and shall as soon as possible notify the Committee in writing of any change. No Union representative shall be recognized by the Committee except those designated in writing by the Union.

Article V

Dispute Resolution

A. General

It is the declared objective of the parties to encourage the prompt resolution of disputes arising under this Agreement. The parties recognize the importance of prompt and equitable disposition of any complaint at the lowest organizational level possible.

Whatever means are used to resolve a dispute arising under this Agreement, a resolution should be sought that provides fair redress of grievances while giving due consideration to the best interests of schoolchildren.

Any person(s) or the Union shall have the right to present a dispute and have it promptly considered on its merits. Paras subject to this Agreement shall not suffer a loss of pay for time spent in conferring and meeting on a grievance; provided, however, that conferences and meetings will not normally take place during periods when the individuals involved have classroom duties, except as otherwise provided herein. A grievance of a continuing nature alleging that it uniformly affects a class of bargaining unit employees need only be filed once and shall be considered to include all subsequent violations.

Any discipline in relation to collective bargaining unit members shall be for just cause.

B. Definitions

A “grievance” shall mean a complaint (1) that there has been as to a para a violation, misinterpretation, or inequitable application of any of the provisions of this agreement or (2) that a para has been treated unfairly or inequitably by reason of any act or condition which is contrary to established policy or practice governing or affecting employees, except that the term “grievance” shall not apply to any matter as to which the Committee is without authority to act. As used in this Article, the term “person” or “para” shall mean also a group of paras having the same grievance.

C. Availability of Mediators

The provisions of Section X(C) of the teachers’ contract concerning the availability of mediators to help resolve disputes arising under this contract are incorporated herein by reference.

D. Dispute Resolution Process for Grievances

Grievances of employees within the bargaining unit shall be presented and adjusted in the following manner:

1. General Procedures

(a) Step 1: School Level

A para or his or her Union representative may either orally or in writing present a grievance to the Principal, Headmaster, or Director within a reasonable time, normally thirty (30) school days after knowledge by the para of the facts giving rise to the act or condition which is the basis of her or his complaint.

The Principal, Headmaster, or Director of the school shall confer with the para at the time of the complaint or within five (5) school days with a view to arrive at a mutually satisfactory resolution of the grievance. At that conference, the para may present the grievance personally or he or she may be represented by a Union representative; but where the para is represented, he/she must be present. Whenever a grievance is presented by the para personally, the Principal, Headmaster, or Director shall give the Union representative the opportunity to be present and state the views of the Union.

The Principal/Headmaster or Director shall communicate his/her decision orally or in writing to the aggrieved employee and to any Union representative who participated in this Step within five (5) school days after receiving the complaint or within five (5) school days after the conference, whichever is earlier.

If the grievance is unresolved, a mediator shall be assigned within three (3) school days to assist the parties in attempting to resolve the complaint. If the dispute is not resolved within three (3) school days following the assignment of a mediator, the grievance may be appealed to the next step.

The parties shall observe the grievance procedure pertaining to Steps 1, 2, and 3 without regard to the mediation process specified herein until the utilization of mediators contemplated by this Agreement is made operational by the School Department and written notice of that implementation is provided to the Union.

(b) Step 2: Cluster Leader or Manager for Employee Relations

If the grievance is not resolved at Step 1, the aggrieved paraprofessional or the Union may appeal by forwarding the grievance in writing to the appropriate Cluster Leader within five (5) school days after he or she has received the Step 1 decision. The appeal shall include:

- (1) The name and position of the grievant.
- (2) A statement of the grievance and the facts involved.
- (3) The corrective action requested.
- (4) Name of Union Representative at Step 1; if any.
- (5) Signature(s) of grievants or Union representative.

The Cluster Leader will conduct a grievance hearing with the aggrieved para and his or her Union representative, each of whom shall be given at least two (2) school days' notice of the hearing. The aggrieved para shall be given the opportunity to be present at the hearing.

The Headmaster/Principal or applicable administrator may also be present at this hearing to state his or her views. For grievances filed at Step 1, mediators shall not be present at Step 2 grievance hearings. For grievances filed at Step 2, a mediator shall be used if requested by both parties.

The Cluster Leader shall issue a written decision on the grievance as soon as possible, but not later than ten (10) school days after the receipt of the appeal or five (5) school days after the hearing, whichever is earlier. A copy will be sent to the aggrieved para and the Union.

The following grievances shall be presented to the Manager for Employee Relations at Step 2 who shall act in accordance with the procedures and time requirements set forth above:

- (1) A grievance alleging that the person was placed on the wrong step of the salary schedule.
- (2) A grievance alleging the person's wages were improperly paid.
- (3) A grievance alleging the person was improperly denied an increment.
- (4) A grievance alleging the person's absence deduction was improperly calculated.
- (5) A grievance alleging the person was improperly denied a leave of absence without pay.
- (6) A grievance filed on behalf of a person who is not assigned to a level.
- (7) A grievance that, by mutual agreement of the Cluster Leader and Union, should be heard directly at Central Administration.

(c) Step 3: Superintendent

A decision at Step 2 may be appealed in writing by the para or the Union to the Superintendent of Schools within ten (10) school days after the decision by the appropriate administrator at Step 2 has been received. The Superintendent or his or her designated representative shall meet with the aggrieved para and the Union representative with a view to arriving at a mutually satisfactory resolution of the complaint. The aggrieved employee and the Union representative will receive at least two (2) school days' notice of the meeting and shall be given an opportunity to be heard. The Headmaster/Principal or Director and the Assistant Superintendent or Director of Personnel may also be present at the meeting and state their views.

The Superintendent or her or his designated representatives shall communicate her or his written decision together with supporting reasons to the aggrieved para and to the Union as soon as possible, but not later than ten (10) school days after receipt of the appeal or five (5) school days after the conference, whichever is earlier.

(d) Alternative Procedure for Certain Grievances

All grievances involving in whole or in part violations of section I(F) of this Agreement, "Handling of New Issues," shall be submitted to the following procedure in lieu of proceeding through Steps 1 through 3 of the grievance procedure described above. Either party may initiate a grievance in writing by requesting that it be made the subject of a meeting between a representative of the General Counsel's office and a representative of the Union. The parties shall meet and confer upon the matter within ten (10) school days following the request for a meeting in an attempt to resolve the grievance. If the parties agree on a resolution, they shall reduce this agreement to writing and sign it. The representative of the General Counsel's office shall be authorized to take appropriate corrective action to redress such grievances.

If no agreement is reached within ten (10) school days, nothing in this clause shall affect the rights or either party to proceed to arbitration.

2. Initiation of Grievances at Step 2 or Step 3

(a) Grievances arising from the action of officials other than the Principal, Headmaster, or Director may be initiated with and processed in accordance with the provisions of Step 2 of this dispute resolution process. Where the action is initiated by the Superintendent of Schools, the grievance may be initiated at Step 3.

(b) Conferences held under this procedure at Step 2 or Step 3 shall be conducted at a time and place that will afford a fair and reasonable opportunity for all persons entitled to be present to attend. When such conferences are held during day school hours, all persons who participate shall be excused with pay.

3. Time Limits and Application

(a) The time limits specified in any step of this procedure may be extended in any specific instance, by mutual agreement.

(b) A grievance filed at an inappropriate step of the grievance procedure will be considered as properly filed, but the time limits for answering the complaint shall not begin until the grievance is referred to the appropriate step.

(c) In the event that the immediacy of the grievance requires a para to meet with his/her Principal or Headmaster suddenly (on a non-scheduled occasion) he/she shall be allowed to have his/her Union representative present at the meeting, provided he/she first makes this request of the Principal or Headmaster.

(d) A failure by a para or the Union to process the grievance from one step to the next step within the time limits provided for will result in an automatic appeal of the grievance to the next step. A failure of a Committee representative to answer a grievance at any step of the grievance procedure within the time limits provided shall be considered a denial of the grievance at that step.

E. Arbitration

1. Arbitration Defined

A grievance which was not resolved at Step 3 under the grievance procedure may be submitted by the Union to arbitration. The arbitration may be initiated by filing with the Committee and the American Arbitration Association a request for arbitration. The notice shall be filed within thirty (30) school days after denial of the grievance at Step 3 under the grievance procedure, provided, however, if the Union did not receive a written reply from the Superintendent at Step 3, then said time limit shall be extended to sixty (60) school days after submission of the grievance to the Superintendent at Step 3. The voluntary labor arbitration rules of the American Arbitration Association shall apply to the proceeding. The Union will make a reasonable effort to use no more than two (2) witnesses during the same school hours in arbitration cases.

2. Power of the Arbitrator

Notwithstanding anything to the contrary, no dispute or controversy shall be a subject for arbitration unless it involves the meaning, interpretation, or application of an express provision of this Agreement. The arbitrator shall have no power to alter, add to, subtract from, or modify any provision of this Agreement.

The parties are agreed that no restrictions are intended on the powers of the Committee, except those set forth in the language of this Agreement.

3. Decision of the Arbitrator

The arbitrator shall issue his/her written decision not later than thirty (30) days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision of the arbitrator will be accepted as final by the parties to the dispute and both will abide by it.

4. Arbitration Award Application

The Committee agrees that it will apply to all substantially similar situations the decision of an arbitrator sustaining a grievance and the Union agrees that it will not bring or continue, and that it will not represent any employee in any grievance which is substantially similar to a grievance denied by the decision of the arbitrator. The arbitrator's fee will be shared equally by the parties to the dispute.

5. Alternate Arbitration Procedure

Notwithstanding any contrary provision of this Article, unresolved grievances at Step 3 may be submitted by the Union to a closed panel of arbitrators and not the American Arbitration Association, under an alternate arbitration procedure mutually agreed between the parties.

6. Implementation

The Committee will use its best efforts to implement a settlement agreement or an arbitrator's award within 30 days after approval of such settlement or receipt of such award and determination not to contest it.

F. Resolution of Differences by Peaceful Means

The Union and Committee agree that differences between the parties shall be settled by peaceful means as provided within this Agreement. The Union, in consideration of the value of this Agreement and its terms and conditions and the Legislation which engendered it, will not engage in, instigate, or condone any strike, work stoppage, or any concerted refusal to perform normal work duties on the part of any employee covered by this Agreement.

G. Grievance Process in Autonomous Schools

Changing the grievance process in autonomous schools to that in the dispute resolution section of the BTU contract shall be the subject of continuing negotiations.

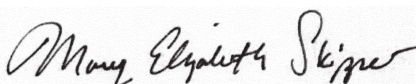
**MEMORANDUM OF AGREEMENT
BETWEEN
THE SCHOOL COMMITTEE OF THE CITY OF BOSTON
AND
THE BOSTON TEACHERS UNION, LOCAL 66,
AFT-MASS, AFL-CIO**

PARAPROFESSIONALS 2024-2027

In witness whereof, the parties hereto have caused their names to be subscribed as the duly authorized officers and representatives in this 21st day of March, 2025.

Boston Public Schools

Boston Teachers Union
Local 66, AFT-Mass., AFL-CIO



Mary Skipper
Superintendent



Erik Berg
President

2021-2024 AGREEMENT
Between the
School Committee of the City of Boston
and the
Boston Teachers Union, Local 66, AFT, AFL-CIO

Substitute Teachers and Nurses

Effective from September 1, 2024
through August 31, 2027

Article I
Purpose and Scope of Agreement

A. Recognition and Duration

This Agreement is made and entered into on the 21st day of March, 2025, by and between the School Committee of the City of Boston (hereinafter referred to as the “Committee”) and the Boston Teachers Union, Local 66, American Federation of Teachers, AFL-CIO (hereinafter referred to as the “Union”). The agreement was ratified by the Union on the 9th day of April, 2025, approved by the Committee on the 16th day of April, 2025, and funded by the Boston City Council on the 7th day of May, 2025. The Committee recognizes the Union as the exclusive bargaining representative for substitute teachers and nurses who meet the qualifications for membership in the bargaining unit set forth in Section I(B) of this Agreement.

This Agreement and each of its provisions shall become effective upon signature by both parties following ratification, and shall be in full force and effect from September 1, 2024 through August 31, 2027. Negotiations for a subsequent agreement will commence on or after December 1, 2026 upon the request of either party.

This agreement and each of its provisions shall be in full force and effect from the period of September 1, 2024 to August 31, 2027 and continuing thereafter until such time as the parties have a successor to the 2024-2027 agreement.

B. Qualifying as a Member of the Bargaining Unit

1. Annual Qualification

For the purpose of becoming a bargaining unit member, substitute teachers/nurses must complete sixty (60) workdays in the same school year. All substitutes who work sixty (60) workdays or more in a given school year shall be considered bargaining unit members on the first day of their re-employment in each subsequent school year. However, if after reaching bargaining unit status in a particular school year, a substitute teacher/nurse is not re-employed in the next school year following, but returns in a subsequent year, he/she must work sixty (60) days in that year to be reinstated as a member of the bargaining unit.

2. Removal and Reinstatement

A substitute teacher/nurse who has obtained bargaining unit membership and works fewer than sixty (60) workdays in the following school year shall be removed from membership in the bargaining unit on the first day of the next school year. Such person shall be reinstated as a bargaining unit member upon the completion of the sixtieth (60) workday as a substitute in the next school year following removal.

C. Purpose

The purpose of this Agreement is to promote the parties' joint goal of achieving the best possible education of the children in the Boston Public Schools by structuring an effective and professional working relationship between the parties. That relationship should help the school system achieve maximum benefit from the combined expertise and coordinated efforts of the parties. It should also ensure fair and equitable compensation and fair and professional treatment for those employees represented by the Union.

D. Scope

The parties intend that matters which were raised during the life of this Agreement but withdrawn will not be negotiated as a supplement to this Agreement, but rather may be addressed in the negotiation of the successor Agreement. The Committee shall not be deemed to have agreed to any past practice not specifically protected by this Agreement.

E. Management Rights

Except as otherwise provided in this Agreement, the Committee and the Superintendent retain all powers, rights, duties, and authority which they had prior to entering into the Agreement. Such rights of the Committee include but are not limited to the following rights:

- to establish educational policy;
- to establish the standards and qualifications for hire and promotion;
- to determine the size of the work force consistent with the terms of this Agreement;
- to establish job duties for new or substantially changed positions (except that changing the duties of existing positions shall be subject to collective bargaining to the extent required by law);
- to determine which textbooks shall be used in the schools;
- to prescribe curriculum and rules governing student discipline; and
- to establish educational programs and to determine the number, age, and qualifications of pupils to be served by any such programs.

F. Savings Clause

If any provisions of this Agreement are or shall at any time be contrary to law, the remainder of this Agreement shall continue in force. The provisions of any federal order shall preempt and supersede any conflicting provision of this Agreement.

G. Definitions

1. Per Diem Substitute

A "per diem" substitute is any person subject day-to-day assignments or reassignments to fill positions on an interim basis.

2. Long Term Substitute

A "long term" substitute teacher/nurse is any person with proper qualifications who is assigned to fill a position of teacher which is a temporary vacancy and serves continuously in the same assignment in the same school. A temporary vacancy is one which is anticipated to be vacant for more than twenty (20) consecutive workdays but less than a full school year, or one in which an assigned substitute actually serves continuously for more than twenty (20) consecutive days.

3. Cluster/Building Substitute

A cluster/building substitute teacher is any person with proper qualifications (including, but not limited to a satisfactory performance evaluation as a long term substitute teacher in a prior year) who is assigned to either, 1) a cluster office for a full year to rotate in the various cluster schools, as needed, on a daily basis; or 2) an individual school for a full year.

Article II Working Conditions

A. Work Schedule and Duties

Substitute teachers will generally be required to perform the work schedules and duties, in and out of the classroom, of the regular teacher who is being covered by the substitute; 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. 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.

Long term and cluster substitutes shall participate in professional days along with regular teachers/nurses and shall be compensated therefor.

All substitutes will receive a duty free lunch, consistent with the school schedule.

Effective 9/1/07, retired teachers who return to substituting shall not be required to take or pass any test.

B. Method of Assignment

1. General

The School Department shall, when assigning substitute teachers, attempt to take into consideration the expressed geographic and grade level preference of the substitute teacher, their qualifications, their teaching experience, areas of state certifications(s), and educational background, while staffing in accordance with the needs of the system, the particular district(s) and school(s).

The School Department in deploying substitutes to long-term assignments, will first seek to place persons holding certification in the particular area, provided that all other needs of the system and the particular school or classroom will be met.

Retired teachers who return to substituting shall not be required to take or pass any test.

Substitutes shall have the right to review all documents and information leading to a "do not call" designation within twenty-four (24) hours of the designation.

2. Cluster Substitutes

The Central Office will attempt to assign all cluster substitute teachers to their respective cluster offices by November 1 in each school year. However, cluster substitute teachers may be assigned to any cluster throughout the school year depending upon the needs of the various clusters.

Cluster substitutes will be assigned to a Cluster Office by the School Department. Daily assignments to specific schools within the cluster will be made by the appropriate Cluster Leader or designee. Cluster substitutes must be assigned first to schools within their cluster. However, when necessary, cluster substitutes may be assigned to other schools. Cluster substitutes, when not assigned to a school, shall report to the cluster office on a daily basis.

Persons serving as cluster substitute teachers shall not be eligible to receive a teacher contract, nor shall they have claims to tenure status if they hold the position of cluster substitute for more than three years. However, such persons may be eligible for a teacher contract in vacancies filled by them that later materialize into non-tenured teacher positions, provided, however, that all other conditions (including, but not limited to, Federal Court Orders and the current teachers' collective bargaining agreement) have been satisfied.

Effective September 1, 2000, the Office of Human Resources shall assign a minimum of 12 cluster substitutes to each of the ten Clusters.

3. Long Term Substitutes

A Long Term Substitute shall be granted a provisional contract on or before December 1, if the assignment in which he or she is serving becomes vacant for the remainder of the school year, provided that such provisional contract does not negate the rights of a teacher on the recall list. Provisional contracts granted under this Section shall be prospective.

C. Performance Evaluation

All substitute teachers will be subject to evaluation after fifteen (15) consecutive work days in the same assignment in the same school, and may be subsequently re-evaluated periodically by the building administrator or their designee outside of the bargaining unit. Cluster substitute teachers shall be evaluated by the responsible administrator of the school when serving at the school for more than fifteen (15) days. A cluster substitute teacher shall be given two (2) overall performance evaluations for the academic year by the appropriate Cluster Leader or their designee outside of the bargaining unit.

An overall mark of unsatisfactory shall be expunged following a subsequent year in which a substitute receives an overall mark of “Meets Expectations” or “Exceeds Expectations.”

No evaluation mark may be grieved except an overall unsatisfactory. An “overall” mark for a long-term substitute teacher is the overall mark received from the building administrator during the final performance evaluation while serving in the same assignment for more than fifteen (15) consecutive days.

Substitute teachers who are subject to disciplinary action, including dismissal, will be afforded progressive disciplinary measures pursuant to the policies and procedures of the Committee set forth in the Deputy Superintendent circular.

D. Professional Development

(1) Commencing August 1, 1999, new substitute teachers may be required to attend up to three days of training to prepare them for teaching in the Boston Public Schools.

(2) The Center for Leadership Development will establish a program to assist substitute teachers with certification.

(3) Commencing September 1, 1999, long term and cluster substitutes will be required to attend the eighteen hours of professional development required of teachers. This professional development is scheduled beyond the school day and long term and cluster substitutes will be paid for this time.

(4) All substitutes shall be eligible for professional development activities under guidelines established by the Professional Development Committee.

E. Application for Teaching Positions

Those substitute teachers who are certified, recommended as a result of central interview, have a letter of recommendation from a Boston Public Schools administrator and who apply for teaching positions will be guaranteed up to four interviews.

F. WiFi

Effective 9/1/22, educators will not be required to use their personal hotspots for Wi-Fi while working from or within a BPS building/program.

Article III Compensation and Benefits

A. Salary Schedule

1. General

Salary Schedule - Substitute Teachers

<u>School Hours</u>	<u>09/01/24</u>	<u>09/01/25</u> <u>Per Diem Rates</u>	<u>09/01/26</u>
6:00 – 6:39	\$177.58	\$186.13	\$189.85
6:40 - 7:09	\$191.91	\$200.75	\$204.78
7:10+	\$197.89	\$206.84	\$210.98
<u>School Hours</u>		<u>Long Term – Over 10 days</u>	
6:00 - 6:39	\$197.55	\$208.50	\$212.67
6:40 - 7:09	\$211.89	\$233.12	\$227.59
7:10+	\$217.84	\$229.20	\$233.78
<u>School Hours</u>		<u>Long Term – Over 25 days & Substitute Nurses</u>	
6:00 - 6:39	\$357.44	\$364.59	\$371.88
6:40 - 7:09	\$371.77	\$379.20	\$386.79
7:10+	\$377.74	\$385.30	\$393.00
<u>School Hours</u>		<u>Cluster Subs</u>	
6:00 - 6:39	\$216.19	\$225.52	\$230.03
6:40 - 7:09	\$230.52	\$240.13	\$244.94
7:10+	\$236.50	\$246.23	\$251.15

Effective September 1, 2004, the Long Term (after 30 days) rate shall take effect after twenty-five (25) consecutive workdays in the same assignment. Effective 9/1/07, all substitute teachers who hold an active, Massachusetts teaching license shall receive a differential equal to three percent (3%) of the per diem rate.

Cluster/building subs shall be paid on a 22 pay cycle per year.

2. Pay for Long Term Assignments

A long-term substitute assignment must be approved by the Director of Personnel or their designee. A long-term substitute shall be paid prospectively at the daily rate for long-term substitute assignment beginning with the eleventh (11th) consecutive workday, or beginning such earlier date upon approval of the Director of Personnel and or their designee.

In the event that the assigned substitute serves continuously in a temporary vacancy for more than ten (10) consecutive workdays in a situation when the vacancy was not anticipated or expected to last so long, such substitute will be paid as of the eleventh (11th) day at the long-term substitute daily rate, from the date of approval by the Director of Personnel or their designee.

3. Notification of Hours and Pay for Cluster Substitutes

a. **Current Employees Work Year and Hours:** By August 31st, all BTU members will be provided with their reporting time and day and their daily hours of work either by public website or written notification for the upcoming school year. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

b. **Current Employee Compensation:** BPS will provide members with an accounting of their full salary, including career awards, differentials, and additional payments (e.g. autonomous school pay) no later than October 15th of each school year. The Parties acknowledge that there may come a time when this information is provided through the Employee Self Service portal (or successor programs). The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

c. **New Employees and Current Employees in new Positions Hours and Compensation:** Prior to their scheduled first day, new employees to the district, employees assigned to a new school or worksite, and employees who have applied to and accepted a new position within the bargaining units shall be provided with their reporting time and day, their daily hours of work and rate of pay. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

B. Sick Leave

Starting 9/1/22, long-term Substitutes shall receive prospectively one (1) day of sick leave for every twenty (20) days worked. Cluster/Building Substitutes shall begin each school year with 9 sick days deposited in their bank each September 1. Sick leave shall be cumulative from year to year provided that the substitute teacher remains a bargaining unit member. Accumulated sick leave cannot be used while serving as a per diem substitute.

Substitutes shall carry over earned sick leave upon becoming teachers or paraprofessionals.

C. Holidays and Vacations

1. Cluster/building substitutes will be paid for the same school holidays as Teachers and for vacation weeks.
2. Religious Holidays (effective 9/1/22). The committee shall provide cluster/building substitutes and long term substitutes who observe religious holidays that occur when schools are open up to two (2) days without loss of pay or personal leave. The Office of Equity will maintain a list of automatically approved religious holidays. Requests regarding other religious holidays may be made to the Office of Equity.

Employees intending to take a day off under this provision of the contract shall notify their supervisor and the Office of Equity and identify the observance at least ten school days in advance. If the nature of the observance is such that the exact date is not known ten school days in advance, the employee shall provide notice of the approximate date. If the holiday falls within the first ten days of the school year, the employee shall provide notice by the day before the first day of school for students.

D. Health Insurance

The Committee's contribution to all group hospitalization insurance premiums shall be as follows:

75% of the total monthly premiums for the policy selected by the employer, including master medical or the equivalent benefits.

90% of the total monthly premiums for all approved and authorized health maintenance organizations.

The employer contribution to the life insurance portion of the group insurance plan (\$5,000 policy) shall be 50% with a provision for level and long-term substitute teachers to purchase more life insurance at a low rate.

Substitute teachers’ eligibility for health insurance is determined by statutory requirements, as may be amended. In 1999 the statutory requirements are as follows: An employee must work a minimum of twenty (20) hours per week on a regular basis, and cannot be a seasonal or emergency employee to be eligible for health insurance.

The parties agree to comply with the Memorandum of Agreement between the City of Boston and the Public Employee Committee attached hereto as Appendix “C”.

E. Health and Welfare Fund

Cluster/Building Substitutes shall be included in the Paraprofessional Health and Welfare Fund Benefit.

	<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
Paraprofessionals	\$1,216	\$1,240	\$1,265
Cluster/Building Substitutes	\$1,216	\$1,240	\$1,265

F. Laptops for Learning

As the laptops become available, Cluster/Building Substitutes shall have the option to participate in the L4L program in the same manner as teachers at their discretion.

G. Per Diem Substitute Bonus

Those individuals who served as per diem substitutes for 120 days or more during the school year will receive a bonus of \$1,250 in June of that year. Those individuals who served as per diem substitutes for 150 days or more during the school year will receive a bonus of \$1,750 in June of that year.

H. Cluster/Building Substitute Leaves

1. Bereavement Leave

Cluster/Building Substitute teachers shall be granted bereavement leave as follows:

In the event of a death in the immediate family, including mother-in-law or father-in-law or anyone residing in the same household with the substitute, up to five (5) days without loss of pay shall be provided. Days are consecutive school days which may be taken in two continuous periods immediately preceding, following or including the day of death or for the purpose of attending memorial services or arranging for burial. Holidays, vacations or suspended sessions shall be considered school days under this provision.

One (1) day without loss of pay shall be provided for a niece, nephew, uncle, aunt, and in-law other than above.

Three (3) days without loss of pay shall be provided for the death of a grandchild or grandparent.

2. Paid Parental Leave

Cluster/Building Substitute teachers shall be granted paid parental leave as follows:

Any qualifying eligible members, employed a minimum of 12 months and who has paid status 1250 hours or the proportionate standard hours in the preceding 12-month period, shall be entitled to Paid Parental Leave, consistent with the City of Boston Paid Parental Leave and City of Boston Medical Leave Policy. The Office of Human Capital shall maintain a listing of proportionate standard hours by employee group and/or school. This list can be found in Appendix B. Employees shall be eligible for up to 12 months of leave, of which 12 weeks is covered by the Paid Parental Leave benefit. For those members whose qualifying event occurs on or after 9/1/2022, the benefits include:

- 100% of base wages based on regular work hours for the first four weeks of leave;
- 75% of base wages on regular work hours for the following four weeks of leave; and
- 50% of base wages based on regular work hours for the following four weeks of leave.

Eligible employees who choose to do so may use accrued sick and/or personal time as a supplement to receive compensation up to 100% of base pay during any weeks that Paid Parental Leave alone provides less than 100% of pay and may use additional accrued sick and/or personal time for up to 12 months, inclusive of July and August.

Such paid parental leave shall run concurrent with the BPS Medical Leave Policy and any other applicable approved leaves of absence, including those covered by the Family and Medical Leave Act, the Massachusetts Parental Leave Act and/or the BTU contract.

In the event that a member is not eligible for paid leave under the Boston Paid Parental Leave or City of Boston Medical Leave Policy, the member shall be entitled to take a leave of up to 12 months for which accumulated unused sick leave may be used. In the event that the member does not have sufficient unused sick leave available, the leave may still be 12 months but it will be paid only to the extent that the member has unused sick leave, and the remainder will be unpaid.

Parental leave must be one or two continuous leave periods provided the two continuous periods of time combined total no more than 12 months.

Leave under this section must be taken within one year of the following events:

- The addition of a child under the age of 18 (or under age 23 with a disability) to the Employee's family through childbirth, surrogacy, adoption, foster care placement, or other legal status or placement;
- A stillbirth occurring 20 or more weeks into the pregnancy;
- The birth, adoption or foster care placement of multiple children at the same time constitutes only Aone event.

The policy does not apply in the case of adoption of a new spouse's children following marriage.

The Union waives its right to bargain over the City's decision and any impacts associated with such decision to change or eliminate the Paid Parental Leave Policy. The City will provide thirty (30) days' notice to the Union of any change to the parental leave policy.

Any eligible member under the old paid parental leave language in the contract who did not take any parental leave and had a qualifying event from July 1, 2021 to August 31, 2022 are eligible now for parental leave under the new policy. For all other members this policy is effective beginning 9/1/22.

3. Personal Day

Cluster Substitutes and Long Term Substitutes who have both:

- Qualified as a member of the bargaining unit pursuant to Article I(B); and
- Worked 30 days in the same position by December 1

will receive one personal day available to be used after January 1st of the same school year. The personal day may not be taken on the day immediately preceding or the day immediately following a school vacation, including the Thanksgiving recess. Any personal day not used shall be added to the employee's sick leave entitlement for use in subsequent years.

Article IV

Collective Bargaining

A. Payroll Deduction of Union Dues

The Union shall secure authorizations for payroll deductions for Union dues and shall provide electronic copies of such authorizations to the Committee's Chief Human Capital Officer or their designee. Such authorizations may be revocable as provided by law. The Committee will request the Treasurer of the City of Boston to submit such sums in total to the Union Treasurer no later than 30 days after such deduction was made.

Upon request by the Union, the School Committee shall, to the extent allowed by law, provide the Union with the name, employee identification number, and assignment of any employee from whom it has received a written request to revoke dues deductions.

B. Non-discrimination and Affirmative Action

As sole collective bargaining agent, the Union will continue its policy of accepting into voluntary membership and will continue to represent equally all eligible persons in the unit without regard to race, color, creed, national origin, sex, marital status, sexual preference, age, or handicap.

The Committee agrees to continue its policy of not discriminating against any person on the basis of race, creed, color, national origin, sex, marital status, sexual preferences, age, handicap, or participation in or association with the activities of any employee organization.

This section shall not be interpreted as a barrier to affirmative action.

Any affirmative action plan adopted by the Committee shall be negotiable as contemplated by law. Furthermore, the Union and the Committee shall cooperate in developing and implementing effective affirmative action in the areas of promotion, teacher assignments, coaching positions, and paid and unpaid extra-curricular activities.

Article V

Dispute Resolution

A. General

It is the declared objective of the parties to encourage the prompt resolution of disputes arising under this Agreement. The parties recognize the importance of prompt and equitable disposition of any complaint at the lowest organizational level possible.

Whatever means are used to resolve a dispute arising under this Agreement, a resolution should be sought that provides fair redress of grievances while giving due consideration to the best interests of schoolchildren.

Any person(s) or the Union shall have the right to present a dispute and have it promptly considered on its merits. Staff subject to this Agreement shall not suffer a loss of pay for time spent in conferring and meeting on a grievance; provided, however, that conferences and meetings will not normally take place during periods when the individuals involved have classroom duties, except as otherwise provided herein.

A grievance of a continuing nature alleging that it uniformly affects a class of bargaining unit employees need only be filed once and shall be considered to include all subsequent violations. Any discipline in relation to collective bargaining unit members shall be for just cause.

B. Definitions

A “grievance” shall mean a complaint

(1) that there has been as to a member of the bargaining unit a violation, misinterpretation, or inequitable application of any of the provisions of this agreement or

(2) that a member of the bargaining unit has been treated unfairly or inequitably by reason of any act or condition which is contrary to established policy or practice governing or affecting employees, except that the term “grievance” shall not apply to any matter as to which the Committee is without authority to act. As used in this Article, the term “person” or “teacher” shall mean also a group of teachers having the same grievance.

C. Availability of Mediators

The Steering Committee shall choose up to fifteen (15) employees of the Boston Public School system to be trained as mediators for the system. All persons chosen shall be acceptable to both the Union and the Committee. Employees chosen for this position should have demonstrated excellent interpersonal skills, creativity, and an orientation toward collaborative problem-solving in carrying out their duties in the system. The candidates chosen should as a group be highly representative of the racial and ethnic diversity of the school system. They should receive formal training in problem-solving mediation. Appointments as a mediator should be voluntary.

Appointments should be reviewed annually and terminable at the discretion of the Superintendent with or without cause.

These mediators shall be available in addition to their regular duties to confer with employees of the system involved in contract-related disputes on a confidential basis seeking to assist the parties in resolving such difficulties. They may talk in person or by phone. Mediators shall be called on to mediate a building-level discussion of a grievance in Step 1 of the dispute resolution process outlined in the following section. However, no mediator shall mediate a building-level discussion of a grievance that they have previously discussed with an employee, unless all parties to the mediation so request in writing.

The School Department will circulate at least annually to all employees a list of mediators and their phone numbers. School Department policy shall be to encourage employees to seek help from a mediator to resolve work-related difficulties informally.

D. Dispute Resolution Process for Grievances

Grievances of employees within the bargaining unit shall be presented and adjusted in the following manner:

1. General Procedures

(a) Step 1: School Level

An employee or his or her Union representative may either orally or in writing present a grievance to the Principal, Headmaster, or Director within a reasonable time, normally thirty (30) school days after knowledge by the employee of the facts giving rise to the act or condition which is the basis of her or his grievance.

The Principal, Headmaster, or Director of the school shall confer with the employee at the time of the complaint or within five (5) school days with a view to arrive at a mutually satisfactory resolution of the grievance. At that conference, the employee may present the grievance personally or he or she may be represented by a Union representative; but where the employee is represented, he/she must be present. Whenever a grievance is presented by the employee personally, the Principal, Headmaster, or Director shall give the Union representative the opportunity to be present and state the views of the Union.

The Principal/Headmaster or Director shall communicate his/her decision orally or in writing to the aggrieved employee and to any Union representative who participated in this Step within five (5) school days after receiving the complaint or within five (5) school days after the conference, whichever is earlier.

If the grievance is unresolved, a mediator shall be assigned within three (3) school days to assist the parties in attempting to resolve the complaint. If the dispute is not resolved within three (3) school days following the assignment of a mediator, the grievance may be appealed to the next step.

The parties shall observe the grievance procedure pertaining to Steps 1, 2, and 3 without regard to the mediation process specified herein until the utilization of mediators contemplated by this Agreement is made operational by the School Department and written notice of that implementation is provided to the Union.

(b) Step 2: Cluster Leader or Manager for Employee Relations

If the grievance is not resolved at Step 1, the aggrieved employee or the Union may appeal by forwarding the grievance in writing to the appropriate Cluster Leader within five (5) school days after he or she has received the Step 1 decision. The appeal shall include:

- (1) The name and position of the complainant.
- (2) A statement of the grievance and the facts involved.
- (3) The corrective action requested.
- (4) Name of Union Representative at Step 1; if any.
- (5) Signature of each grievant or Union representative.

The Cluster Leader will conduct a grievance hearing with the aggrieved employee, and his or her Union representative shall be given at least two (2) school days' notice of the hearing. The aggrieved employee shall be given the opportunity to be present at the hearing. The Headmaster/Principal or applicable administrator may also be present at this hearing to state his or her views. A mediator may be present if requested by either party.

The Cluster Leader shall issue a written decision on the grievance as soon as possible, but not later than ten (10) school days after the receipt of the appeal or five (5) school days after the hearing, whichever is earlier. A copy will be sent to the aggrieved employee and the Union. The following grievances shall be presented to the Manager for Employee Relations at Step 2 who shall act in accordance with the procedures and time requirements set forth above:

- (1) A grievance alleging that the person was placed on the wrong step of the salary schedule.
- (2) A grievance alleging the person's wages were improperly paid.
- (3) A grievance alleging the person was improperly denied an increment.
- (4) A grievance alleging the person's absence deduction was improperly calculated.
- (5) A grievance alleging the person was improperly denied a sabbatical leave.
- (6) A grievance alleging the person was improperly denied a leave of absence without pay.
- (7) A grievance filed on behalf of a person who is not assigned to a level.
- (8) A grievance that, by mutual agreement of the Cluster Leader and Union, should be heard directly at Central Administration.

(c) Step 3: Superintendent

A decision at Step 2 may be appealed in writing by the employee or the Union to the Superintendent of Schools within ten (10) school days after the decision by the appropriate administrator at Step 2 has been received.

The Superintendent or his or her designated representatives shall meet with the aggrieved employee and the Union representative with a view to arriving at a mutually satisfactory resolution of the complaint. The aggrieved employee and the Union representative will receive at least two (2) school days' notice of the meeting and shall be given an opportunity to be heard. The Headmaster/Principal or Director and the Assistant Superintendent or Director of Personnel may also be present at the meeting and state their views.

The Superintendent or her or his designated representatives shall communicate her or his written decision together with supporting reasons to the aggrieved employee and to the Union as soon as possible, but not later than ten (10) school days after receipt of the appeal or five (5) school days after the conference, whichever is earlier.

2. Initiation of Grievances at Step 2 or Step 3

(a) Grievances arising from the action of officials other than the Principal, Headmaster, or Director may be initiated with and processed in accordance with the provisions of Step 2 of this dispute resolution process.

Where the action is initiated by the Superintendent of Schools, the grievance may be initiated at Step 3.

(b) Conferences held under this procedure at Step 2 or Step 3 shall be conducted at a time and place that will afford a fair and reasonable opportunity for all persons entitled to be present to attend. When such conferences are held during day school hours, all persons who participate shall be excused with pay.

3. Time Limits and Application

(a) The time limits specified in any step of this procedure may be extended in any specific instance, by mutual agreement.

(b) A grievance filed at an inappropriate step of the grievance procedure will be considered as properly filed, but the time limits for answering the complaint shall not begin until the grievance is referred to the appropriate step.

(c) In the event that the immediacy of the grievance requires an employee to meet with his/her Principal or Headmaster suddenly (on a non-scheduled occasion) he/she shall be allowed to have his/her Union representative present at the meeting, provided he/she first makes this request of the Principal or Headmaster.

(d) A failure by a teacher or the Union to process the grievance from one step to the next step, within the time limits provided for will result in an automatic appeal of the grievance to the next step. A failure of a Committee representative to answer a grievance at any step of the grievance procedure within the time limits provided shall be considered a denial of the grievance at that step.

E. Arbitration

1. Arbitration Defined

A grievance which was not resolved at Step 3 under the grievance procedure may be submitted by the Union to arbitration, except that the following matters shall not be arbitrable:

- performance evaluations—procedures and marks;
- methods of assignment;
- non-renewals, non-assignment disciplinary actions and dismissals;
- claims of unfair or inequitable treatment allegedly contrary to policy or past practice;
- grievances filed by or on behalf of per diem substitutes.

The arbitration may be initiated by filing with the Committee and the American Arbitration Association a request for arbitration. The notice shall be filed within thirty (30) school days after denial of the grievance at Step 3 under the grievance procedure, provided, however, if the Union did not receive a written reply from the Superintendent at Step 3, then said time limit shall be extended to sixty (60) school days after submission of the grievance to the Superintendent at Step 3. The voluntary labor arbitration rules of the American Arbitration Association shall apply to the proceeding.

The Union will make a reasonable effort to use no more than two (2) witnesses during the same school hours in arbitration cases.

2. Power of the Arbitrator

No dispute or controversy shall be a subject for arbitration unless it involves the meaning, interpretation, or application of an express provision of this contract. Notwithstanding anything to the contrary, the arbitrator shall have no power to determine the meaning and scope of the matters expressly excluded from arbitration in Section V(E)(1) above. Furthermore, the arbitrator shall have no power to alter, add to, subtract from, or modify any provision of this Agreement. The parties are agreed that no restrictions are intended on the powers of the Committee except those set forth in the language of this Agreement.

3. Decision of the Arbitrator

The arbitrator shall issue his/her written decision not later than thirty (30) days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision of the arbitrator will be accepted as final by the parties to the dispute and both will abide by it.

4. Arbitration Award Application

The Committee agrees that it will apply to all substantially similar situations the decision of an arbitrator sustaining a grievance, and the Union agrees that it will not bring or continue and that it will not represent any employee in any grievance that is substantially similar to a grievance denied by the decision of the arbitrator. The arbitrator's fee will be shared equally by the parties to the dispute.

5. Alternate Arbitration Procedure

Notwithstanding any contrary provision of this Article, unresolved grievances at Step 3 may be submitted by the Union to a closed panel of arbitrators and not the American Arbitration Association, under an alternate arbitration procedure mutually agreed between the parties.

6. Staffing Clause

Notwithstanding any contrary provision of this Agreement, no provision of this Agreement shall be deemed to require the School Committee to hire any particular number or kind of teachers or other personnel or to maintain any level of staffing, nor shall any arbitrator have the power to order the hiring of any kind or number teachers or other personnel as a consequence of any violation of this Agreement. This provision shall not be deemed to restrict any arbitrator from ordering the reinstatement of any employee in any case dealing with the question of just cause for dismissal.

7. Implementation

The Committee will use its best efforts to implement a settlement agreement or an arbitrator's award within 30 days after approval of such settlement or receipt of such award and determination not to contest it. Such efforts shall include, but not be limited to, establishment of a payment system under which specified employees of the School Department are to be held accountable for compliance with this section.

F. Resolution of Differences by Peaceful Means

The Union and Committee agree that differences between the parties shall be settled by peaceful means as provided within this Agreement. The Union, in consideration of the value of this Agreement and its terms and conditions and the Legislation which engendered it, will not engage in, instigate, or condone any strike, work stoppage, or any concerted refusal to perform normal work duties on the part of any employee covered by this Agreement.

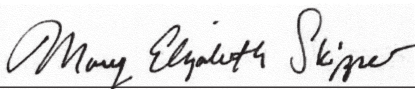
**MEMORANDUM OF AGREEMENT
BETWEEN
THE SCHOOL COMMITTEE OF THE CITY OF BOSTON
AND
THE BOSTON TEACHERS UNION, LOCAL 66,
AFT-MASS, AFL-CIO**

SUBSTITUTE TEACHERS AND NURSES 2024-2027

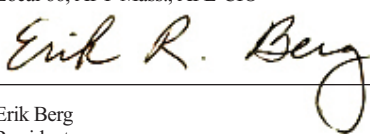
In witness whereof, the parties hereto have caused their names to be subscribed as the duly authorized officers and representatives in this 21st day of March, 2025.

Boston Public Schools

Boston Teachers Union
Local 66, AFT-Mass., AFL-CIO



Mary Skipper
Superintendent



Erik Berg
President

2024-2027 AGREEMENT
between the
School Committee of the City of Boston
and the
Boston Teachers Union, Local 66, AFT Massachusetts

ABA Specialists

Effective from September 1, 2024
through August 31, 2027

Article I
Purpose and Scope of Agreement

A. Recognition and Duration

This Agreement is made and entered into on the 21st day of March, 2025 by and between the School Committee of the City of Boston and the Boston Teachers Union. The agreement was ratified by the Union on the 9th day of April, 2025, approved by the Committee on 16th day of April, 2025, and funded by the Boston City Council on the 7th day of May, 2025. The Committee recognizes the Union as the exclusive bargaining representative for all ABA Specialists employed by the Committee.

The jurisdiction of the Union shall include those individuals employed by the Committee who now or hereafter perform the duties of ABA Specialists as described in Article II(A)(1) of this agreement and currently performed by persons in the bargaining unit as set forth in the preceding paragraph.

This Agreement and each of its provisions shall become effective upon signature by both parties following ratification, and shall be in full force and effect from September 1, 2024 through August 31, 2027. Negotiations for a subsequent agreement will commence on or after December 1, 2026 upon the request of either party.

This agreement and each of its provisions shall be in full force and effect from the period of September 1, 2024 to August 31, 2027 and continuing thereafter until such time as the parties have a successor to the 2024-2027 agreement.

B. Purpose

The purpose of this Agreement is to promote the parties' joint goal of achieving the best possible education of the children in the Boston Public Schools by structuring an effective and professional working relationship between the parties. That relationship should help the school system achieve maximum benefit from the combined expertise and coordinated efforts of the parties. It should also ensure fair and equitable compensation and fair and professional treatment for those employees represented by the Union.

C. Scope

The Committee and the Union agree that they have a common public and educational area of concern in addition to economic matters such as salary and working conditions. This wider area of concern is to be approached constructively toward the goal of educational excellence.

To this end, the Union will from time to time present to the Committee or its designated representatives views and suggestions on certain school problems clearly within its knowledge and province as the agency in the School system having the closest overall contact with the ABA Specialists. Subjects considered to be within the scope of such initiation and discussion are: operation of difficult schools, standards of physical and housekeeping environment and amenities on school premises, all matters relating to school-based management, and an increasingly effective curriculum. Periodic consultation will take place without trespass or interference upon the distinct and special powers and duties of either party in the process. It is hoped that this continuing consultation throughout the school year will contribute to the enhancement of public education in the City of Boston.

D. Management Rights

Except as otherwise provided in this Agreement, the Committee and the Superintendent retain all powers, rights, duties, and authority which they had prior to entering into the Agreement. Such rights of the Committee include but are not limited to the right:

- to establish educational policy;
- to establish the standards and qualifications for hire and promotion;
- to determine the size of the work force consistent with the terms of this Agreement;
- to establish job duties for new or substantially changed positions;
- to determine which textbooks shall be used in the schools;
- to prescribe curriculum and rules governing student discipline; and
- to establish educational programs and to determine the number, age, and qualifications of pupils to be served by any such programs.

E. Continuing Negotiations

The Committee and the Union may, by mutual consent, reopen negotiations on the issue of religious observance at any time during the contract period.

F. Handling of New Issues

Matters of collective bargaining import not covered by this Agreement may, during the life of the Agreement, be handled in the following manner:

By the Committee: Except as any change may be commanded by the law, the Committee will continue its policies as outlined herein. With respect to matters not covered by this Agreement that are mandatory subjects for collective bargaining, the Committee agrees it will make no changes without prior consultation and negotiation with the Union.

By the Union: In any matter not covered in this Agreement that is a mandatory subject for collective bargaining, the Union may raise such issues with the Committee for consultation and negotiation; except that the Union shall not renew or to seek to renew any questions introduced, debated, and settled, either negatively or affirmatively, during the bargaining prior to final settlement. This restriction shall not apply to the areas outlined in section I(C) as subject for continuing consultation.

Being a mutual Agreement, this instrument may be amended at any time by mutual consent.

G. Savings Clause

If any provision of this Agreement is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, and substitute action shall be subject to appropriate consultation and negotiation with the Union.

In the event that any provision of this Agreement is or shall at any time be contrary to law, all other provisions of this Agreement shall continue in effect.

H. Preservation of Existing Laws and Regulations

The School Department shall identify by February 1 of each year those bargaining unit members who are affected by the School Committee's policy on the employment of relatives. The Department and the Union shall meet to discuss the appropriate reassignment of affected members.

I. Definitions

The term "school" as used in this Agreement means any work location or functional division or group in which a grievance may arise.

The terms "Principal" and "Headmaster" as used in the Agreement mean the responsible administrative heads of their respective district, school, or department.

The term "ABA Specialist" as used in this Agreement means a person employed by the Committee as an ABA Specialist and exclusively engaged in the delivery of direct ABA services to individual students and groups of students as defined in each Individual Education Plan. It is understood and agreed to that Applied Behavior Analysis is an approach to teaching and learning that can be used throughout the school day by any employee to support a student and will not be used exclusively by ABA Specialists.

The term "person" as used in the Agreement means a person employed by the Committee in the bargaining unit as defined in Article I.

The term "Union representative" as used in this Agreement means the Union building representative or his designee, or an elected or appointed representative of the Union or any of its affiliates.

Wherever the singular is used in this Agreement it is to include the plural.

Article II Working Conditions

A. General

1. Functions

An ABA Specialist is a non-certified individual employed by the Boston School Committee whose function is to provide direct ABA services to students as outlined in students' IEPs, collect individual and classroom data, work as a team member to ensure delivery of high quality interventions across environments, and facilitate structured peer group activities as appropriate.

2. ABA Specialists' Files

ABA Specialists' files shall be maintained under the following circumstances:

(a) No material derogatory to an ABA Specialist's conduct, service, character, or personality shall be placed in the files unless the ABA Specialist has had an opportunity to read the material. The ABA Specialist shall acknowledge that he/she has read such material by affixing his/her signature on the actual copy to be filed, with the understanding that such signature merely signifies that he/she has read the material to be filed. Such signature does not necessarily indicate agreement with its content.

(b) The ABA Specialist shall have the right to answer any material filed, and the answer shall be reviewed by the Assistant Superintendent or Director of the program in which the ABA Specialist is employed and attached to the file copy.

(c) Upon request by the ABA Specialist, the ABA Specialist shall be given access to the ABA Specialist's file without delay.

(d) Upon receipt of a written request, the ABA Specialist shall be furnished a reproduction of any material in the ABA Specialist's file.

3. Assistance in Assault Cases

(a) Principals shall report all cases of assault suffered by ABA Specialists in connection with their employment to the Director of Personnel.

(b) Whenever it is alleged that an ABA Specialist has assaulted an individual or that an individual has assaulted an ABA Specialist, the Principal and Director of Personnel shall cooperate with the ABA Specialist involved in the investigation of the incident. The Director of Personnel shall comply with any reasonable request from the ABA Specialist for relevant information in the Committee's possession, not privileged under law, concerning the individual or individuals involved. The Committee shall indemnify an ABA Specialist in its employment for expenses or damages sustained by the ABA Specialist by reason of an action or claims against the ABA Specialist arising out of the negligence of such ABA Specialist or other act of his/her resulting in accidental bodily injury to or the death of any individual or in accidental damage to or destruction of property, while acting as such ABA Specialist, and may indemnify an ABA Specialist in its employ for expenses or damages sustained by the ABA Specialist by reason of an action or claim against the ABA Specialist arising out of any other acts done by the ABA Specialist while acting as such ABA Specialist; provided, in either case, that after investigation it shall appear to the Committee that such ABA Specialist was at the time the cause of action or claim arose acting within the scope of his/her employment and provided, further, that the defense of indemnification sought under this provision shall have been made by the Corporation Counsel, upon the request of the Committee, or if such Corporation Counsel fails or refuses to defend such action or claims, by an attorney employed by such ABA Specialist. The Committee shall appropriate funds for this purpose in the same manner as appropriations for General School Purposes.

4. Information to the Union

The Union shall be supplied with a current seniority list of all members of the bargaining unit.

5. In-Service Courses

ABA Specialists shall be eligible to participate in the in-service courses offered to teachers. Whether or not the certificate, upon completion of a course, provides a credit, the identical type of certificate given teachers is to be awarded ABA Specialists.

6. ABA Specialist Evaluation

A joint committee shall be established to develop an evaluation system and rubric for ABA Specialists. The committee shall present its system to both parties for ratification by June 30, 2019. If an agreement is not reached, the data collection and behavior support parts of BPS's proposal will move forward.

7. Training

(a) At the beginning of the school year and thereafter as may be necessary, ABA Specialists and newly employed ABA Specialists shall receive appropriate training related to their job at no cost to them and with pay during normal working hours.

(b) BPS will provide access to the RBT certification course for all current ABA Specialists at no cost to them and with pay during normal work hours.

8. Just Cause

ABA Specialists who have completed their probationary period shall not be disciplined or discharged without just cause.

9. Severance Pay

ABA specialists shall be eligible for severance pay as allowed in the teacher's contract. When ABA Specialists leave their employment, they will also receive payment for their unused vacation days, up to a maximum of 50 days. For ABA Specialists hired before February 1, 2001, the daily rate will be computed on the basis of a 225-day work year. For ABA Specialists hired on or after February 1, 2001, these days will be computed on the basis of a 260-day work year. Upon their termination of employment, ABA Specialists may elect to receive the payments described in this section in two fiscal years. In the event of an ABA Specialist's death, the above payments shall be made to the beneficiary designated by the ABA Specialist, or, if no specific designation has been made, payment shall be made to the ABA Specialist's estate.

10. Assignments

The Deputy Superintendent of Student Support, or her designee, shall issue preference sheets to ABA Specialists prior to January 1st of the school year, and ABA Specialists shall return these preference sheets by February 1st of the same school year. The Deputy Superintendent, or her designee, shall consider the best interests of students, employee performance, and ABA Specialist's preferences in making assignments for the following school year.

ABA Specialists may be assigned to either a classroom or a caseload at the discretion of the Deputy Superintendent or her designee. However, the Deputy Superintendent or her designee can change an ABA Specialists' assignment at any time based upon a change in caseload demand or the specific needs of a student or students. Caseloads shall not exceed thirty direct service hours per week, provided that the 30-hour case load limitation contemplated by this paragraph shall not be construed to constitute a limitation on the total number of students an ABA Specialist may be assigned within that total number of hours.

If an ABA Specialist has concerns about the groupings of their students, she or he may request a meeting with their Program Director or direct supervisor who will meet with them to discuss their concerns.

Effective on the first school day of the collective bargaining agreement, BPS maintains flexibility to contract as needed in order to address compliance, caseload, leave, vacancies and any other unanticipated need not met by the staffing model in the preceding paragraph.

The parties recognize that ABA services are best provided by BPS employees. For school year 2016-2017 and continuing, BPS agrees it will maintain a complement of not less than ninety (90) full-time ABA's.

11. WiFi

Educators will not be required to use their personal hotspots for WiFi while working from or within a BPS building/program.

B. Seniority and Layoffs

1. Establishment of Seniority

Seniority shall be based on length of service as an ABA Specialist in the system. Seniority shall be measured from the first day of such employment after completion of a probationary period of sixty (60) work days. In the event an ABA Specialist's assignment is changed, the ABA Specialist shall maintain his/her seniority.

2. Retention of Seniority

An employee in the bargaining unit who is laid off shall retain the seniority the employee had before being laid off, for a period of up twenty-four (24) months. ABA Specialists on layoff shall be obligated at all times to provide the Director of Personnel their current address and telephone number.

ABA Specialists who have lost seniority as the result of a break in service of two or more years shall have that seniority (for time worked) fully restored upon the completion of 90 days of work following their return to an ABA Specialist position.

3. Layoff

ABA Specialists shall be laid off by inverse system-wide seniority. No paraprofessional shall be laid off or otherwise displaced as a result of the existence of the ABA Specialist job classification.

4. Recall

An ABA Specialist shall be recalled by system-wide seniority to a vacancy. An ABA Specialist who refuses an opportunity for recall without reasonable grounds shall be placed at the bottom the seniority list for recall. Upon refusal of another opportunity for recall for any reason, the ABA Specialist shall lose all seniority and recall rights. An ABA Specialist who has reasonable grounds for refusing a recall opportunity (more than simply not wanting the offered assignment) shall retain his/her placement in the seniority list for recall. Upon refusal of another recall opportunity for any reason, the ABA Specialist shall be placed at the bottom of the seniority list for recall. Upon refusal of another opportunity for recall for any reason, the ABA Specialist shall lose all seniority and recall rights.

C. Communication and Notifications

Each ABA Specialist shall be provided with a BPS-issued laptop.

Article III

Compensation and Benefits

A. Payment of Salaries

1. ABA Specialists shall be paid bi-weekly over 26 paychecks. No ABA Specialist shall be required to apply for a step increase; such increases shall be automatic.

2. Notification of Hours and Pay

a. **Current Employees Work Year and Hours:** By August 31st, all BTU members will be provided with their reporting time and day and their daily hours of work either by public website or written notification for the upcoming school year. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

b. **Current Employee Compensation:** BPS will provide members with an accounting of their full salary, including career awards, differentials, and additional payments (e.g. autonomous school pay) no later than October 15th of each school year. The Parties acknowledge that there may come a time when this information is provided through the Employee Self Service portal (or successor programs). The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

c. **New Employees and Current Employees in new Positions Hours and Compensation:** Prior to their scheduled first day, new employees to the district, employees assigned to a new school or worksite, and employees who have applied to and accepted a new position within the bargaining units shall be provided with their reporting time and day, their daily hours of work and rate of pay. The parties agree that failure to provide this information is subject to the grievance and arbitration process but the sole remedy shall be providing the information.

B. Training Pay

Training, other than that accomplished during the regular school day and school year, shall be compensated for at each ABA Specialist's true pro rata hourly rate.

C. Length and Schedule of Work Day

The work day for all ABA Specialists shall be seven and one half hours, inclusive of lunch. ABA Specialists shall have a paid duty free lunch of at least thirty (30) minutes and not less than sixty (60) minutes of self-directed time per day without the presence of students. The supervisors of ABA Specialists shall review and approve ABA Specialists' work day schedules prior to September 1 of each year.

ABA Specialists shall schedule their lunch breaks with the approval of their direct supervisor. No more than two (2) thirty (30) minute meetings per month of an ABA Specialist's self-directed time may be used to meet with Board Certified Behavior Analysts (BCBA) at the request of the BCBA.

D. ABA Work Year/Professional Development Hours

a. The work year for all ABA Specialists shall consist of the 180 days that all students are present, the 2 days teachers and paraprofessionals are present prior to the arrival of students, and a total of 8 days of preparation, school year closeout, and professional development, for a total work year of 190 days.

b. The eight (8) days of preparation, school year closeout, and professional development shall be scheduled on the three work days immediately prior to teachers and paras reporting to work, the first work day following the New Year's Day holiday, and the four workdays immediately succeeding the dismissal of students in June. The ABA Specialists may vote to convert the work day following the New Year's Day holiday to professional development hours by a majority vote by the last day of school of the proceeding school year. The ABA specialists will vote to reschedule the professional development day to either the start of the year or the end of the year.

c. If it becomes necessary to accommodate individual ABA Specialists who, because of a one-time emergency or illness, are unable to attend a particular professional development, the missed hours may be made up. ABA Specialists will coordinate with their supervisors to make up the missed professional development during the regular work day.

d. 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. 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.

E. Holidays and Religious Holidays

1. Holidays (effective 9/1/22).

The following named holidays and vacations: Indigenous People's Day, the Veterans Day holiday, from Thanksgiving Day until the following Monday, from the first school day immediately preceding Christmas to and including the first day of the following January, Martin Luther King, Jr. Day, the week in which the twenty-second of February falls, Good Friday, the week in which the nineteenth of April falls, Memorial Day, and Juneteenth. Whenever any of the aforesaid holidays falls on Sunday, the schools shall not be in session on the following Monday.

2. Religious Holidays.

The committee shall provide employees who observe religious holidays that occur when schools are open up to two (2) days without loss of pay or personal leave. The Office of Equity will maintain a list of automatically approved religious holidays. Requests regarding other religious holidays may be made to the Office of Equity.

Employees intending to take a day off under this provision of the contract shall notify their supervisor and the Office of Equity and identify the observance at least ten school days in advance. If the nature of the observance is such that the exact date is not known ten school days in advance, the employee shall provide notice of the approximate date. If the holiday falls within the first ten days of the school year, the employee shall provide notice by the day before the first day of school for students.

F. Salary Rate

All ABA Specialists hired after the effective date of the collective bargaining agreement are required to hold a Bachelor's degree to be deemed qualified as an ABA Specialist.

ABA Specialist Salary Schedule

	9/1/24	9/2/25	9/1/26
Step 1	\$51,543	\$52,574	\$53,625
Step 2	\$53,817	\$54,894	\$55,991
Step 3	\$56,192	\$57,316	\$58,462
Step 4	\$58,677	\$59,850	\$61,047
Step 5	\$61,273	\$62,499	\$63,749
Step 6	\$63,985	\$65,265	\$66,570
Step 7	\$66,819	\$68,156	\$69,519
Step 8	\$69,783	\$71,178	\$72,602
Step 9	\$72,876	\$74,334	\$75,820
Step 10	\$76,111	\$77,633	\$79,186
Step 11	\$79,490	\$81,080	\$82,702
Step 12	\$83,023	\$84,683	\$86,377
Step 13	\$86,715	\$88,449	\$90,218
Step 14	\$90,572	\$92,383	\$94,231
Step 15	\$94,602	\$96,494	\$98,424
Step 16	\$98,815	\$100,817	\$102,807
Step 17	\$103,216	\$105,280	\$107,386

ABA Specialists shall advance one pay step per year.

ABAs who have worked a total of at least 120 days in the prior school year will advance one step on the salary schedule, to the maximum, at the beginning of each school year following their date of hire. Time worked as an ABA Specialist, or as a member of the BTU paraprofessional bargaining unit in the Boston Public Schools shall count towards satisfaction of the 120-day service requirement.

Effective 9/1/19, an educational differential will be granted in the following amount of \$1,500 for ABA Specialists who obtain a BCBA or BCaBA credential, indexed to wages.

G. Tax Free Annuities

The Committee agrees it is desirable to allow persons in the bargaining unit to take advantage of the federal law concerning tax-free annuities and shall take such steps as are necessary and possible to implement this program. (The company or companies providing the coverage shall be mutually agreed upon by the parties.)

H. Retirement Plan – State-Boston Retirement System

The provisions of G.L. c. 32 shall govern the membership of ABA Specialists in the State-Boston Retirement System.

I. Insurance

The provisions of the Public Employee Committee (Appendix C to this contract) agreement with the City of Boston shall apply to ABA Specialists.

J. Pay Credit

The ABA Specialist or the ABA Specialist's designated beneficiary, or if there is no designated beneficiary then the estate of the ABA Specialist who is separated from employment or dies during the school year, shall receive the pay withheld up to the date of separation or death.

K. Traveling ABA Specialists and Mileage

All personnel covered by this Agreement who are authorized to use private automobiles for school business shall be reimbursed for miles traveled in connection with their duties at the IRS rate.

L. Health and Welfare Fund

1. Trust Fund

The Committee and the Union have established a Trust Fund designated as "The Boston Teachers Union Paraprofessional Health and Welfare Fund, to provide such benefits as are set forth in the Paraprofessional Health and Welfare Fund Agreement executed between the parties and incorporated herein by this reference as if set out fully at this point, except that the Fund shall be administered by five (5) trustees appointed by the Union and three (3) appointed by the Committee. The terms of the Trust and Agreement shall be amended as necessary to extend coverage and benefits to ABA Specialists.

2. Annual Payment

The payment required annually on behalf of each ABA Specialist shall be made at the times required in the teachers' contract, in the following amounts:

<u>9/1/24</u>	<u>9/1/25</u>	<u>9/1/26</u>
\$1,216	\$1,240	\$1,265

3. Proration

The proration provisions of Section VIII(O) of the teachers' contract shall apply to ABA Specialists.

M. Career Awards

ABA Specialists shall receive career awards as follows upon their anniversary date:

After 7 years	\$1,250
After 14 years	\$1,950
After 19 years	\$2,350
After 24 years	\$2,550
After 29 years	\$3,550
After 34 years	\$4,050
After 39 years	\$4,550

Employees who have a Master's degree plus 45 credits or a J.D. will receive an additional \$800 per year. Employees who have earned a doctorate from an accredited institution will receive an additional \$3,000 per year.

For ABA Specialists who have become or do become teachers in the Boston Public Schools, years of service as ABA Specialists in the BPS will count towards career awards in the teachers' unit.

N. Laptops for Learning

Effective starting during the 2022-2023 school year, as the laptops become available, ABA Specialists shall have the option to participate in the L4L laptop program in the same manner as Teachers at their discretion.

O. Tuition Reimbursement (Effective 9/1/22)

ABA Specialists who have completed at least one year of service shall be eligible for tuition reimbursement of up to \$500 per year for approved college or graduate courses. At three years of successful employment, ABA specialists will be eligible for tuition reimbursements of up to \$1,000 for approved college courses until they become eligible to receive their career award.

P. Paid Parental Leave

Any qualifying eligible members, employed a minimum of 12 months and who has paid status 1250 hours or the proportionate standard hours in the preceding 12-month period, shall be entitled to Paid Parental Leave, consistent with the City of Boston Paid Parental Leave and City of Boston Medical Leave Policy. The Office of Human Capital shall maintain a listing of proportionate standard hours by employee group and/or school. This list can be found in Appendix J. Employees shall be eligible for up to 12 months of leave, of which 12 weeks is covered by the Paid Parental Leave benefit. For those members whose qualifying event occurs on or after 9/1/2022, the benefits include:

- 100% of base wages based on regular work hours for the first four weeks of leave;
- 75% of base wages on regular work hours for the following four weeks of leave; and
- 50% of base wages based on regular work hours for the following four weeks of leave.

Eligible employees who choose to do so may use accrued sick and/or personal time as a supplement to receive compensation up to 100% of base pay during any weeks that Paid Parental Leave alone provides less than 100% of pay and may use additional accrued sick and/or personal time for up to 12 months, inclusive of July and August.

Such paid parental leave shall run concurrent with the BPS Medical Leave Policy and any other applicable approved leaves of absence, including those covered by the Family and Medical Leave Act, the Massachusetts Parental Leave Act and/or the BTU contract.

In the event that a member is not eligible for paid leave under the Boston Paid Parental Leave or City of Boston Medical Leave Policy, the member shall be entitled to take a leave of up to 12 months for which accumulated unused sick leave may be used. In the event that the member does not have sufficient unused sick leave available, the leave may still be 12 months but it will be paid only to the extent that the member has unused sick leave, and the remainder will be unpaid.

Parental leave must be one or two continuous leave periods provided the two continuous periods of time combined total no more than 12 months.

Leave under this section must be taken within one year of the following events:

- The addition of a child under the age of 18 (or under age 23 with a disability) to the Employee's family through childbirth, surrogacy, adoption, foster care placement, or other legal status or placement;
- A stillbirth occurring 20 or more weeks into the pregnancy;
- The birth, adoption or foster care placement of multiple children at the same time constitutes only one event.

The policy does not apply in the case of adoption of a new spouse's children following marriage.

The Union waives its right to bargain over the City's decision and any impacts associated with such decision to change or eliminate the Paid Parental Leave Policy. The City will provide thirty (30) days' notice to the Union of any change to the parental leave policy.

Any eligible member under the old paid parental leave language in the contract who did not take any parental leave and had a qualifying event from July 1, 2021 to August 31, 2022 are eligible now for parental leave under the new policy. For all other members this policy is effective beginning 9/1/22.

Q. Leaves of Absence & Sick Leave

1. Absence Due to Injury in the Course of Employment

Persons injured in course of employment shall be granted leave in accordance with the provisions of this subsection, and such persons shall receive other Workmen's Compensation benefits as provided in General Laws, Chapter 152.

(a) A bargaining unit member whose industrial accident claim has been accepted and who is receiving workers' compensation pursuant to G.L. c.152 will have restored all sick leave used after initial date of injury related to said claim and prior to receipt of workers' compensation pursuant to G.L. c.152. Such employee may, after acceptance of said claim, use such of his or her sick leave accrued prior to acceptance of claim, as may result in the payment of full salary. Any absence due to an injury compensated under G.L. c.152 shall be counted as creditable service for purposes of determining an employee's career award entitlement, seniority and salary step advancement once the employee has returned to work, provided however, that additional personal days and sick leave days shall not accrue to employees during the period after the employee has been accepted and is receiving workers' compensation and until such employee returns to work. Nothing herein is intended to diminish or reduce any rights of employees pursuant to G.L. c.152.

(b) Notwithstanding the provisions of the foregoing paragraph, a bargaining unit member who is absent due to physical bodily injury as a direct result of a physical assault and battery which occurs during the course of his/her employment and who, as a result of this injury has been accepted for and is receiving Workers' Compensation payment pursuant to G.L. c.152, shall have restored any sick leave used to supplement his/her workers' compensation payment, and which when added to his/her workers' compensation payment is equal to his or her full weekly salary. The provisions in this section shall be limited to forty-five calendar days after a bargaining unit member has been accepted and is receiving Workers' Compensation.

2. Military Leave of Absence

Military leave of absence, without pay, may be granted to a permanent ABA Specialist inducted into the armed forces for the required length of service, according to the terms of the Selective Services and Training Act of 1940, and subsequent amendments by Congress.

3. Organized Reserve Forces

Every person who is a member of a reserve component of the Armed Forces of the United States shall be granted, in accordance with Section 59 of Chapter 33 of the General Laws, leave of absence, without loss of pay, during the time of his or her annual tour of duty as a member of such reserve component; provided, however, that such leave shall not exceed seventeen (17) days.

4. Leave for Study

ABA Specialists with three (3) or more years of service, who, not later than March 1, request in writing a leave of absence for the next school year for study at an institution of higher learning accredited by the Committee, will be granted such leave without pay and will retain the seniority and the sick leave held at the time such leave for study began.

5. Personal Leave

ABA Specialists shall be granted personal leave as follows:

(a) Court Summons — school business: no loss.

(b) Death:

In the event of a death in the immediate family, including mother-in-law or father-in-law or anyone residing in the same household with the ABA Specialist, up to five (5) days without loss of pay shall be provided. Days are consecutive school days which may be taken in two continuous periods immediately preceding, following or including the day of death or for the purpose of attending memorial services or arranging for burial. Holidays, vacations or suspended sessions shall be considered school days under this provision.

One (1) day without loss of pay shall be provided for a niece, nephew, uncle, aunt, and in-law other than above

Three (3) days without loss of pay shall be provided for the death of a grandchild or grandparent.

(c) ABA Specialists who have completed their probationary period will be allowed personal leave for personal needs not otherwise provided for, not more than four days per year without loss of pay. Requests for personal leave other than in an emergency shall be submitted to the supervisor as early as possible prior to the day for which leave is requested. In no event will personal leave be granted during a school emergency. All personal days not used in the year for which they are granted shall be added to the employee's sick leave entitlement for use in subsequent years.

(d) **College Degree:** to receive degree at college: 1 day, no loss.

(e) Up to 150 person-days per year without loss of pay for teachers, paraprofessionals and ABA Specialists will be provided for attending union conventions and conferences scheduled on teacher work days. Names of individuals to attend will be submitted to the Personnel Department ten (10) school days in advance of the leave. The BTU Health and Welfare Fund will reimburse the Department for its actual cost of substitutes filling in for persons on leave to attend a health and welfare-related conference or convention.

(f) **Graduation:** Members of immediate family, including niece and nephew: 1 day, no loss.

(g) **Personal leave without pay:** Leave of absence without pay for personal reasons may be granted ABA Specialists for a period of up to one (1) year with the approval of the Assistant Superintendent of Human Capital.

(h) ABA Specialists shall be granted religious holidays in the same manner as teachers.

No ABA specialist may take a personal day on both the day immediately preceding and the day immediately following the Thanksgiving recess.

6. Sick Leave

Commencing with the first year of service (following a sixty (60) day probationary period) and annually thereafter, each September, fifteen (15) days of sick leave shall be granted to each ABA Specialist in actual service on or before October 1st of that school year. For a person returning to actual service after October 1 of the second year of service or any subsequent year, sick leave for that school year shall be added to the reserve of such person at the rate of 1.5 times the number of months remaining in the regular school year. Sick leave not used in the year of service for which it was granted shall be accumulated for use in subsequent years.

ABA Specialists shall be allowed to use sick leave days for family illness as permitted in the teacher's contract.

ABA Specialists shall be eligible to carry over sick leave upon moving into the teachers' bargaining unit.

7. Leave for Personal Reasons

The provisions of Section VIII(R)(6)(h) of the teachers' contract, Maternity and Child Care Leave, as modified by Section IV(A)(8)(1) of the teachers' Settlement Agreement are hereby incorporated by reference.

8. Leave for Union Business

Not more than an aggregate of ten (10) employees in the bargaining units for teachers, paraprofessionals, and ABA Specialists, who are officers of the Union or who are appointed to its staff, shall, upon proper application, be given leave of absence without pay during the school year for the purpose of performing legitimate duties for the Union. Employees given leaves of absence without pay shall receive credit toward salary increments on the schedule appropriate to their rank.

9. Sabbaticals

ABA Specialists shall be eligible for sabbaticals.

10. Sick Leave Donation Program

Eligible employees may annually donate sick days to a sick leave bank. Only employees who have donated are eligible to apply for time from the sick leave bank. Details about this program are set forth in a Personnel Bulletin issued annually by the Office of Human Resources.

Article IV

Collective Bargaining

A. Governing Philosophy

The parties believe the collective bargaining method is workable and competent and will add dignity to the joint effort of the Union and the Committee to reach agreement. In entering upon this new responsibility, the parties wish to declare their intention to cooperate fully in what must be the joint objective of both bodies, the best education possible for Boston's children.

B. Fair Practices

1. Non-Discrimination

As sole collective bargaining agent, the Union will continue its policy of accepting into voluntary membership and will continue to represent equally all eligible persons in the unit without regard to race, color, creed, national origin, sex, marital status, sexual preference, age, or handicap.

The Committee agrees to continue its policy of not discriminating against any person on the basis of race, creed, color, national origin, sex, marital status, sexual preference, age, handicap, or participation in or association with the activities of any employee organization.

Furthermore, the Union and the Committee shall cooperate in developing and implementing effective affirmative action.

2. Protection of Individual and Group Rights

Nothing contained herein shall be construed to prevent the Committee, a member of the Committee, or its designated representatives from meeting with any ABA Specialist for expression of the ABA Specialist's views. In the area of collective bargaining, no changes or modifications shall be made, except through consultation and negotiation with the Union. Nothing contained herein shall be construed to permit an organization other than the Union to appear in an official capacity in the processing of a grievance. Nothing contained herein shall be construed to prevent any person from informally discussing any dispute with his or her immediate superior, or processing a grievance on his or her own behalf in accordance with the Grievance Procedure, as set forth in Article V.

C. Privileges

1. Payroll Deductions for Union Dues

The Union shall secure authorizations for payroll deductions for Union dues and shall provide electronic copies of such authorizations to the Committee's Chief Human Capital Officer or their designee. Such authorizations may be revocable as provided by law. The Committee will request the Treasurer of the City of Boston to submit such sums in total to the Union Treasurer no later than 30 days after such deduction was made.

Upon request by the Union, the School Committee shall, to the extent allowed by law, provide the Union with the name, employee identification number, and assignment of any employee from whom it has received a written request to revoke dues deductions.

2. Union Meetings Within Individual Schools

Union meetings may be held on school property by faculty members of individual schools, provided there is no interference with any school activity.

3. Grievance Time For Building Representatives

An ABA Specialist who is elected to serve as Building Representative in an elementary school, middle school, or high school shall be allowed forty-five (45) minutes per week for conferring with members of the bargaining unit on grievances or associated matters.

4. C.O.P.E.

The School Department shall cooperate with the Union in establishing a voluntary C.O.P.E. check off system.

D. Responsibilities

1. No Union Activity on School Time

Except as provided herein the Union agrees that no ABA Specialist will engage in Union activity during the time he or she is assigned to teaching or other duties.

2. Authorized Union Representatives

The Union shall furnish the Committee with a list of its officers, and authorized Union representatives, and shall as soon as possible notify the Committee in writing of any change. No Union representative shall be recognized by the Committee except those designated in writing by the Union.

Article V

Dispute Resolution

A. General

It is the declared objective of the parties to encourage the prompt resolution of disputes arising under this Agreement. The parties recognize the importance of prompt and equitable disposition of any complaint at the lowest organizational level possible.

Whatever means are used to resolve a dispute arising under this Agreement, a resolution should be sought that provides fair redress of grievances while giving due consideration to the best interests of schoolchildren.

Any person(s) or the Union shall have the right to present a dispute and have it promptly considered on its merits. ABA Specialists subject to this Agreement shall not suffer a loss of pay for time spent in conferring and meeting on a grievance; provided, however, that conferences and meetings will not normally take place during periods when the individuals involved have classroom duties, except as otherwise provided herein. A grievance of a continuing nature alleging that it uniformly affects a class of bargaining unit employees need only be filed once and shall be considered to include all subsequent violations.

Any discipline in relation to collective bargaining unit members shall be for just cause.

B. Definitions

A “grievance” shall mean a complaint (1) that there has been as to an ABA Specialist a violation, misinterpretation, or inequitable application of any of the provisions of this agreement or (2) that an ABA Specialist has been treated unfairly or inequitably by reason of any act or condition which is contrary to established policy or practice governing or affecting employees, except that the term “grievance” shall not apply to any matter as to which the Committee is without authority to act. As used in this Article, the term “person” or “ABA Specialist” shall mean also a group of ABA Specialists having the same grievance.

C. Availability of Mediators

The provisions of Section X(C) of the teachers’ contract concerning the availability of mediators to help resolve disputes arising under this contract are incorporated herein by reference.

D. Dispute Resolution Process for Grievances

Grievances of employees within the bargaining unit shall be presented and adjusted in the following manner:

1. General Procedures

(a) Step 1

An ABA Specialist or his or her Union representative may either orally or in writing present a grievance to the direct supervisor within a reasonable time, normally thirty (30) school days after knowledge by the ABA Specialist of the facts giving rise to the act or condition which is the basis of her or his complaint.

The supervisor shall confer with the ABA Specialist at the time of the complaint or within five (5) school days with a view to arrive at a mutually satisfactory resolution of the grievance. At that conference, the ABA Specialist may present the grievance personally or he or she may be represented by a Union representative; but where the ABA Specialist is represented, he/she must be present. Whenever a grievance is presented by the ABA Specialist personally, the supervisor shall give the Union representative the opportunity to be present and state the views of the Union.

The supervisor shall communicate his/her decision orally or in writing to the aggrieved employee and to any Union representative who participated in this Step within five (5) school days after receiving the complaint or within five (5) school days after the conference, whichever is earlier.

If the grievance is unresolved, a mediator shall be assigned within three (3) school days to assist the parties in attempting to resolve the complaint. If the dispute is not resolved within three (3) school days following the assignment of a mediator, the grievance may be appealed to the next step.

The parties shall observe the grievance procedure pertaining to Steps 1, 2, and 3 without regard to the mediation process specified herein until the utilization of mediators contemplated by this Agreement is made operational by the School Department and written notice of that implementation is provided to the Union.

(b) Step 2: Cluster Leader or Manager for Employee Relations

If the grievance is not resolved at Step 1, the aggrieved ABA Specialist or the Union may appeal by forwarding the grievance in writing to the Assistant Superintendent within five (5) school days after he or she has received the Step 1 decision. The appeal shall include:

- (1) The name and position of the grievant.
- (2) A statement of the grievance and the facts involved.
- (3) The corrective action requested.
- (4) Name of Union Representative at Step 1; if any.
- (5) Signature(s) of grievants or Union representative.

The Assistant Superintendent, or their designee, will conduct a grievance hearing with the aggrieved ABA Specialist and his or her Union representative, each of whom shall be given at least two (2) school days' notice of the hearing. The aggrieved ABA Specialist shall be given the opportunity to be present at the hearing.

The supervisor may also be present at this hearing to state his or her views. For grievances filed at Step 1, mediators shall not be present at Step 2 grievance hearings. For grievances filed at Step 2, a mediator shall be used if requested by both parties.

The Assistant Superintendent shall issue a written decision on the grievance as soon as possible, but not later than ten (10) school days after the receipt of the appeal or five (5) school days after the hearing, whichever is earlier. A copy will be sent to the aggrieved ABA Specialist and the Union.

The following grievances shall be presented to the Director of Labor Relations at Step 2 who shall act in accordance with the procedures and time requirements set forth above:

- (1) A grievance alleging that the person was placed on the wrong step of the salary schedule.
- (2) A grievance alleging the person's wages were improperly paid.
- (3) A grievance alleging the person was improperly denied an increment.
- (4) A grievance alleging the person's absence deduction was improperly calculated.
- (5) A grievance alleging the person was improperly denied a leave of absence without pay.
- (6) A grievance filed on behalf of a person who is not assigned to a level.
- (7) A grievance that, by mutual agreement of the Assistant Superintendent and Union, should be heard directly at Central Administration.

(c) Step 3: Superintendent

A decision at Step 2 may be appealed in writing by the ABA Specialist or the Union to the Superintendent of Schools within ten (10) school days after the decision by the appropriate administrator at Step 2 has been received. The Superintendent or his or her designated representative shall meet with the aggrieved ABA Specialist and the Union representative with a view to arriving at a mutually satisfactory resolution of the complaint. The aggrieved employee and the Union representative will receive at least two (2) school days' notice of the meeting and shall be given an opportunity to be heard. The Headmaster/Principal or Director and the Assistant Superintendent or Director of Personnel may also be present at the meeting and state their views.

The Superintendent or her or his designated representatives shall communicate her or his written decision together with supporting reasons to the aggrieved ABA Specialist and to the Union as soon as possible, but not later than ten (10) school days after receipt of the appeal or five (5) school days after the conference, whichever is earlier.

(d) Alternative Procedure for Certain Grievances

All grievances involving in whole or in part violations of section I(F) of this Agreement, "Handling of New Issues," shall be submitted to the following procedure in lieu of proceeding through Steps 1 through 3 of the grievance procedure described above. Either party may initiate a grievance in writing by requesting that it be made the subject of a meeting between a representative of the General Counsel's office and a representative of the Union. The parties shall meet and confer upon the matter within ten (10) school days following the request for a meeting in an attempt to resolve the grievance. If the parties agree on a resolution, they shall reduce this agreement to writing and sign it. The representative of the General Counsel's office shall be authorized to take appropriate corrective action to redress such grievances.

If no agreement is reached within ten (10) school days, nothing in this clause shall affect the rights of either party to proceed to arbitration.

2. Initiation of Grievances at Step 2 or Step 3

(a) Grievances arising from the action of officials other than the supervisor may be initiated with and processed in accordance with the provisions of Step 2 of this dispute resolution process. Where the action is initiated by the Superintendent of Schools, the grievance may be initiated at Step 3.

(b) Conferences held under this procedure at Step 2 or Step 3 shall be conducted at a time and place that will afford a fair and reasonable opportunity for all persons entitled to be present to attend. When such conferences are held during day school hours, all persons who participate shall be excused with pay.

3. Time Limits and Application

(a) The time limits specified in any step of this procedure may be extended in any specific instance, by mutual agreement.

(b) A grievance filed at an inappropriate step of the grievance procedure will be considered as properly filed, but the time limits for answering the complaint shall not begin until the grievance is referred to the appropriate step.

(c) In the event that the immediacy of the grievance requires an ABA Specialist to meet with his/her supervisor suddenly (on a non-scheduled occasion) he/she shall be allowed to have his/her Union representative present at the meeting, provided he/she first makes this request of the supervisor.

(d) A failure by an ABA Specialist or the Union to process the grievance from one step to the next step within the time limits provided for will result in an automatic appeal of the grievance to the next step. A failure of a Committee representative to answer a grievance at any step of the grievance procedure within the time limits provided shall be considered a denial of the grievance at that step.

E. Arbitration

1. Arbitration Defined

A grievance which was not resolved at Step 3 under the grievance procedure may be submitted by the Union to arbitration. The arbitration may be initiated by filing with the Committee and the American Arbitration Association a request for arbitration. The notice shall be filed within thirty (30) school days after denial of the grievance at Step 3 under the grievance procedure, provided, however, if the Union did not receive a written reply from the Superintendent at Step 3, then said time limit shall be extended to sixty (60) school days after submission of the grievance to the Superintendent at Step 3. The voluntary labor arbitration rules of the American Arbitration Association shall apply to the proceeding. The Union will make a reasonable effort to use no more than two (2) witnesses during the same school hours in arbitration cases.

2. Power of the Arbitrator

Notwithstanding anything to the contrary, no dispute or controversy shall be a subject for arbitration unless it involves the meaning, interpretation, or application of an express provision of this Agreement. The arbitrator shall have no power to alter, add to, subtract from, or modify any provision of this Agreement.

The parties are agreed that no restrictions are intended on the powers of the Committee, except those set forth in the language of this Agreement.

3. Decision of the Arbitrator

The arbitrator shall issue his/her written decision not later than thirty (30) days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision of the arbitrator will be accepted as final by the parties to the dispute and both will abide by it.

4. Arbitration Award Application

The Committee agrees that it will apply to all substantially similar situations the decision of an arbitrator sustaining a grievance and the Union agrees that it will not bring or continue, and that it will not represent any employee in any grievance which is substantially similar to a grievance denied by the decision of the arbitrator. The arbitrator's fee will be shared equally by the parties to the dispute.

5. Alternate Arbitration Procedure

Notwithstanding any contrary provision of this Article, unresolved grievances at Step 3 may be submitted by the Union to a closed panel of arbitrators and not the American Arbitration Association, under an alternate arbitration procedure mutually agreed between the parties.

6. Implementation

The Committee will use its best efforts to implement a settlement agreement or an arbitrator's award within 30 days after approval of such settlement or receipt of such award and determination not to contest it.

F. Resolution of Differences by Peaceful Means

The Union and Committee agree that differences between the parties shall be settled by peaceful means as provided within this Agreement. The Union, in consideration of the value of this Agreement and its terms and conditions and the Legislation which engendered it, will not engage in, instigate, or condone any strike, work stoppage, or any concerted refusal to perform normal work duties on the part of any employee covered by this Agreement.

G. Contractual Grievance Process at Autonomous Schools

Changing the grievance process in autonomous schools to that in the dispute resolution section of the BTU contract shall be the subject of continuing negotiations.

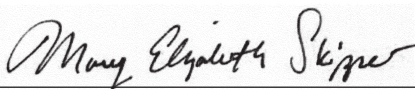
**MEMORANDUM OF AGREEMENT
BETWEEN
THE SCHOOL COMMITTEE OF THE CITY OF BOSTON
AND
THE BOSTON TEACHERS UNION, LOCAL 66,
AFT-MASS, AFL-CIO**

ABA SPECIALISTS 2024-2027

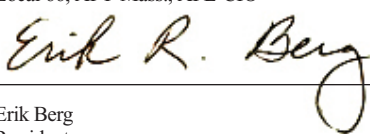
In witness whereof, the parties hereto have caused their names to be subscribed as the duly authorized officers and representatives in this 21st day of March, 2025.

Boston Public Schools

Boston Teachers Union
Local 66, AFT-Mass., AFL-CIO



Mary Skipper
Superintendent



Erik Berg
President

Appendix A

TEACHER PROGRAM AREAS

Regular Education

<u>Program Area</u>	<u>Required State Cert. Approval</u>	<u>Complete Years of Experience Required in Program Area</u>	<u>Additional Requirements For Special Areas</u>
Art	47	2	
Bookkeeping	43	2	
Economics	43	2	
Office Practice	43	2	
Shorthand/ Typing	43	2	
General Business	43	2	
Social Studies	14,13,12	2	
Health Education	42	2	
English	11	2	
French	21	2	
German	22	2	
Italian	24	2	
Latin	29	2	
Spanish	23	2	
Mathematics	15	2	
Biology	18	2	
Chemistry	16	2	
General Science	19	2	
Physics	17	2	
Earth Science	20	2	
Elementary/ Kindergarten (K-6)	01	2	
Music-Instrumental	48	2	Instrument-Specific
Music-Vocal	48	2	
Reading	46	2	
School Librarian	84	2	
Physical Ed.	41	2	
Home Economics	44	2	
Drama	49	2	
Industrial Arts	45	2	* Specialties may be required
Computer Instructor	Any valid Certificate	2	* 15 credits in Computer Education as defined in appropriate Circulars.

Bilingual

<u>Program Area</u>	Required State Cert. <u>Approval</u>	Complete Years of Experience Required in <u>Program Area</u>	Additional Requirements For <u>Special Areas</u>
Kindergarten	B01	2	Appropriate language is required for each Program Area: (Cape Verdean, Chinese, Greek, Haitian, Italian, Portuguese, Russian, Spanish, Vietnamese, Laotian, Cambodian, and any other language that BPS has a bilingual program).
Elementary (Grades 1-6)	B01	2	
English	B11	2	
Social Studies	B12,B13,B14	2	
Mathematics	B15	2	
Chemistry	B16	2	
Physics	B17	2	
Biology	B18	2	
General Science	B19	2	
Earth Science	B20	2	
French	B21	2	
Spanish	B23	2	
Italian	B24	2	
Russian	B25	2	
Portuguese	B27	2	
Other Modern Language	B28	2	
Greek	B30	2	
Business Subject	B43	2	
Drama	B49	2	
English as a Second Language - K-6	01,10	2	
English as a Second Language - 7-12	11,10	2	Proficiency in native language 01 + (3) ESL Methods Course
			Proficiency in native language 11 + (3) ESL Methods Course

Special Education

<u>Program Area</u>	<u>Category</u>	<u>Required State Certificate or Approval</u>	<u>Additional Requirements</u>
1. Audition	58, 300, 06	Sign Language	
2. Speech Hearing and Language	a. Speech and Hearing	57 (plus any) 003, 100, 200, 400, 005	
3. Vision		400, 005	
4. Peripatology		400, 005	Certificate by Association of Workers for the Blind
5. Adaptive Physical Ed.	41 (plus any) 003, 56, 100, 200, 750		
6. Vocational Special Ed.		Voc. approval (plus any) 003, 56, 100, 200, 750	
7. Bilingual Special Ed.		Bilingual Certificate plus appropriate Special Ed. approval	Appropriate language
8. Bilingual Vocational Ed.	Vocational approval plus	Bilingual Certificate (plus any) 003, 56, 100, 200, 750	Appropriate language
9. ETL		Any Special Ed. approval Cert. or 7 02	Circular and approval
10. Early Childhood		004	
11. Severe Special	a. Multiple Handicapped b. Developmental		Prior experience Sign Language
12. Mild-to-Moderate Special Needs	a. Learning Disabilities b. Mild Intellectual Impairment c. Moderate Intellectual Impairment d. Emotional Impairment e. Autism and Applied Behavior Analysis (ABA) Handicapped		
13. Severe LAB (Low, Incid. including) 502.4 LAB Cluster Program, McKinley Schools or Additional 502.4i			Prior Experience and additional quals based on type of program; circular and Approval
14. COSE			

Occupational Education

<u>Program Area</u>	<u>Required State Cert. Approval</u>	<u>Complete Years of Experience Required in Program Area</u>	<u>Additional Requirements For Special Areas</u>
Dental Assistant	H41	2	
Nurses Aide	H36, H40	2	
Health Sciences	H44	2	
Medical Laboratory Technology	H45	2	
Cabinetmaking (Bench/Mill Carpentry)	T09, T08	2	
Building Carpentry	T07	2	
Plumbing	T24	2	
Maintenance Repair	T12,T53,T57	2	
Drafting	T13,T14	2	
Banking	SC7	2	
Child Care	F58	2	
Cosmetology	T28	2	
Fashion/Interior	F62,F66,F77	2	
Food Service	T25, T26,F60	2	
Hotel, Hospitality	SC7	2	
Retailing/Marketing/Management	SC7	2	
Commercial Design	T21	2	
Fashion Illustration	T67	2	
Machine Drafting	T13	2	
Photographic Technology	T79	2	
Printing	T18,T19,T20	2	
Television Production	T70	2	
Data Processing	T54	2	
Auto Body Repair	T01	2	
Machine Laboratory	T31	2	
Sheet Metal	T32	2	
Welding Laboratory	T35	2	
Automotive/Truck Repair	T06,T80	2	
Marine and Small Engine Repair	T06,T80	2	
Electricity	T23	2	
Electronics	T55,T30	2	
Heating/Air Conditioning/ Ventilation	T29	2	

Appendix B

PAID PARENTAL LEAVE PROPORTIONATE STANDARD HOURS ELIGIBILITY

<u>Employee Group</u>	<u>Daily Hours</u>	<u>Work Year (Actual Days Worked)</u>	<u>Number of Days for Eligibility</u>
Standard Teachers, Nurses, Guidance, Social Workers, Librarians, Psychologist and other members of the bargaining unit	8.00 or more	243	156
Family Liaisons	7.00	183	117
Paraprofessional	8.00	215	138
Paraprofessional	6.17	183	117
Paraprofessional	6.67	183	117
Paraprofessional	6.84	183	117
Paraprofessional	7.00	183	117
Paraprofessional	7.25	183	117
Paraprofessional	8.00	183	117
ABA Specialist	7.50	190	122
ABA Specialist	7.50	215	138
Cluster Subs	7.00	183	117

<u>Employee Group</u>	<u>Daily Hours</u>	<u>Work Year (Actual Hours worked)</u>	<u>Number of Hours for Eligibility</u>
Standard Teachers, Nurses, Guidance, Social Workers, Librarians, Psychologist and other members of the bargaining unit	8.00 or more	1944.00	1250
Family Liaisons	7.00	1281.00	820
Paraprofessional	8.00	1720.00	1100
Paraprofessional	6.17	1129.11	723
Paraprofessional	6.67	1220.61	781
Paraprofessional	6.84	1251.72	801
Paraprofessional	7.00	1281.00	820
Paraprofessional	7.25	1326.75	849
Paraprofessional	8.00	1464.00	937
ABA Specialist	7.50	1425.00	912
ABA Specialist	7.50	1612.50	1032
Cluster Subs	7.00	1281.00	820

Appendix C

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (“MOA” or “Agreement”) is entered into this 12th day of November 2024, by and between the City of Boston, including the Boston Public Schools (“City”) and the Boston Public Employee Committee (“PEC”) (collectively “the Parties”):

WHEREAS, the City is a public employer providing certain health insurance coverage to its subscribers (i.e., employees, retirees, surviving spouses, and dependents); and

WHEREAS, on or about May 4, 2011, the City, by majority vote of the City Council and approval of the Mayor, accepted M.G.L. c. 32B, §19 (“Section 19”); and

WHEREAS, the City and the PEC have repeatedly entered into agreements pursuant to Section 19 that set forth the Parties’ agreements ‘with respect to health insurance benefits for the City’s subscribers.’ The most recent such agreement was entered into by the parties in December 2019 and runs from July 1, 2020 through June 30, 2025 (“2020-2025 PEC Agreement”); and

WHEREAS, pursuant to the terms of the 2020-2025 PEC Agreement, the 2020-2025 PEC Agreement shall expire and Section 19 shall be revoked on June 30, 2025, thereby returning negotiations for health insurance to bargaining between the City and individual bargaining units pursuant to M.G.L. c. 150E; and

WHEREAS, the City and the PEC wish to remain in Section 19 bargaining and enter into a successor to their 2020-2025 PEC Agreement that will set forth and establish the Parties’ agreements with respect to health insurance benefits for the City’s subscribers for the limited time period of July 1, 2025, through June 30, 2027 (“2025-2027 PEC Agreement”), provided certain future events occur and future conditions are met; and

NOW, THEREFORE, the Parties agree to the following:

- **RFP for Non-Medicare Plans/Benefits:** The Parties agree that the terms and conditions for existing health insurance plans pursuant to the 2020-2025 PEC Agreement shall remain unchanged and in force through June 30, 2027. The parties agree that an RFP for non-Medicare health plans will be issued no earlier than July 1, 2026, for plan effective dates of July 1, 2027. Consistent with prior practice, the PEC will participate in issuing the RFP and reviewing and evaluating proposals to aid the City in making a recommendation to the Procurement Official. For information regarding health insurance plans and benefits currently in effect through June 30, 2027, refer to the 2020-2025 PEC agreement, and the March 2022 amendment.
- **Extension of Section 19 by the City:** the Mayor shall recommend to the City Council that it agree to extend its acceptance of Section 19 that is due to expire on June 30, 2025, through June 30, 2027, which the Mayor approves.
- **PEC Agreement by City and PEC:** Provided the City Council votes to extend its acceptance of Section 19 through June 30, 2027, with the Mayor’s approval, the City and the PEC shall convene a meeting as soon as possible to approve the terms of this MOA as the terms of the 2025-2027 PEC Agreement pursuant to Section 19.
- **Expiration of PEC Agreement and Revocation of Section 19:** The Parties agree that the 2025-2027 PEC Agreement shall constitute both a vote by the PEC to enter into a new Section 19 agreement as well as a vote by the PEC to revoke Section 19 and the 2025- 2027 PEC Agreement on June 30, 2027. Therefore, Section 19 shall be deemed revoked on June 30, 2027, and said revocation shall not require a subsequent agreement between the City and the PEC or subsequent vote by City Council and approval by the Mayor. If it is later determined that a distinct vote by

the City Council and approval by the Mayor is required to revoke Section 19, then this agreement shall be deemed to be supported by the City and the PEC for such revocation.

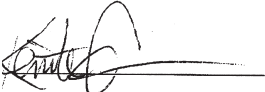
- **Section 19 Supersedes Collective Bargaining Agreements:** As with the prior PEC Agreements, including the most recent 2020-2025 PEC Agreement, any and all provisions of any collective bargaining agreement relative to health insurance, including but not limited to health insurance plans, contribution rates, or policies between the City, the Boston School Committee and any of the bargaining units who are signatories to this MOA, shall be superseded by the 2025-2027 PEC Agreement, as it is the Parties' understanding that all health insurance matters will hereafter be subject to the provisions and procedures of Section 19 and decisions made between the City and the PEC shall determine said matters, which are therefore not a proper subject of bargaining for individual bargaining units. Notwithstanding the aforementioned, dental and vision benefits and any health insurance "opt out" clause related to an individual union shall not be part of this MOA or the 2025-2027 PEC Agreement and shall continue to be negotiated between the City and each of the collective bargaining units pursuant to M.G.L. c. 150E.
- **Bargaining After Section 19 Revocation:** When Section 19 is revoked pursuant to paragraph #4, above, the PEC will be dissolved and the City shall, unless otherwise agreed to by any or all bargaining units, negotiate with each bargaining unit individually with respect to health insurance coverage. Said negotiations, and any available insurance coverage, shall be in accordance with M.G.L. c. 150E and/or any other applicable law regarding public employee health insurance.
- **Health Insurance Coverage:** The Parties agree to terms and coverage contained in Appendix A, B, and C for all non-Medicare and Medicare plans. For benefits in effect prior to July 1, 2025, refer to the 2020-2025 PEC agreement.
- **Funding:** The Parties agree to continue their commitment to self-insurance of medical plans.
- **Prescription Drug Carve Out RFP:** The City and PEC agree that during the life of the 2025-2027 PEC Agreement, the City may issue an RFP to carve out Prescription Drug benefits. The objective of the prescription drug carve out will be to lower costs through competitive pricing terms and not lower costs through limited formularies, pharmacy networks, or modifications to standard pharmacy benefit management practices (i.e., step therapy, quantity limits, or prior authorization). The Parties will endeavor to maintain the same formulary for both non-Medicare and Medicare plans; however, some differences may exist as necessary to comply with the Center for Medicare and Medicaid Services ("CMS") requirements for Medicare prescription drug plans, such as a PDP. Consistent with prior practice, the PEC will participate in issuing the RFP and reviewing and evaluating proposals to aid the City in making a recommendation to the Procurement Official.
- **Medicare RFP:** The City and the PEC agree that during the life of the 2025-2027 PEC Agreement, the City may issue an RFP for Medicare plan design changes and consolidation consistent with the terms contained in Appendix B of this agreement. Consistent with prior practice, the PEC will participate in issuing the RFP and reviewing and evaluating proposals to aid the City in making a recommendation to the Procurement Official.
- **Reopener to Avoid Affordable Care Act Excise Tax:** If any of the plans offered by the City during the life of the 2025-2027 PEC Agreement are reasonably expected to result in the triggering of the excise tax, the Parties shall meet as soon as practicable and shall mutually agree to make acceptable changes to the then current plan design in order to avoid triggering the excise tax.
- **Disease Management:** The parties agree that effective July 1, 2025, the City will continue to allocate the funds provided by the health insurance carriers to fund well-structured disease management programs through the health insurance carriers for the duration of the 2025-2027 PEC Agreement. Employee participation in these programs is voluntary and any employee's participation or lack thereof in such programs and the substance of any such participation will not be shared with the City.

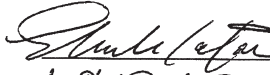
- **Wellness:** The City and the PEC will work together to promote the City's current wellness offerings as well as the programs offered by the health plan carriers. However, these funds will not be used to supplement any disease management related programs. Each July 1, the City will allocate one hundred fifty thousand dollars (\$150,000.00) per year towards a well-structured wellness program. Such funds may be permitted to roll over from year to year, however, in no event may the funds exceed \$300,000 in total.
- **Medicare Part B:** Throughout the duration of this agreement, the City of Boston shall continue to reimburse fifty-percent (50%) of the cost of Medicare Part B to all retirees who are enrolled in Medicare Part B, and who are enrolled in one of the City's Medicare Products. The process, procedure, eligibility and all other matters related to the Medicare Part B reimbursement shall be consistent with the City's current practice.
- **Flexible Spending Account (FSA):** Throughout the duration of this agreement, the City of Boston will cover the Flexible Spending Account (FSA) monthly administrative fee for City of Boston active employee participants.
- **No Severable Terms:** The terms and provisions of this Agreement are not severable. If any term(s) or provision(s) of this Agreement shall be held to be invalid or unenforceable for any reason by a court of competent jurisdiction, the validity or enforceability of the remaining terms and provisions shall be invalid and unenforceable.
- **Signatories.** The signatories are authorized to bind their principals.

In witness hereof, the City of Boston and the PEC have caused this agreement to be signed on November 12, 2024.

For the City of Boston:

For the Boston Public Employee Committee:


 A. Jefferson
 Person's programs 11/14/24
 General Business OLR
 n:-
 C. Celis 11/14/24

 APSCME 15-26 11/12/24
 Scott Doyle Boston Firefighters 11/12/24
 Vicki Rodriguez BASAS 11/12/24
 USW SEIU 9258 11/12/24
 R. K. DPOOF 11/12/24
 Ad Kelly III AFSCME Council 93
 DC35 Local 192 11/12/24
 AFSCME Council 93 11-12-24
 Erik R. By BNY Local 16 11/12/24

Appendix A

Changes to Non-Medicare Plans Effective July 1, 2020 through June 30, 2025

	Limited Network HMO Plan	Broad Network HMO Plan	PPO Plan
i) Plan Design Changes Effective No Earlier Than July 1, 2020			
Co-Pay: Rx Retail	NA	\$10/\$30/\$55	\$10/\$30/\$55
Co-Pay: Rx Mail Order	No Limited	\$20/\$60/\$135	\$20/\$60/\$135
Co-Pay: Inpatient Hospital/ Mental Health	Network HMO Plan	\$50 (Max 1/year)	\$50 (Max 1/year)
Co-Pay: Outpatient Hospital/ Surgery	Network in Place until	\$50 (Max 1/year)	\$50 (Max 1/year)
Co-Pay: Advanced Imagery	RFP (2)	\$50 (Max 1/year)	\$50 (Max 1/year)
ii) Plan Design Changes Effective No Earlier Than July 1, 2021			
Medical Deductible	\$0	\$100 Mem/\$200 Fam	\$100 Mem/\$200 Fam
Co-Pay: Specialist Visit	\$30	\$35	\$35
Co-Pay: Inpatient Hospital/ Mental Health	\$50 (Max 1/year)	\$100 (Max 1/year)	\$100 (Max 1/year)
Co-Pay: Outpatient Hospital/ Surgery	\$50 (Max 1/year)	\$100 (Max 1/year)	\$100 (Max 1/year)
Co-Pay: Advanced Imagery	\$50 (Max 1/year)	\$100 (Max 1/year)	\$100 (Max 1/year)
iii) Premium Contribution Split City/Subscriber			
Effective July 1, 2020	80.0%/20.0%	80.0%/20.0%	70.0%/30.0%
Effective July 1, 2021	79.5%/20.5%	79.5%/20.5%	69.5%/30.5%
Effective July 1, 2022	78.5%/21.5%	78.5%/21.5%	68.5%/31.5%
(1) See Administrative Footnotes in Appendix C.			
(2) The Parties agree that through an RFP process, non-Medicare Plan offerings will be solicited for the following Plan designs, with effective date no later than July 1, 2021.			
(a) PPO Plan - The network for this plan must include in-network and out-of-network access to providers in the United States and Territories. Members will be asked to designate a PCP to facilitate coordination of care, but failure to do so will not result in a penalty, nor will members be required to obtain a referral from a PCP to see a specialist.			
(b) Broad Network HMO Plan - The network for this plan should include access to all providers within the Carrier's general network. The network must be Massachusetts based and ideally will include providers throughout New England. The member will be required to obtain a referral from a PCP to see a specialist.			
(c) Limited Network HMO Plan - The network must be Massachusetts based. The objective of this Plan is to limit the provider network to quality lower cost providers. The member will be required to obtain a referral from a PCP to see a specialist.			
(3) Benefit design details for the new Limited Network Plan will follow the Broad Network HMO Plan design, except as identified in the chart section (ii) above, and (2)(c) above.			
(4) Max 1/year refers to the co-pay and does not limit the number of procedures received per year.			

Appendix B

Changes to Medicare Plans

Effective July 1, 2020 through June 30, 2025

Co-pays Effective No Earlier Than January 1, 2021

Co-Pay: Rx Retail	\$10/\$25/\$45
Co-Pay: Rx Mail Order	\$20/\$50/\$115

Premium Contribution Split City/Subscriber*

Effective July 1, 2020	87.5%/12.5%
Effective July 1, 2021	87.0%/13.0%
Effective July 1, 2022	86.5%/13.5%
Effective July 1, 2024	85.5%/14.5%

- (1) See Administrative Footnotes in Appendix C.
- (2) This RFP will be issued for Medicare Plans that will be effective no earlier than January 1, 2022. The intent of the RFP is to reduce the number of Medicare Plan offerings. Final plan designs will include a nationwide/indemnity plan and other plan designs, including a Medicare Advantage plan design, which are advantageous to the City and members.

Appendix C

Administrative Footnotes to Appendices A and B

During the life of this agreement:

- (1) Retirees will continue to see premium contributions deducted from their pension check or if applicable through direct billing, one month in advance. Employees will continue to see premium deductions on a pay as you go schedule.
- (2) Boston Public School employees not receiving paychecks during summer months will continue to pay double deductions for this period during the last two (2) months of the school year.
- (3) Employees will continue to have sixty (60) days from the date of hire to enroll in health benefits. Through a benefits administration system, employees will be able to self-enroll during the first thirty (30) days, after which they will need assistance of a Health Benefits Representative. Benefits begin on the first day of the month following hire.
- (4) Employees who are involuntarily separated, laid off and/or resign in lieu of termination, including while charges and/or an investigation is pending, who are enrolled in a City health plan at the time of separation, and have been making health insurance premium contributions to said health plan may elect to continue their health benefits coverage for one month following separation for the life of this agreement. To continue coverage, eligible employees must: a. Notify the Health Benefits Office in writing no later than 5 p.m. on the last day of the payroll cycle in which they separate by completing the required form and; b. Provide payment in full for the outstanding employee premium contributions for the final month of coverages as well as any arrears owed to the Health Benefit Office, including if the final payroll cycle does not contain a full deduction. Such payment must be provided alongside the above-referenced form no later than 5 p.m. on the last day of the payroll cycle in which they separate.

**Amendment to the Agreement
Between the City of Boston and the Public Employee Committee
July 1, 2020 through June 30, 2025**

This Amendment to the Memorandum of Agreement between the City of Boston and Public Employee Committee (“PEC”) in effective from July 1, 2020 through June 30, 2025 (herein after the “2020 – 2025 PEC Agreement”), is entered into on this eighth day of March 2022, by and between the City of Boston, including the Boston Public Schools (“City”) and the PEC (collectively “the Parties”).

WHEREAS, the City is a public employer providing certain health insurance coverage to its subscribers (i.e., employees, retirees, surviving spouse, and dependents);

WHEREAS, on or about May 4th, 2011, the City, by Majority vote of the City Council and approval of the Mayor, accepted M.G.L. c. 32B, section 19 (“Section 19”);

WHEREAS, the City and the PEC entered into an agreement pursuant to Section 19 that set forth the Parties’ agreement with respect to health insurance benefits for the City’s subscribers for the limited time period of July 1, 2020, through June 30, 2020 (“2020 – 2025 PEC Agreement”);

WHEREAS, the 2020 – 2025 PEC Agreement was set to expire on June 30, 2025;

WHEREAS, the City and the PEC wished to remain in Section 19 bargaining and entered into a successor to the 2015 – 2020 PEC Agreement; the 2020 – 2025 PEC Agreement, which set forth and established the Parties agreement with respect to health benefits for the City’s subscribers for the limited time period of July 1, 2020 through June 30, 2025;

WHEREAS, the Parties find it necessary to modify some of the timelines and requirements of the 2020 – 2025 PEC Agreement outlined in Appendix A;

NOW, THEREFORE, the Parties agree as follows:

- (1) Appendix A will include chiropractor coverage for the Limited and Broad Network HMO plans effective July 1, 2022. The member out-of-pocket cost will be assessed at the specialist copay level per visit up to a maximum of
- (2) **Signatories.** The signatories are authorized to bind their principals.

In witness hereof, the City of Boston and the PEC have caused this agreement to be signed on March 8, 2022.

For the City:

Et Handley
Mr. M. M.
M. M.
V. Leonard

For the Public Employee Committee:

Shulz
12/11/19
12/10/19
12/10/19
Bryan Wier
Charles
John
R. K.
Michael
John
Thomas
Michael
Timothy
David

Appendix D

WITHDRAWAL OF PROGRAM DIRECTORS ARBITRATION

The Union agrees to withdraw its demand for arbitration in Boston Teachers Union and Boston School Committee, American Arbitration Association Case No. 11390-00804-06 (Gr. Program Directors) upon the execution of this agreement and funding of the parties' successor agreement(s) to their 2003-2006 collective bargaining agreement. The Union also agrees that it will not grieve/arbitrate any claim based on the facts in the above captioned arbitration and will not renew any substantially similar grievance alleging violations of the collective bargaining agreement based on the school department's prospective assignment to program directors of the duty of teaching up to two classes or up to fifty percent (50%) of a teacher's normal teaching load, provided however, that no member of the Union's bargaining unit shall be exceeded as the result of any such assignment.

Appendix E

NO CHILD LEFT BEHIND

Effective June 30, 2007, paraprofessionals shall achieve highly qualified status in compliance with the No Child Left Behind Act as condition of employment.

Effective June 30, 2007, teachers shall maintain highly qualified status in compliance with the No Child Left Behind Act as a condition of employment.

The above language, as proposed by the School Committee is withdrawn without prejudice. In withdrawing this proposed language, the School Committee does not relinquish any obligations or rights it has under federal or state law including, but not limited to, the No Child Left Behind Act.

The School Committee and the Union are committed to ensuring that all teachers and paraprofessionals are highly qualified and agree to continue working together to achieve this goal.

Appendix F

BOSTON TEACHERS UNION-BOSTON PUBLIC SCHOOLS EXTENDED LEARNING TIME INITIATIVE

May 23, 2006

Overview

All parties have agreed that providing students and teachers in Boston additional learning and teaching time is an important strategy of many for improving student achievement. There is also agreement that teachers are integral to the development of each schools' extended learning time plan. It is further agreed that each school will develop a working group of all constituencies for on-going review and evaluation of the program.

For the 2006-2007 school year, the Edwards and Umana/Barnes middle schools will be implementing an extended day schedule and the Timilty Middle School will expand its current extended day schedule.

The following agreement in support of the Extended Learning Time Initiative has been reached between the Boston Public Schools and the Boston Teachers Union. On the issue of compensation, the parties agree to review this issue during the course of the school year.

No Permanent Teacher shall be mandated to work an extended day. Anyone may volunteer to work an extended day.

The compensation for teachers working extended day hours will be the contractual hourly rate and shall be retirement-worthy.

Vacancies at an extended day school shall be posted in accordance with contractual provisions.

If a vacancy at an extended day school is 'open' posted, it shall be posted in accordance with contractual provisions, provided, however, a stipend attached to the position shall be for duties independent of the extended day work, which will be compensated as stated in accordance with section 3 above. It is the intent of section 5 that vacancies requiring additional time can only be posted as 'open postings' and only then, in accordance with normal contractual provisions. And if they are so posted, paragraph 5 is applicable.

The Timilty Extended Day program will continue to fall under Article V A 6, except that participants in the Timilty program shall not have their hours capped at two.

The BTU and the Boston Public Schools agree that a provisional who becomes permanent can opt out of the extended day program for an upcoming school year with notice to the administrator before January 1st of the current school year.

Appendix G

BOSTON TEACHERS UNION AND BOSTON SCHOOL COMMITTEE MEMORANDUM OF AGREEMENT STUDENT FEEDBACK IN EDUCATOR EVALUATION

June 30, 2017

The Boston Teachers Union (“BTU”) and the Boston School Committee (“BSC”) (collectively, the “parties”), recognizing the critical role student feedback plays in the continuous professional improvement of educators, agree upon the implementation of student feedback for the purpose of informing the self-assessment and goal-setting components of the educator evaluation process.

The parties agree that, subject to the approval of the Steering Committee, the BSC may engage an outside contractor to administer instruments of student feedback on teachers. BSC shall ensure that any such contractor so engaged shall have in place adequate data security and privacy controls. The contractor shall provide a written description of its data collection procedure and affirm the security of such procedure.

District-wide feedback collection shall occur annually at the end of each school year. The first year of student feedback collection shall be the 2017 - 18 school year at all BPS schools. Feedback collected at this time and thereafter shall be used only to inform the self-assessment and goal-setting components of educator plans that commence in the fall of 2018 and in subsequent years, subject to paragraph nine (9) below.

Feedback results will be provided only to the educator. Starting in the fall of 2018, each educator employed in the Boston Public Schools during the prior school year shall annually submit an artifact evidencing that student feedback received at the conclusion of the prior school year informed that educator’s goal-setting for the current school year. Data from such artifacts may not be used as direct evidence toward a rating on any goal, standard or overall.

During the 2017-2018 and 2018-2019 school years, each school shall administer the default student feedback instruments selected by mutual agreement of BSC and BTU. Starting in the 2018-2019 school year and continuing, the parties agree that student feedback may take any form approved by the Department of Elementary and Secondary Education as of December, 2015. Schools shall have the discretion to determine the instruments to be used for each class and grade by two-thirds majority vote of all teachers’ unit educators at the school, subject to the approval of the Steering Committee. In the absence of a two-thirds majority vote at a school, that school shall implement the default instruments agreed upon by the parties hereto. Such default instruments, along with the protocols for their delivery, shall be as determined by the Steering Committee, and subject to annual review by the Steering Committee.

The parties agree to convene a joint working group to determine accessibility requirements of student feedback collection methods for students with disabilities, whose first language is not English, or who may experience other barriers to providing feedback to their teachers (ongoing).

BPS and BTU shall jointly provide all necessary technical training to educators and students in preparing for implementation of student feedback.

Educators who are on less-than-one-year plans already in progress in the fall subsequent to administration of a student feedback instrument may review the feedback results during the current plan, but need not apply the feedback to self-assessment or goal-setting until the next educator plan commences.

BPS and BTU agree to reopen bargaining over the terms of this agreement no later than June of 2017.

Appendix H

MEMORANDUM OF UNDERSTANDING BETWEEN THE CITY OF BOSTON, BOSTON PUBLIC SCHOOLS AND THE BOSTON TEACHERS UNION, LOCAL 66, AFT, AFL-CIO

May, 2019

The purpose of this Memorandum of Understanding (MOU) is to establish a framework for collaboration between the City of Boston, Boston Public Schools (BPS), and the Boston Teachers Union (BTU) to address the equity and quality of inclusive programs and practices within the Boston Public Schools. The City of Boston, BPS and the BTU are committed to improving educational access and outcomes for students with disabilities through a collaborative network of stakeholders representing a variety of perspectives. The BPS and the BTU share a common goal of educating ourselves and others about the evidence-based benefits and best practices of inclusive education. In furtherance of this goal, the BPS and BTU recognize that they must work collaboratively with each other and community stakeholders to create a shared vision for inclusion.

This MOU defines, in general terms, the basis on which the BPS and BTU will work in an expedited manner together along with community stakeholders to improve and expand inclusive practices within the Boston Public Schools.

Section 1: Establishment of an Inclusion Working Group

The BPS Superintendent and BTU President will establish a working group that will be made up of BTU members, administrators, school leaders, parents, students and other key stakeholders. The BPS Superintendent Designate and BTU President shall jointly select appropriate individuals to serve on the working group before June 14, 2019. The working group will establish such committees as necessary to accomplish its mission and objectives. The School Department will prioritize to the best of its ability, the data requests of the working group and will respond in a timely fashion.

Section 2: Charge of the Inclusion Working Group

The working group shall convene as soon as possible but no later than July 5) 2019 and as frequently as possible to make initial recommendations for the 2019-2020 school year. During the school year, the Inclusion Working Group shall meet no less than once a month. Moving forward, the working group is charged with reviewing inclusive practices in the Boston Public Schools) i.e., gathering data about best practices for inclusion programming/inclusive practices) researching solutions to identified issues that will improve student outcomes, and making recommendations to improve inclusive programs and practices within the Boston Public Schools.

Section 3: Mission and Objectives of the Inclusion Working Group

The working group shall make recommendations for immediate and long-term solutions that will support evidence-based best practices for inclusion programming by reviewing current inclusion programming within the Boston Public Schools, gathering relevant data and research to identify problems in inclusion programming, and researching state and national evidence based best practices for inclusion programming. The functions of the working group will be advisory and shall include, but are not limited to, making recommendations to meet the following objectives:

- Increase authentic, evidence-based and well-supported inclusive practices;
- Provide research-based academic, social-emotional and behavioral supports to inclusion classrooms that are based on individual student need;

- Provide research-based teacher and administrator professional development to improve inclusive practices;
- Structure inclusion classrooms and school communities to meet the needs of each and every student;
- Collaborate and communicate with parents and school communities to better support inclusive practices;

Section 4: Considerations

The working group will consider the following when making its recommendations:

- (1) the requirement that all inclusion classrooms are staffed with more than one staff member;
- (2) restrictions on the number of certifications a teacher may be required to hold/use in certain classroom settings including any practice where one educator provides multiple types of direct services to students at one time; and
- (3) Adequate time for educators to both provide services for students and adequate time to complete paperwork and other special education related duties (for example, time previously known as SEIMS, for inclusion teachers to attend PD, attend meetings and complete testing and consulting.)

Section 5: Inclusion Resources

The City of Boston is committed to providing additional resources to support and maintain improvements for inclusion programs within the Boston Public Schools by the 2019-2020 school year or as soon as possible thereafter. As part of this commitment, the City of Boston will continue to advocate at both the state and federal government as well as philanthropic or other sources for additional resources and support to meet the needs of all Boston Public School students.

Section 6: Term

The term of this MOU is from the date of the approval of the MOU by all parties through June 30, 2021, including any extensions agreed to in writing by the parties.

Appendix I

MEMORANDUM OF SHARED VALUES BETWEEN THE CITY OF BOSTON, BOSTON PUBLIC SCHOOLS AND THE BOSTON TEACHERS UNION, LOCAL 66, AFT, AFL-CIO

May, 2019

The Boston School Committee (BSC) and the Boston Teachers Union (BTU) are committed to ensuring that the Boston Public Schools provide equal opportunity and access to all Boston Public School students so that each and every individual student has an educational environment unimpeded by bias or discrimination where individuals of all backgrounds and experience can succeed and flourish. Moreover, the BSC and BTU are committed to providing a school climate that empowers our students and reflects the cultural, racial, ethnic, and linguistic diversity of its student body.

In furtherance of these commitments, beginning in the school year 2019-2020, the BSC and BTU will meet and discuss equitable access for Boston Public Schools students to culturally relevant learning opportunities including ethnic studies; athletics, the arts, and extracurricular activities; social services; post secondary support and planning; and optimum learning environments which includes but is not limited to, 21st century technology, and culturally and linguistically sustaining curricular materials, including dual-language curriculum.

