Welcome back! We hope you’ve all had a restful and enjoyable summer, although for many of you, both study and summer school took precedence over vacation. In any event, we hope all start the new year reenergized and, hopefully, with some reserve. The beginning of school is exciting and full of hope for all, student and staff alike. May this year be no exception.

Today, each school will have set aside a 30-minute block of time to go over some of the material in the current edition of the Boston Union Teacher. We negotiated this block of time 13 years ago because we felt it important that your building representative have time set aside at the start of each school year to disseminate certain basic work-related information and reintroduce (and in some cases, introduce) the union to our membership. Let me add here a hearty welcome to our new members. Your colleagues and your union are here to support you.

Much of the information we have provided in the newspaper explains our benefit package, our negotiated teaching and learning conditions, and how to take full advantage of both. Those of you who are new or relatively new to the BTU should find the information quite useful as you begin your career. The rest will find bits and pieces that interest you. We encourage each of you to review this newspaper at your leisure. We cannot overstate the need for all staff, and in particular new staff, to understand our package, our negotiated teaching and learning basics and benefits. For new staff in particular, some items—such as taking advantage of the flexible spending plan, tuition reimbursement, or understanding class size limits—are time sensitive, so you may want to read up on these sooner rather than later. Of course, there’s a lot of information to digest and you will not digest it all today, but please keep this newspaper guide handy as a reference. We have accumulated our rights and benefits over many years, and we will continue to work hard—with your help—to maintain them.

As the school year begins, we wish Superintendent Tommy Chang and his team the best in the spirit of cooperation. Dr. Chang took over the reins in our school system last year, as the move to privatize public education continues to grow as does our competition—all while our school budget shrinks. Charter operators, testing companies, and ‘ed reform’ consultants see urban America’s schools as fertile areas for growth. Boston is no exception. Superintendent Chang faces a daunting task, not unlike one that faces all other urban superintendents: how to manage a large school system with diverse needs and limited resources. We look forward to working with him, as equal partners, as we tackle the system’s problems together. While there will be some predictable friction between the BTU and School Department as we work through some tough issues, both parties will maintain a cordial working relationship as we keep our eye on the prize. At the end of the day, we are not on different sides—rather we each have a goal in mind. We want to improve our schools.

We are now at the end of our collective bargaining agreement (http://btu.org/contracts-deal/), although it continues in full legal force until we reach a settlement on a new agreement. We began negotiations last February on a successor agreement, and by the time you read this we will have completed nine full days of negotiation over the summer.

On this and other matters the most efficient way to get up-to-date information is to read the e-bulletin, which comes out every Tuesday morning. All members are welcomed to subscribe, and nearly 13,000 members and school observers already have. You can sign up at the upper left hand-corner here (http://btu.org/e-bulletin). The email list generated is used exclusively for our weekly e-bulletin, and your address will be kept private and confidential.

The BTU’s job is to keep you informed, respond to your needs, listen to you, and protect your interests while we work to improve our schools. It is a job we do well and a job we continually try to improve. The ‘we’ are ‘you’; we never lose sight of that. We are a democratic organization, and we pride ourselves on having an open decision-making process. We meet once per month, on the second Wednesday at Bayside Mall at 4:30 pm (see www.btu.org). We hope to see you at an upcoming meeting. We also send out weekly email bulletins, a monthly newspaper, and periodic mailings. You will receive the monthly newspaper, the Boston Union Teacher, as well as periodic mailing upon receipt of your membership application form, which can be obtained from your BTU building representative. Our nine full-time staff maintain office hours every day, and our office is open from 8:00 am-5:00 pm every day excluding legal holidays. You can access our staff contact information here (http://btu.org/about/contact-us/).

Our staff includes Patrick Connolly, BTU Executive Vice President, who takes care of our grievance and legal department. Charles Johnson, our BTU Secretary-Treasurer, is the keeper of the records. We also have three field representatives—Josefinas Lascano, Karen Cares, and Michael McLaughlin—who spend much of their time visiting our schools and working with our members to resolve issues, whether they be of a payroll or personnel nature, or something else. Each of the field representatives is located at their respective school district's office.

Welcome Back!
Continuity and Change

As another September rolls around, veteran teachers, nurses, paraprofessionals and all other members of the BTU, both veteran and new, prepare to face new students, new and veteran administrators and new and continuing challenges. There may be changes in school, grade level, or subject assignments. There may be curriculum changes or changes in the goals of a particular school. Whatever the changes, members need clarity and information in order to adequately respond to these changes. Members should request this needed information before school starts or very early in the school year in order to be on the same page as school and district staff and administrators.

The BTU welcomes new members to the BPS and to the BTU. These members may have unique to their situation and should seek out information from their school building representative or their field representative (Michael McLaughlin – Elementary, Caren Carew – Secondary, Josefina Lascano – Paraprofessional & Substitutes). One of the main questions often involves the evaluation process. To address that issue more fully the BTU is scheduling a Saturday workshop from 8:30 am - 12:30 pm on September 17th. This workshop is open to both new and veteran teachers and paraprofessionals. To register or obtain more information contact ddwyer@btu.org.

For all members the issue of evaluation is a priority. No matter which type of learning plan the member currently has, there is a need for clarity and understanding about the goals, action steps, and timeline of the plan. Having this understanding and having a conversation with your evaluator can go a long way in avoiding any misunderstanding about the plan. There are still issues that involve many of our members regarding the evaluation process. For members on a Directed Growth Plan or an Improvement Plan the timeline and observation schedule are critically important. There is an ongoing arbitration on issues involving the implementation of the current evaluation system and BTU members will be informed of any updates.

Members are aware that negotiations continue on obtaining a successor contract to the current Collective Bargaining Agreement. Among the many issues are staffing and evaluation questions. The issue of staffing includes the assignment of excessed teachers and the determination of the “suitable professional capacity” positions to which many members are assigned. This is important not only for this year, but for future years when greater excessing could possibly occur. Members should stay informed regarding these issues as negotiations proceed through the month of August in hopes of reaching a settlement for a contract.

Equally important are the political and legislative challenges that confront educators not only in Boston, but across the Commonwealth. The ballot question regarding the cap on charter schools could have a direct impact on issues mentioned in the previous paragraph, such as excessing and placement of veteran teachers. Boston is also not isolated from political events on a statewide or national level. Potential Supreme Court decisions could have a major impact on the BTU and education and labor issues in general. Members need to stay aware and involved in the decision making process at all levels of government.

One change new and veteran members will see involves the BTU Office. The University of Massachusetts Boston which owns the site of the former Bayside Expo Center has begun demolition of that complex. The buildings adjacent to the BTU office and behind the office has been leveled. Part of Bayside still remains to be demolished, but it certainly is a changed landscape. The original plan from UMass Boston was to use this area for student and staff parking while construction continued on the main campus of UMB. This may mean, at times, that parking may be more difficult at the Bayside/BTU site.

The BTU/Bayside has also had a great deal of press and media coverage in the last couple of months. There have been reports that this site could become the location for a soccer stadium for the New England Revolution. Many of these reports mention Patriots owner Robert Kraft and UMass Boston. Frequently the BTU is mentioned only as an afterthought. To briefly inform the membership of the current status the following should be noted. The BTU owns the land and building which is the current site of the BTU Office, the Health and Welfare Office, the BTUHWF Vision Center, and the Tremont Credit Union. It is also the location for our monthly membership meetings and many professional development events. The BTU property also includes the parking area directly in front of the building.

The BTU and the Building Corp. of the Boston Teachers Union Health and Welfare Fund have been looking for several years to provide a new and modern facility for our offices and services. There are multiple options ranging from new construction on the existing site to relocating to a different site remaining as present. Several possible sites have been visited, but nothing suitable has been viewed. There have been very preliminary discussions with the City of Boston, the Kraft organization, and the University of Massachusetts. There has been no offer made to the BTU to move from its current location or to sell its property. As and if plans evolve the membership will be informed and consulted. As the school year begins we all hope for a very successful year for our members and the students for whom we have great hopes and expectations. As always, if you have questions, concerns, or issues please contact me at pconnolly@btu.org.

Patrick J. Connolly
BTU Executive Vice President

Demolition Continues on the Former Bayside Expo Center Site
Why is Filing a Class Size Grievance Important and How it is Done?

Data shows that the lower the class sizes the better when it comes to meeting student's needs. As such class size maxima have been exceeded in your class, file the information accordingly with the BTU directly on the btu.org website. Refer to the grade and type of class you teach (elementary, middle, high, regular ed, SPED, PK, PSE, etc.) in the BTU/BPS (bundled) contract on pages 24, 25 and 27 to determine the appropriate number for your respective class. You should file a class size grievance once the number of children reporting to your class is in excess of the contractual maxima – it can’t just be the number on your class list, the students must have physically attended school at least once and then not have been officially discharged.

Only in special cases are additional students able to remain in the class thus exceeding the maxima as negotiated. The contract states, “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.” The contract continues, “In secondary schools where there is a single 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 $500 per class and for two students, $600 per class.” For example, in a secondary school if there is only one physics class offered, this portion of the contract could kick in. This cannot be employed where and when it suits the administration except within the narrow parameters outlined above. Under no circumstances can this passage of the contract be implemented with special education classes. As it states in the collective bargaining agreement, “Class size for program prototypes 302.2, 302.3, 302.4 shall conform with Regulations published by the State Department of Education.” It is illegal to increase SPED class sizes. There is an arbitration award that the BTU obtained which states that even if these narrow parameters exist, the teacher thus affected has a right to decline said stipend and instead may insist on the standard class size being enforced.

Filing the class size grievance puts pressure on the BPS to deal with the issue as quickly as possible or compensate the teacher for this contract violation. Money is a motivator for them to solve the problem. The teacher only gets credit from the day they file the grievance until the day it is resolved if it exceeds 15 school days. Let’s focus on children with the smallest possible demand. We fought for it – let’s maintain it.

As an Itinerate Teacher, Do I Get a Desk?

Yes. The contract language mandates, “All teachers shall have an exclusive working desk in one of the rooms that they use.” If you are a teacher who must travel between rooms, in at least one of the rooms you teach in, you must be provided with a desk that is yours alone in good repair for your exclusive use. If this is not the case, please grieve it immediately.

Who Determines When Parent Open Houses are Held?

The BTU contract states, “teachers will be available to attend two 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 of the meetings to be open.” If the school is strongly encouraged to have an open faculty senate. However, if that is not the case, the faculty still must have a month advance notice of the meetings. No teacher can be compelled to attend longer than two hours, twice a year in a traditional BPS school.

What Are the Primary Responsibilities of the BTU and With Which Groups Are We Affiliated?

The BTU is the exclusive collective bargaining agent for the BPS’s approximately 7,900 active teachers, other non-administrative/management related service providers, paraprofessionals and substitute teachers. The Union also represents over 2,600 retired BTU members. The BTU promotes public school education, its importance in a democracy and the continued improvement of its quality as well as the growth and quality of our profession. The Boston Teachers Union negotiates and enforces the BTU/BPS collective bargaining agreement [CBA/contract]. The Union assists in providing the best education we are able for the approximate 65,000 students in the BPS while working in partnership with the greater community to help insure the same. The BTU represents our membership in issues related to their professional work, including answering job related questions and assisting in job-related matters. The Union works politically through the Committee on Political Education [COPE] to assist in electing pro-public education, pro-teacher, pro-social justice candidates. Due to federal and state law, COPE is a separate entity within the BTU devoted to supporting candidates and initiatives that are pro-public education and pro-labor generally through a specific process set out in our bylaws. The organizations of which the BTU is affiliated and pays dues to: the American Federation of Teachers [AFT] – our national federation – as well as with the Massachusetts AFT (formerly the MFT) which is our state federation; the national and state federations of teachers; the Greater Boston Labor Council [GBLC] – a group of state federations or ‘state feds’ of various labor unions within the greater Boston area that form an alliance primarily related to political and social justice issues. We are all connected working for working people, their families, community, and our collective futures!

Do I Have to Accept an Intern or Student Teacher?

No. The contract clearly states, “Any teacher requested to accept a trainee shall have at least one week’s advance notice and may refuse.” If a teacher does become a cooperating teacher, the contract outlines the following, “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, semifinal prevail in the selection of days.” This coverage was designed to be given by having the student teacher cover for the days so that it is a no cost item for the BPS. If a cooperating teacher does not arrange for the coverage while the student teacher is still in the classroom, the cooperating teacher loses the benefit. It’s a use it or lose it scenario.
The Boston Teachers Union is the exclusive collective bargaining agent for the school system’s 7,000 teachers, other non-administrative, professional employees, paraprofessionals, and substitute teachers. We also represent 3,500+ retirees.

What Are the BTU’s Primary Responsibilities?

- Negotiate and enforce the contract
- Provide the best education we can for the system’s 60,000 students
- Work with the school community to insure our schools are as good as they can be
- Represent the membership in all matters related to their professional work
- Answer job-related questions and assist in any job-related matter, i.e., help our members navigate through the Bolling bureaucracy
- Promote public education
- Promote the growth and well-being of our profession
- Work politically through COPE to elect pro-public education, pro-union candidates COPE or the Committee on Political Education is by federal and state law a separate entity within the BTU devoted to supporting candidates who support public education and who otherwise favor our positions on a variety of work-related issues.

The BTU is Affiliated With:

- American Federation of Teachers (AFT)
- AFL-CIO, Massachusetts AFL-CIO
- AFT-Massachusetts (formerly called the Massachusetts Federation of Teachers)
- Greater Boston Labor Council (GBLC)

How to Get in Contact With the BTU

- Visit office at 180 Mount Vernon Street, Dorchester, MA 02125
- Business Hours, 8 am-5 pm, all workdays, except legal holidays – School Year
- Business Hours, 8 am-4 pm, all workdays, expect legal holidays – Summer
- Call 617-288-2000
- Log onto www.btu.org
- Email staff and officers, for an index, please see http://btu.org/about/contact-us/

How to Join the BTU’s 12,500-Member Listserv

Go to http://www.btu.org, upper right is sign-up box.

The listserv is used only for the dissemination of the weekly BTU e-Bulletin. The list is not used for any other purpose including, business, political or personal. The list is fully protected and will not be used for ANY other purpose.

What is the Leadership Structure of the BTU?

All policy is set by the membership at its regularly scheduled monthly membership meetings on the second Wednesday* of each month at 4:00 pm (referrals and social) at union headquarters. The actual meeting starts at 4:30 pm. All members are welcome to attend. (Subject to change with notice because of scheduling problems.)

The BTU’s policy board is its Executive Board, served by 12 members elected at large every two years. Executive Board members are listed below.

Serving as a direct link between the union office and the membership are elected BTU Building Representatives from every building and program in the city. The BTU Building Reps’ are elected each year to service the members at each school site and act as the liaisons between the union office and our membership in our schools. We are also in the second year of a program that uses B-Rep Regional Leaders as liaisons between our building representatives and the BTU office.

BTU Executive Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erik R. Berg</td>
<td>Executive Board Chair</td>
</tr>
<tr>
<td>Brenda Chaney</td>
<td>Vice President</td>
</tr>
<tr>
<td>Cheryl L. Kelly</td>
<td>Secretary-Treasurer</td>
</tr>
<tr>
<td>Michael J. Maguire</td>
<td>Director of Professional Learning</td>
</tr>
<tr>
<td>Sheryl Pedone</td>
<td>Director of Organizing</td>
</tr>
<tr>
<td>James “Time” Philip</td>
<td>Political Director</td>
</tr>
<tr>
<td>Casandra Samuel</td>
<td>Field Representative</td>
</tr>
<tr>
<td>Paul Tritter</td>
<td>Field Representative</td>
</tr>
<tr>
<td>Mary Ann Urban</td>
<td>Field Representative</td>
</tr>
<tr>
<td>Garret Virchick</td>
<td>Field Representative</td>
</tr>
<tr>
<td>Colum Whyte</td>
<td>Field Representative</td>
</tr>
<tr>
<td>Alice Yong</td>
<td>Field Representative</td>
</tr>
</tbody>
</table>

The BTU Officers and Staff

- Richard Stutman, President
- Patrick J. Connolly, Vice President
- Charles R. Johnson, Secretary-Treasurer
- Caren Carew, Secondary Field Representative
- Michael McLaughlin, Elementary Field Representative
- Josefin Lascano, Paraprofessional-Substitute Teacher
- Angela Cristiani, Political Director
- Jessica Tang, Director of Organizing
- Paul Tritter, Director of Professional Learning
- Brenda Chaney, Parent and Community Liaison
- Michael J. Maguire, Co-Editor, Boston Union Teacher
- Colum Whyte, Co-Editor, Boston Union Teacher
- Shaniika Houlter, Internal Organizer
- Jonathan Rodrigues, External Organizer

Please review the below to understand the length of your school year, the conditions under which you must receive additional compensation for additional work, and so on. Given that there are so many different individual schedules of schools (days, hours, PD)*, you are advised to call the union office if you have any questions. The below is necessarily a guide only.

Component A: The first day of the school year is broken down as follows:

Day 1 – Tuesday, September 6. The first 30 minutes are to be scheduled at the discretion of the school leader. The balance of the day, 5½ hours, is to be used by teachers and paras for room set up and organization.

Day 2 – Wednesday, September 7. The first 30 minutes of the day are to be set aside for the local BTU Building Rep to conduct union business and welcome new members. The balance of the day, 5½ hours, is to be set aside for the school leader to conduct professional development.

Component B: There are 180 school days when class is in session

Component C: January 3rd – All Day Professional Day

Each staff by a majority vote* (secret ballot, five days’ notice, run by the BTU Building Rep.) can convert January 3rd to 6 hours. The vote includes the length of the meetings and the dates of the meetings, 6 hours in all. This vote should have been taken last June, but can be re-voted this September (by the 15th) if more than 25% of the staff is new to the building. The faculty alone has control over the decision to convert this day. (*By the way, all votes run by the BTU Building Rep. should be run the same way: secret [written] ballot with five days notice to staff; the election to be run by the Building Rep. without the principal present.)

Specialty staff throughout the city have one day set aside for PD, and that day is January 3 by default, though subject to change.

Component D: 18 hours of professional development

*The building administrator in non-schedule A traditional schools may establish the professional development schedule provided that the meeting schedule be provided to the staff in advance of the school for the preceding year, none of the time be scheduled for a meeting at the BTU office.

Component E: Executive Board

Serving as a direct link between the union office and the membership are elected BTU Building Representatives from every building and program in the city. The BTU Building Reps’ are elected each year to service the members at each school site and act as the liaisons between the union office and our membership in our schools. We are also in the second year of a program that uses B-Rep Regional Leaders as liaisons between our building representatives and the BTU office.

Common Questions

What if you are absent on a day when a portion of the 18 hours are scheduled?

If you are on legitimate leave (bereavement, sick, personal, etc.) and you miss a day when a portion of the 18 hours are scheduled? The faculty alone has control over the decision to convert this day. (*By the way, all votes run by the BTU Building Rep. should be run the same way: secret [written] ballot with five days notice to staff, the election to be run by the Building Rep. without the principal present.)

Specialty staff throughout the city have one day set aside for PD, and that day is January 3 by default, though subject to change.
Elementary Field Rep. Report/Michael McLaughlin

Peer Assistance Program

In 2007, the BTU in collaboration with the BPS created a new system of support to enhance the teaching performance of permanent teachers called the Peer Assistance Program. The goal of the Peer Assistant Program is to improve the teaching performance of permanent teachers who have received an overall performance evaluation rating of Needs improvement or Unsatisfactory. Under the current performance evaluation system, a teacher with these overall ratings would either be on a Directed Improvement Plan.

Contact the Peer Assistants (PAs) who are experienced in the classroom. In cooperation with the principal, the PA works with the participating teacher to identify areas that need improvement related to the prescriptions from the educator’s plan. It is then that the PA develops specific performance goals and offers support while monitoring the progress of the teacher. The PA works to improve the planning, classroom management, instructional strategies and other systems within the classroom of the participating teacher.

Peer Assistants may confer, model, co-teach and observe as part of the support they provide to the classroom teacher. Each of the 4 PAs work with up to 12 permanent teachers at all levels throughout the district. The PAs establish and maintain a trusting, confidential, non-evaluative, and professional relationship with the participating teachers. Additionally, the PAs co-develop a plan to improve performance and strengthen teaching goals. As part of their daily routines, PAs can provide regular, on-site support for the permanent teacher.

The PA’s work year is 183 days + 18 hours + 2.5 additional hours per week during the school year. Compensation is the base BTU salary plus 5%. Compensation is retirement worthy.

The Peer Assistance Program is unlike any other teacher assistance program in that it helps only permanent teachers. During its tenure, the program has helped hundreds of teachers and at the same time strengthened our union. The Peer Assistance Program is an example of how the BTU and the BPS can work together to improve the teaching profession and enhance the education of the children in the BPS. More information about the availability of this program can be obtained on the BTU website or by contacting me at the BTU. To apply for a Peer Assistant, log on to MyLearningPlan.com and submit a request by completing the fill-in form. All requests are kept confidential.

Severance Pay

by Michael W. McLaughlin,
BTU Elementary Field Representative, Trustee, Boston Retirement Board

O n page 108 of the contract you will find Article VIII, Section 1, Severance Pay. Severance Pay is awarded to all BTU educators who resign, retire or pass after 10 years of service in BPS. Those who qualify are paid at the rate of 40% of all accumulated and unused sick days. Severance Pay is calculated at the separation date based on the annual rate of pay. In some cases, the rate of pay includes stipends. In all cases the calculation includes Career Awards. The Boston Public Schools pays the amount in two installments. One half on/before December 31st of the year of separation and the second half on/before December 31st of the following years after separation. Below is a template for calculating Severance Pay. You can see that there are three parts to calculating Severance Pay. Use this template to calculate an estimate of your Severance Pay. Contact me if you have questions about severance pay or sick time at mmclaughlin@btu.org or 617-291-1375.

SEVERANCE PAY EXAMPLE

I. SICK TIME CALCULATION

Total # of sick hours (from paycheck) divided by 7 (hours/day) = # days i.e., 2,100/7 = 300 days Multiply # days by 40% = # days’ pay 300 x 4 = 1,200 days’ pay

II. SALARY CALCULATION

Yearly salary plus career award = total salary i.e., 79,800 + 2350 = $82,150. Total salary divided by days in school year = pay rate/day $82,150/180 = $456.39/day

III. SEVERANCE PAY EXAMPLE

# days’ pay x pay rate/day = total severance package 120 x $456.39 = $54,767. Receive ½ within on/before 12/31 of retired year and other half on/before 12/31 of year after separation. Subject to IRS taxes. Member must notify BPS within 45 days if opting to shelter in 457 or 403. Severance pay forms are mailed from BPS within 45 days of effective date of retirement.

Commentary/Michael J. Maguire

Without U and I, Our Union is NON-Existent

Throughout this edition of the Boston Union Teacher you will find charts, lists, and stories from the officers of our union informing you of the good work and advancements of our union. It is good reading and well worth keeping in your desk all year. Think of this newspaper as the SparkNotes version of the BESC/BTU contract: the bare-bones and important facts you need to know. And while this newspaper is informative and well worth keeping in your desk all year, it is impersonal. A union is a collection of people sharing their thoughts and collectively deciding how best to move forward. If we do not attend the monthly meetings then we are like the student who, upon returning from an absence, asks, “What did I miss?”

The simple truth is that we miss a lot when we are not involved.

The most important meetings we debate, most of the time politely, sometimes a little more loudly. But we discuss what is on our minds, in our hearts, and in our futures. It is important for all of us to participate in the monthly membership meetings.

Think of it this way, can a teacher have a lively discussion on a topic when most of the class is away? Most importantly, we discuss our future. Our future wages and our future terms of employment are but some of the topics regularly covered. We also bring to light our present problems and how best to fix them. To make yet another comparison to the classroom: How could a teacher possibly know if all the students are benefiting from the lesson if the vast majority remain silent?

And while we do of course “have the right to remain silent,” let’s not arrest ourselves. We teach our students the importance of good citizenship. We ought to set a good example for them. And when you come to (at least one of) the monthly meetings please pick up the literature, flyers, bumper stickers, and other related materials. Presently we are gearing up for the “NO on 2” campaign and negotiating a new contract. Come to a meeting, your efforts will help us achieve our goals. Plus, you’ll meet people just as passionate about education as you are.

MyLearningPlan.com

I look forward to see you all every second Wednesday of the month. Have a great year!
School Site Councils – Shared Decision Making – Use It!

by Caren Carew, BTU Secondary Field Representative

While all schools in Massachusetts are mandated to have School Site Councils (SSCs) composed of teachers, and the principal – it is only an advisory body to the principal. In contrast, the Boston Public Schools treats SSC as a shared decision making body with actual authority and responsibility for their schools. Science Based Management/Shared Decision Making (SBM/SDM) is the process that School Site Councils use to engage the school community in the planning and implementation of school improvement efforts.

The role of the SSC, as established in the Contract between the Boston School Committee and the BTU, is to manage all matters that relate to the operation of the school, including: priority and objective setting; development of a QISP; design and scheduling of instructional program and curriculum; budgeting and fund raising aligned with school’s academic goals; purchasing and disbursement of discretionary funds; space utilization; hiring of non-teaching duties; parent-teacher relations and functions; solicitation and use of outside professionals and social service resources; setting reasonable dress codes; any other matter relating to the operation of the school; on high school level review of student handbook.

The SSC also can adopt waiver proposals which must then be brought to a vote and approved by a specified threshold of BTU staff as well as then be approved by the SSC Steering Committee. These waivers can include decisions which are contrary to the contract rules, regulations and policies of the School Committee and the Superintendent. There are very specific things that may and may not be waived and there is a very specific process in which things that are able to be waived may be waived. Please refer to the official BPS SSC Manual and the BTU contract for more info. The SSC has a very specific role with respect to the school’s budget process as well. SSCs must observe all federal and state laws, regulations and court orders as well.

Shared decision-making is a process in which all members of the education community at the school level collaborate in identifying problems, defining goals, formulating policy, implementing programs, and learn from experience. In BPS the SSC is an elected group of parents, teachers, and students at the high school level, including the principal – that has the authority to make most of the decisions about the school. There can also be Associate members as well as the general public who are non-voting and can participate fully in SSC meetings. Elections for new BTU members to the SSC should be held by each school’s BTU Reps for openings on the SSC prior to the Council’s first meeting which contractually must be held no later than October 31st. The parent members to represent on the SSC are elected by each school’s parent community.

The operational procedures of each SSC are determined by the bylaws which must be crafted and adopted at each school. The SSC is chaired by the principal and another elected member of the SSC chosen to be co-chair. The Education Reform Act specifically makes Councils subject to the Massachusetts Open Meeting Law. As a result, the SSC is not allowed to go into Executive Session. A quorum must be present to validly conduct SSC business or to even hold a Council meeting.

Well-planned, well-attended SSC meetings are at the heart of successful SBM/SDM. Regular meetings of the SSC must occur at least monthly and must be convened at times mutually agreed upon by the parent and teacher elected members with a schedule publicized for the school year. The SSC sets the agenda for meetings and items can be submitted by any SSC member. The School Administrator and the other Co-Chair must solicit agenda items from other SSC members as well as from the greater school community prior to each meeting date. Minutes of each SSC meeting must be distributed within five school days of the meeting according to BTU contract and in the interest of keeping the school community fully informed.

It is expected that SSC will function by consensus or general agreement of its members. Consensus does not require that there be unanimous agreement but rather makes sure each group member has an opportunity to comment on, understands, and can live with and is willing to implement the decision. Building consensus involves everyone having the opportunity to be heard. Members of the SSC are expected to operate as a single decision-making team to work together to fashion effective solutions to the school’s educational challenges. The SSC is not a group of spokespersons, narrowly representing interests of the group that elected them or of any sub-group.

The BPS/BTU Joint Steering Committee through the BTU and BPS Office of Engagement (OE) coordinates training for SSC members. Please contact either Caren Carew at the BTU or the OE for further information. It’s time to step up and be part of the solution!

Write for the Boston Union Teacher

All members of the Boston Teachers Union, from new hires through retirees, are welcome to submit items of interest to this newspaper. If you’ve ever said to yourself, “Why isn’t there a story about __________? here’s your chance. Or if you’ve ever said, “That’s not what I think, I would say __________” then we are happy to publish your thoughts as a letter to the editor. The deadline for submission for a particular issue is the BTU membership meeting of the prior month. So if you want to have pictures or an article printed in the November, 2016 newspaper, please send your information digitally to us by October 12, 2016. Please send your submissions to both of the co-editors, Michael Maguire and Colum Whyte. Their email addresses are mmaguire@btu.org and cwhyte@btu.org. All submissions are subject to editing and rarely some submitted items are not suitable for publication.

Teachers at the CIC in Hyde Park protest about budget cuts during Walk-In. If they are not hired back they will become Suitable Professional Capacity Teachers. Disrespectful.

September, 2016
The work of the union is the work that each of you do in your classrooms every day. While it is always important to share and celebrate our successes, it is also important to advocate for the teaching and learning conditions we need to be even more successful as well. Amplifying our educator voices and advocating for the needs of our students, profession and communities is an important aspect of teaching and teacher leadership. Often, the challenges we face are not isolated to one school or member, but, in fact, shared by members across the district. Through our union, there are many ways to join with other educators in this important work across schools.

Some of this work is done through the BTU Organizing Committees. These committees were created to help our members come together to use our collective knowledge, skills and voice to advocate and influence policies that impact us in our classrooms, schools and neighborhoods every day. The committees have had great success in working with our district leaders, City Councilors, and even state leaders in advocating for different issues impacting educators across the district.

Some highlights from this past year: The History and Social Studies group worked with City Councilor Tito Jackson to hold a hearing on the state of history and social studies in the district, drawing attention to the decline of support in the district for this important field of study. Representatives from the Inclusion Committee, Restorative Justice Organizing Committee and Professional Learning Advisory Board traveled to Chicago recently with the Senior Deputy Superintendent and Assistant Superintendent of Social Emotional Learning and Wellness to attend a joint labor-management conference on Social Emotional Learning. The ELL Organizing Committee successfully advocated for bilingual exams for the iSEE entrance tests and also met with the Department of Justice around ELL needs. In addition, each of the committees submitted items that are part of our current contract negotiating package this year as well.

---

The BTU Field Rep. for the following positions are by school assignment.

**Clinical Coordinator**
- Specialist (BTU)
- Specialist (BTU) Non-Academic

**Guidance Advisor**
- (SSC's)
- (HSS)

**English Language Learners Social Worker/Coordinator**
- Boston Latin Academy
- Boston Latin School
- Charlestown High
- Orient Heights
- HPS
- MPS

**Counseling & Intern Ct K - 12 School Development Officer**
- Boston Latin Academy
- Boston Latin School
- Charlestown High
- Orient Heights
- HPS
- MPS

**Comprehensive Health Education Professional Development Coordinator (BTU)**
- Boston Latin Academy
- Charlestown High
- Orient Heights
- HPS
- MPS

**Paraprofessional/Substitute Field Rep.**

**Elementary Field Rep’s Assigned Schools/Programs**

<table>
<thead>
<tr>
<th>PROGRAMS/GROUPS</th>
<th>SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Specialist</td>
<td>Alghferi Montessori School</td>
</tr>
<tr>
<td>Business Service</td>
<td>Baldwin ELC</td>
</tr>
<tr>
<td>*Worker’s Comp Job Class</td>
<td>Bates Elementary</td>
</tr>
<tr>
<td>Carter Development Center</td>
<td>Beethoven Elementary</td>
</tr>
<tr>
<td>Cohort 3 (Elementary)</td>
<td>Blackstone Elementary</td>
</tr>
<tr>
<td>COSESS</td>
<td>Bradley Elementary</td>
</tr>
<tr>
<td>*Audiologist</td>
<td>Channing Elementary</td>
</tr>
<tr>
<td>*Split Support Services Coordinator</td>
<td>Chittick Elementary</td>
</tr>
<tr>
<td>Counseling Service</td>
<td>Clap Elementary</td>
</tr>
<tr>
<td>*Pupil Adjustment Counselor [1]</td>
<td>Condron Elementary</td>
</tr>
<tr>
<td>*School Psychologist [1]</td>
<td>Corley Elementary</td>
</tr>
<tr>
<td></td>
<td>Donahue Elementary</td>
</tr>
<tr>
<td></td>
<td>Dudley St. Neighborhood School</td>
</tr>
<tr>
<td></td>
<td>East Boston EEC</td>
</tr>
<tr>
<td></td>
<td>Eliot K-8</td>
</tr>
<tr>
<td></td>
<td>Ellis Elementary</td>
</tr>
<tr>
<td></td>
<td>Ellison/Parks EES</td>
</tr>
<tr>
<td></td>
<td>Everett Elementary</td>
</tr>
<tr>
<td></td>
<td>Gardner Pilot Academy</td>
</tr>
<tr>
<td></td>
<td>Greenwood, E Leadership Academy</td>
</tr>
<tr>
<td></td>
<td>Greenwood, S K-8</td>
</tr>
<tr>
<td></td>
<td>Grew Elementary</td>
</tr>
<tr>
<td></td>
<td>Guild Elementary</td>
</tr>
<tr>
<td></td>
<td>Hale Elementary</td>
</tr>
<tr>
<td></td>
<td>Harvard/Kent Elementary</td>
</tr>
<tr>
<td></td>
<td>Haynes EEC</td>
</tr>
<tr>
<td></td>
<td>Henderson Inclusion (Elem)</td>
</tr>
<tr>
<td></td>
<td>Henninger Elementary</td>
</tr>
<tr>
<td></td>
<td>Hernandez K-8</td>
</tr>
<tr>
<td></td>
<td>Higginson Elementary</td>
</tr>
<tr>
<td></td>
<td>Holmes Elementary</td>
</tr>
<tr>
<td></td>
<td>Hurley K-8</td>
</tr>
<tr>
<td></td>
<td>Jackson/Mann K-8</td>
</tr>
<tr>
<td></td>
<td>Kennedy, JF Elementary</td>
</tr>
<tr>
<td></td>
<td>KOE/NP/Substitute Field Rep.</td>
</tr>
<tr>
<td></td>
<td>Kennedy, PJ Elementary</td>
</tr>
<tr>
<td></td>
<td>Kenny Elementary</td>
</tr>
<tr>
<td></td>
<td>Kilmer K-8</td>
</tr>
<tr>
<td></td>
<td>Lee Academy</td>
</tr>
<tr>
<td></td>
<td>Lee Elementary</td>
</tr>
<tr>
<td></td>
<td>Lyndon K-8</td>
</tr>
<tr>
<td></td>
<td>Lyon K-8</td>
</tr>
<tr>
<td></td>
<td>Manning Elementary</td>
</tr>
<tr>
<td></td>
<td>Mason Elementary</td>
</tr>
<tr>
<td></td>
<td>Mather Elementary</td>
</tr>
<tr>
<td></td>
<td>Mattahunt Elementary</td>
</tr>
<tr>
<td></td>
<td>McKay Elementary</td>
</tr>
<tr>
<td></td>
<td>McKnight Elementary</td>
</tr>
<tr>
<td></td>
<td>Mendell Elementary</td>
</tr>
<tr>
<td></td>
<td>Mozart Elementary</td>
</tr>
<tr>
<td></td>
<td>Murphy Elementary</td>
</tr>
<tr>
<td></td>
<td>O’Donnell Elementary</td>
</tr>
<tr>
<td></td>
<td>Otis Elementary</td>
</tr>
<tr>
<td></td>
<td>Perkins Elementary</td>
</tr>
<tr>
<td></td>
<td>Perry K-8</td>
</tr>
<tr>
<td></td>
<td>Pilbrick Elementary</td>
</tr>
<tr>
<td></td>
<td>Quincy Elementary</td>
</tr>
<tr>
<td></td>
<td>Roosevelt K-8</td>
</tr>
<tr>
<td></td>
<td>Russell Elementary</td>
</tr>
<tr>
<td></td>
<td>S.A. Shaw Elementary</td>
</tr>
<tr>
<td></td>
<td>Sumner Elementary</td>
</tr>
<tr>
<td></td>
<td>Taylor Elementary</td>
</tr>
<tr>
<td></td>
<td>Trotter Elementary</td>
</tr>
<tr>
<td></td>
<td>Tyler Elementary</td>
</tr>
<tr>
<td></td>
<td>UP Academy Dorchester</td>
</tr>
<tr>
<td></td>
<td>UP Academy Holland</td>
</tr>
<tr>
<td></td>
<td>Warren/Prescott K-8</td>
</tr>
<tr>
<td></td>
<td>West Zone ELC</td>
</tr>
<tr>
<td></td>
<td>Whipple Elementary</td>
</tr>
<tr>
<td></td>
<td>Winthrop Elementary</td>
</tr>
<tr>
<td></td>
<td>Winder Elementary</td>
</tr>
<tr>
<td></td>
<td>Young Achievers K-8</td>
</tr>
</tbody>
</table>

---

**Secondary Field Rep’s Assigned Schools/Programs**

<table>
<thead>
<tr>
<th>PROGRAMS/GROUPS</th>
<th>SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education</td>
<td>Another Course To College</td>
</tr>
<tr>
<td>Alternative Education</td>
<td>Boston Adult Technical High</td>
</tr>
<tr>
<td>Alternative Education H5</td>
<td>Boston Arts Academy</td>
</tr>
<tr>
<td>Career &amp; Technical Ed</td>
<td>Boston Comm Leadership Academy</td>
</tr>
<tr>
<td>*Comm Connections Fac</td>
<td>Boston Evening Academy</td>
</tr>
<tr>
<td>Cohort 3 (Secondary)</td>
<td>Boston Green Academy</td>
</tr>
<tr>
<td>Comprehensive Health Education Coordinator (BTU)</td>
<td>Boston International High</td>
</tr>
<tr>
<td>Coordinator (BTU) Non-Academic Counseling &amp; Intern Ct K - 12</td>
<td>Boston Latin Academy</td>
</tr>
<tr>
<td>Counseling &amp; Intern Ct K - 12 English Language Learners</td>
<td>Boston Latin School</td>
</tr>
<tr>
<td>Education</td>
<td>BTU Pilot</td>
</tr>
<tr>
<td>English High</td>
<td>Brighton-High</td>
</tr>
<tr>
<td>Excel High</td>
<td>Burke-High</td>
</tr>
<tr>
<td>Fenway High</td>
<td>Charlestown High</td>
</tr>
<tr>
<td>Frederick Pilot Middle</td>
<td>Community Academy</td>
</tr>
<tr>
<td>Greater Egleston High</td>
<td>Community Academy Science &amp; Health</td>
</tr>
<tr>
<td>Henderson Inclusion (Secondary)</td>
<td>Curley-K-8 (Middle)</td>
</tr>
<tr>
<td>Higginson/Lewis K-8</td>
<td>Deaf/Blind Academy</td>
</tr>
<tr>
<td>Horace Mann School for the Deaf</td>
<td>Dorchester Academy</td>
</tr>
<tr>
<td>Irving Middle</td>
<td>East Boston-High</td>
</tr>
<tr>
<td>Kennedy, EM Health Academy</td>
<td>Edison K-8</td>
</tr>
<tr>
<td>King K-8</td>
<td>Edwards Middle</td>
</tr>
<tr>
<td></td>
<td>English High</td>
</tr>
<tr>
<td></td>
<td>Excel High</td>
</tr>
<tr>
<td></td>
<td>Fenway High</td>
</tr>
<tr>
<td></td>
<td>Frederick Pilot Middle</td>
</tr>
<tr>
<td></td>
<td>Greater Egleston High</td>
</tr>
<tr>
<td></td>
<td>Henderson Inclusion (Secondary)</td>
</tr>
<tr>
<td></td>
<td>Higginson/Lewis K-8</td>
</tr>
<tr>
<td></td>
<td>Horace Mann School for the Deaf</td>
</tr>
<tr>
<td></td>
<td>Irving Middle</td>
</tr>
<tr>
<td></td>
<td>Kennedy, EM Health Academy</td>
</tr>
<tr>
<td></td>
<td>King K-8</td>
</tr>
</tbody>
</table>

---

**The BTU Field Rep.**

- Lyon Pilot: High 9-12
- Madison Park High
- MPH (Crafts Academy)
- MPH (Freshman Academy)
- MPH-Health Academy
- McCormack Middle
- McKnight Middle
- McKnight Prep
- McKnight South End Academy
- McKinley William School (K - 12)
- Middle School Academy
- Mildred Avenue K-8
- Mission Hill K-8
- Muniz, Margarita Academy
- New Mission Pilot
- Neumann's Academy
- O'Bryan School
- O'Heirberner Elementary
- Orchard Gardens K-8 Pilot
- Osgood High
- Quincy Upper School
- Rogers Middle
- Roland Hayes Division of Music
- Snowden International High
- Tech Boston Academy
- Trinity Middle
- Tobin K-8
- Umana Middle
- UP 'Unlocking Potential' Academy
- West Roxbury Academy
- WREC: Urban Science Academy
- Institute for Professional Dev
- Job Placement Specialist
- Junior Specialist (BTU)
- Literacy Dept
- Newcomer Assess & Counseling
- Nurses
- Professional Development
- Research Assessment & Evaluation
- "Evaluation Specialist"
- School Development Officer
- Social Worker/Coordinator
- Speech & Language (SLP)
- Teaching & Learning

---

**Updated: 7/26/16**

---

**Jessica Tang**
BTU Director of Organizing

---

**BOSTON UNION TEACHER**
September, 2016
**Faculty Senates – A Union Membership Responsibility**

by Michael W. McAulughlin, BTU Elementary Field Representative

Faculty Senates first appeared in our 1971-’72 contract, twenty-five years after the establishment of the BTU. In the 1973-’74 contract a second paragraph was added that remains in our present contract. Another addition was made in the 1978-’80 contract, Faculty Senate was included under Article I: Union Recognition, Jurisdiction and Responsibilities. A section titled Faculty Senate Guidelines was added in an additional appendix-like section on page 98. Today Faculty Senate is listed in our contract under Article II, Developing and Maintaining Effective Working Relationships. The guidelines can be found in the appendix.

Our union leaders had it right in 1978. Faculty Senate is a responsibility. These days it may be the only safe place a faculty member has to express concerns about educational policy without getting the hairy eyeball from administrators. Considering the climate in some schools, you would be taking your life into your own hands if you were to publicly express a contrary opinion during an ILT meeting, SSC meeting or a CCL pre/post conference. Faculty senates help to maintain an effective working relationship with the principal about educational policy without fear of being singled out for retribution. Faculty senates are democracy in action. It’s a forum for the healthy exchange of ideas. Many schools hold their monthly FS meeting on the Thursday or Friday following the Union’s general membership meeting. In this way, teachers get the most up to date information from their elected building reps.

The school day goes by much like a hundred yard dash. Frequently the race gets longer as ILT, SSC, CCL, Professional Development and extended day activities are tacked on. We need to make time for the faculty senate. The first step is to elect a chair. Next, set the dates and let the entire faculty know. Be sure to give your principal a copy so that other committee meetings don’t conflict with other school related meetings. We need to do this for ourselves and for our profession. Try to make the meetings more appealing with coffee or other refreshments. Rotating the location or combining them with a monthly morning coffee hour can also increase attendance. Whatever format your faculty decides, remember it’s a union member’s responsibility. Become an active member of the faculty senate.

**School Environment**

by Michael W. McAulughlin, BTU Elementary Field Representative

Is your school giving signs of distress? Do your allergies and flu like symptoms disappear during July and August? Are there visible signs of rodent infestation in your school? Are the ceiling tiles in your classroom water stained? Does your asthma worsen during work hours? Is your classroom cluttered? If you can answer yes to any one of these questions, your school may have indoor environmental problems. If you suspect your school has environmental problems, you can take steps to improve it. As a first step your faculty senate should approach your principal about forming an environmental committee. It’s important to include as many of the stakeholders as possible. Administrators, custodians, teachers, cafeteria manager, after school director and community school coordinators are among some of those. One of the first actions the committee should undertake is reviewing the Integrated Pest Management Plan (IPM). Your principal or IPM coordinator should have it on file. If your school does not have one, it should be the first order of business for no other reason than it’s the law in Massachusetts. We are one of the few states requiring IPM.

Public concern about the quality of indoor environments associated with schools is high, particularly in relation to exposure to pesticides, chemicals (cleaning and others), allergens, pets and rodents. Exposure can trigger asthma in many individuals. Asthma is the leading chronic illness of children in the US and a leading cause of school absenteeism. It is not hard to understand why IPM is critical in schools and why it must be taken seriously.

In addition to sitting on an environmental committee, teachers can help in other ways. Remove clutter from your classroom. Don’t store or stack materials on the floor or along the walls of your classroom. Clean out your closet once a year (when in doubt...throw it out). If you haven’t used something in five years but want to hold on to it, take it home. Remove household cleaners from your classroom too. Many contain toxic bleach based chemicals that are harmful.

As part of an initiative to create healthy environments for students and for those staff that work with them, we recommend the following:

- **Bulldog, ESL, and Sheltered Program**
  - ANY Grade: 20
  - With One Para: 25
  - With Two Paras: 28
  - Early Childhood: 31
  - Grade Combinations (Elementary): 22
  - Industrial Classes: 20

Other classes may be considered special education classes, e.g., Lab. Cluster, may have a smaller class size.

- **Class Size Maxima 2016-2017**
  - Kindergarten – Grade 2: 22
  - Grades 3 - 5: 25
  - Grades 6 - 8: 31
  - Grades 9 - 12: 30
  - Grade Combinations (Elementary): 22
  - Industrial Classes: 20

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 over the Class Size Maxima, the teacher will receive $300, and for two students $600.

- **Special Education**
  - Resource Room: 10
  - With One Para: 12
  - With Two Paras: 16
  - Early Childhood: 6
  - With One Para: 9
  - Substantially Separate: 8
  - With One Para: 12

Some very specialized classes, e.g., Lab Cluster, may have a smaller class size.

- **BOSU LEARN, TEACH**, AND SHeltered Education**
  - ANY Grade: 20
  - With One Para: 25

Teachers should immediately report class size violations to the Executive Vice President.

**Patrick Consulty**

Please Note: As of 9/1/13, class size in our 48 Level 3 schools and all of our Turnaround (or Level 4) schools plus so-called ‘undesignated’ schools (King, Higginson Lewis, Mildred Ave., Tech Boston) shall additionally be reduced by two students in grades 6 and by one student in grade 9.

Our union leaders had it right in 1978. Faculty Senate is a responsibility. These days it may be the only safe place a faculty member has to express concerns about educational policy without getting the hairy eyeball from administrators. Considering the climate in some schools, you would be taking your life into your own hands if you were to publicly express a contrary opinion during an ILT meeting, SSC meeting or a CCL pre/post conference. Faculty senates help to maintain an effective working relationship with the principal about educational policy without fear of being singled out for retribution. Faculty senates are democracy in action. It’s a forum for the healthy exchange of ideas. Many schools hold their monthly FS meeting on the Thursday or Friday following the Union’s general membership meeting. In this way, teachers get the most up to date information from their elected building reps.
Because It's Good Politics/Angela Cristiani
What's the Deal With Political Action?

At the heart of collective bargaining are all the people and the children with whom we work. What's not as obvious, however, is that in order to support teachers, paraprofessionals, nurses, related service providers, substitute teachers, and retirees, political action is essential to ensure that policies, decisions, and issues directly affecting public education are considered in a positive light as well as reflect and include the educators’ voices.

Why is Political Action a Must for Us?

It's simple: our elected officials make decisions that impact the lives of every child and every teacher. As public school educators, welcome education students, and gifted students.

The BTU's mission is to represent our interests, to embrace the unique learning style of each student. Boston has many great teachers, great classrooms with strong curriculums, high standards, and yes, we have great students. Strong schools are the foundation for strong communities.

Political Action greatly helps us influence these many conversations.

Why and How Does the BTU Make Endorsements?

The BTU’s Committee On Political Education (COPE), who are nominated by the BTU President and subsequently endorsed by our members, has the responsibility to recommend candidates who advocate for public education and who will vote to support all those issues that we hold dear, meets regularly and makes initial recommendations for endorsement. COPE Committee endorsements are based upon a candidate questionnaire, interview, and a candidate’s voting record. It should be noted that non-incumbents can receive endorsements per the BTU contract. A 2/3 vote by the COPE Committee is required in order to send a recommendation to the Executive Board, who, by a 2/3 vote, can then send the COPE recommendation for endorsement to the BTU membership. If the recommended candidate for endorsement receives a 2/3 vote of the membership means the recommended candidate is endorsed.

Federal and state laws restrict the use of your union dues for political action. Consequently, members are asked to voluntarily contribute money. The suggested contribution is $2.00 per pay period for teachers and $0.50 per pay period for para-professionals. A record of COPE monies is available to the membership following a final election and is reviewed by an independent auditor who reviews the Union’s books annually. Please review the “Questions and Answers on COPE” fact sheet available at the BTU Office and in your BTU contract as each serves as the detailed source for this article.

Political Action is effective and only works with your involvement!

How Can You Be Involved?

• Get involved in this year’s election! The primary election is scheduled for Tuesday, September 8th. The final election is scheduled for Tuesday, November 8th. The BTU has endorsed Hillary Clinton for President; Joe Biden, Michael Brady, Pat Jehlen, Jason Lewis, Patrick O’Connor, and Walter Timilty for State Senate; and Tackey Chan, Dan Cullinane, Dan Hunt, Elizabeth Malia, Paul Moody, Denise Provost, Dan Ryan, Tom Stanley for Representative. More endorsements in process and will be made in coming days. Volunteer on a campaign for one of our endorsed candidates or join in with other BTU members as we engage in a grassroots member to member campaign!

• On the ballot this November, will be the “Question 2” referendum. In short, the “Question 2” referendum, if passed, will raise the cap on charter schools. You’ll want to learn a lot about this right through November.

City Councils and School Committees throughout the Commonwealth are uniting in opposition to “Question 2.” We are asking that you vote “No on 2” and to #keepourpss.

The volunteer opportunities are endless! Each endorsed candidate will welcome you and work with your schedule so your volunteer activities match your interests!

Submit your name and email for the Campaign Activists Network and stay in the loop for regular campaign activity and legislative updates!

• Join the conversation at a BTU education roundtable discussion! It’s Real Teachers, Real Talk. Members have joined together in a coalition to defeat “Question 2” referendum, if passed, will raise the cap on charter schools.

As always, your school BTU building representative or the BTU office (www.btu.org) can provide further assistance and detailed information.

Welcome Back... continued from page 1

Angela Cristiani BTU Political Director

tives has different responsibilities: Joselina represents paraprofessionals and substitute teachers throughout the system; Caren has responsibility for professionals in secondary schools; and Michael has responsibility for professionals in elementary schools. Professionals who work in K-8 schools and the various departments ‘belong’ to either Caren or Michael. See an accompanying list that provides a breakdown of our office staff.

Welcome to our new members. The BTU is, however, much more than one such a membership organization. We support equity for all students, maximum learning opportunities for all children, and teaching the whole child inclusive of language learners, special education students, and gifted students.

You, as public school educators, welcome all students who enter your classroom and embrace the unique learning style of each student. Boston has many great teachers, great classrooms with strong curriculums, high standards, and yes, we have great students. Strong schools are the foundation for strong communities.

Political Action greatly helps us influence these many conversations.

Why and How Does the BTU Make Endorsements?

The BTU’s Committee On Political Education (COPE), who are nominated by the BTU President and subsequently endorsed by our members, has the responsibility to recommend candidates who advocate for public education and who will vote to support all those issues that we hold dear, meets regularly and makes initial recommendations for endorsement. COPE Committee endorsements are based upon a candidate questionnaire, interview, and a candidate’s voting record. It should be noted that non-incumbents can receive endorsements per the BTU contract. A 2/3 vote by the COPE Committee is required in order to send a recommendation to the Executive Board, who, by a 2/3 vote, can then send the COPE recommendation for endorsement to the BTU membership. If the recommended candidate for endorsement receives a 2/3 vote of the membership means the recommended candidate is endorsed.

Federal and state laws restrict the use of your union dues for political action. Consequently, members are asked to voluntarily contribute money. The suggested contribution is $2.00 per pay period for teachers and $0.50 per pay period for para-professionals. A record of COPE monies is available to the membership following a final election and is reviewed by an independent auditor who reviews the Union’s books annually. Please review the “Questions and Answers on COPE” fact sheet available at the BTU Office and in your BTU contract as each serves as the detailed source for this article.

Political Action is effective and only works with your involvement!

How Can You Be Involved?

• Get involved in this year’s election! The primary election is scheduled for Tuesday, September 8th. The final election is scheduled for Tuesday, November 8th. The BTU has endorsed Hillary Clinton for President; Joe Biden, Michael Brady, Pat Jehlen, Jason Lewis, Patrick O’Connor, and Walter Timilty for State Senate; and Tackey Chan, Dan Cullinane, Dan Hunt, Elizabeth Malia, Paul Moody, Denise Provost, Dan Ryan, Tom Stanley for Representative. More endorsements in process and will be made in coming days. Volunteer on a campaign for one of our endorsed candidates or join in with other BTU members as we engage in a grassroots member to member campaign!

• On the ballot this November, will be the “Question 2” referendum. In short, the “Question 2” referendum, if passed, will raise the cap on charter schools. You’ll want to learn a lot about this right through November.

City Councils and School Committees throughout the Commonwealth are uniting in opposition to “Question 2.” We are asking that you vote “No on 2” and to #keepourpss.

The volunteer opportunities are endless! Each endorsed candidate will welcome you and work with your schedule so your volunteer activities match your interests!

Submit your name and email for the Campaign Activists Network and stay in the loop for regular campaign activity and legislative updates!

• Join the conversation at a BTU education roundtable discussion! It’s Real Teachers, Real Talk. Members have joined together in a coalition to defeat “Question 2” referendum, if passed, will raise the cap on charter schools.

As always, your school BTU building representative or the BTU office (www.btu.org) can provide further assistance and detailed information.

Make Endorsements?

The BTU provides a teacher to help any child with his or her homework. We initiated the program nine years ago, and today are proud to be co-sponsors of this terrific effort in an election season when anything else that is time sensitive arises.

We know everybody dislikes robocalls, and we may have to make one or two, but only when absolutely necessary. Our ability to influence public policy – whether through the electoral process or by sending emails or phone calls to our elected legislators – is key to improving our schools. To be able to fully capitalize on the strength of our 10,500+ membership we need to be able to reach you. So we ask that you keep us informed as to your current email address and telephone number. Your building representative or the BTU office (www.btu.org) can provide further assistance and detailed information.

The mail listserv, along with our monthly newsletter (http://saveourpublicschoolsma.org) and real-time webinars, are the BTU’s primary media source for this information. As always, your school BTU building representative or the BTU office (www.btu.org) can provide further assistance and detailed information.

If you are a new member, please fill out a membership application card, which you can obtain from your building representative. A membership application card will also be mailed to all new members. Please complete it and give it to your building rep., who will return it to us. To disseminate information quickly, we rely heavily on our email listserve, which currently has 30,000+ people signed up. The list is used exclusively for our weekly e-bulletin, and your address will be kept private and confidential.

On occasion we may need to call you, particularly in an election season, or when anything else that is time sensitive arises. We know everybody dislikes robocalls, and we may have to make one or two, but only when absolutely necessary. Our ability to influence public policy – whether through the electoral process or by sending emails or phone calls to our elected legislators – is key to improving our schools. To be able to fully capitalize on the strength of our 10,500+ membership we need to be able to reach you. So we ask that you keep us informed as to your current email address and telephone number. Your building representative or the BTU office (www.btu.org) can provide further assistance and detailed information.
I teach second grade. Yes, second graders are adorable but they are also keenly aware of the world around them. Their endless curiosity leads to a unique perspective on everything from the best Taylor Swift song to the worst food in the cafeteria.

For the last few weeks, I’ve been studying activism with my students. We’ve studied famous activists from history, learned about the variety of ways people take action and have had community activists and student leaders come speak in our classroom. After watching their families and teachers advocate for the budget and feeling inspired by the bravery of local high school students who led a walk out, my students decided they wanted to take action too.

Yesterday, we started by making a mural that showed what their dream school would be like if money were no object. Let me start by saying that when I was seven or eight and attending a fully-funded public school in Winchester, MA, I would have dreamed of having over-the-top things like a swimming pool or something outrageous like a movie theater. My students, attending a chronically underfunded school, instead requested things like pencils, markers, and glue sticks. One student asked me if he was allowed to simply say that his dream school would be “shiny and new.” Another student asked if it was too big to dream of a school where kids who felt sad could have a room with soft things and people to talk to. Many students dreamed of a better playground and some asked for a class pet and field trips to far-away places. As they were working, a student came over to ask me if some schools have a whole library in them rather than just one in their classroom. When I said yes, he changed his mind from a swing set to a library. So, please, stop telling me that our schools are fully-funded or that our budget is as big as it can get because my second graders can show you that it’s not. I feel lucky to work in a school with a principal who fights like crazy to get my students what they deserve and knows that they deserve more than what we’re able to give them. But, at the end of the day, without a bigger budget, it’s out of her hands. At this point, it’s hard to not see this budget as a value judgment about the lives and futures of my students.

I think I’ve changed my mind. When I introduced this activity, I originally said I dreamed of a school with an outdoor garden that my students and I could use to grow healthy food. Now I think I dream of a school where seven-year-olds don’t have to just dream about the schools they deserve.

(Lily Holland teaches second grade at the Curtis Guild School.)
Forward Together! Not One Step Back!

Our fight for public education is only good if we fight for social justice.
– Denisha Jones, SOS, United Opt Out, BATs, DEY, Howard University

Closing schools is a hate crime.
– Irene Robinson, Dyett Hunger Strike

When you undermine the dreams of the children, you undermine the future.
– Rev. Barber II

The best time to plant a tree is 20 years ago. The second best time is right now.
– Tanaisa Brown, student organizer from Chicago (quoting a Chinese proverb)

Even if we don’t succeed in righting the moral wrong, the children have to see us trying.
– Rev. Barber II

My head and heart are spinning as I reflect on the overwhelming weekend in Washington D.C. – the Peoples March and Rally on Friday, the Save Our Schools Coalition for Action conference at Howard University on Saturday, and the organizing meeting on Sunday morning (July 8-10). Folks came from all over the country – Seattle, Philadelphia, Detroit, Boston, New York, Florida, California, Hawaii, Rhode Island, Connecticut and more.

The rally began on the Friday morning – as the news of the Dallas police shootings was still emerging. As the weekend unfolded, one thing became crystal clear. Our work to bring well-funded, high-quality schools to every neighborhood is inextricably connected to social justice, economic inequality, poverty, and racism. We cannot work in silos in our efforts to reclaim public schools.

Jitu Brown, the National Director for the Journey for Justice Alliance explained that we are working on many of the symptoms of the problem but we are not working on the root of the problem. “The virus is white supremacy.” And he is so right. Our country’s historic and systemic racism and the inter-generational trauma that it imposes on people of color – including the white supremacy of corporate capitalism – is the beast that we have to confront and push back against. That is the work of white people in our country today.

For DEY it means expanding our work on poverty, which has the greatest impact on the youngest children. And continuing our work on the growing issue of preschool and kindergarten suspensions – which overwhelmingly affect young black and brown boys. It means more white people must stop talking and begin listening to people of color. It also means getting more involved in local elections to help shift the power. For me, personally, it will also involve having honest conversations about all of this with my white colleagues (other teachers) and in my home, it is having honest conversations about all of this with my two sons – 12-year-old white males.

This year, the Save Our Schools Coalition weekend was set up so that children were invited and involved. And it was a brilliant move on the part of the organizers. Students as young as 12 spoke at the rally and presented at the conference. (You must check out Asean Johnson from the Chicago Student Union on this video https://www.youtube.com/watch?v=2eC5O7z7tE). High school students from Boston shared how they expertly organized student walkouts to protect budget cuts and how they are helping the campaign in Massachusetts to #KeeptheCap on charter schools. Even younger children marched, listened, made signs, sang, and inspired us. They are the future and they keep us grounded. They are watching, listening, and learning. And as Rev. Barber II said, if we don’t succeed, “the children have to see us trying.” Amen.

For those of you who could not make it to DC, please know that the speeches from Friday and many of the sessions from the conference were live streamed and are available to view on schoolhouselive.org. For me, to have shared the stage with the likes of Rev. Barber II, Jitu Brown, Jesse Hagopian, Julian Vasquez Heilig, Asean Johnson, Irene Robinson, the DC Labor Chorus and so many more on such an historic weekend is something I will never forget. Diane Ravitch and Jonathan Kozol were there, as well. They are all champions for the cause.

Forward together. Not one step back.
We have come a long way in 50+ years. Below you’ll see a long list of benefits accrued over the course of our collective bargaining history. We have done well. Years of accumulated collective bargaining gains have given us a benefit package we can be proud of. But these gains did not come overnight and they did not come without a lot of hard work — hard work done by our membership over years of bargaining and years of collective action.

Members entering our ranks today are the welcomed beneficiaries of the struggles of their predecessors. As we welcome our new members, we should also explain how our gains were accomplished. It has taken a lot of hard work by our membership, many of whom have long since retired: four strikes, dozens of rallies, many hours of picketing, and countless demonstrations. All worth it. Here’s how we have improved our working conditions and benefit package:

- 1965 Teacher’s Elect BTU as Exclusive Bargaining Agent.
- 1967 1 Personal Day Granted.
- 1968 Duty-Free Lunch Extended to 30 Elementary Schools.
- 1969 Health and Welfare Fund Established @ $50 per member.
- 1970 Duty-Free Lunch Extended to ALL Elementary Schools.
- 1972 BA+15, MA+15, MA+45 Lanes Established.
- 1975 Child Care Leave Established.
- 1980 Class Size (K-3) Reduced from 33 to 28.
- 1983 Class size (K-3) Reduced from 33 to 28.
- 1986-8 Beginning 3 Salary Steps Dropped; new teachers enter at higher steps.
- 1990 Itinerant staff who obtain licensure in their respective national approvals will be reimbursed for their application and testing fees, up to a total of $15,000. Also, itinerant staff will also be allowed to share in a yearly fund of $5,000 to provide their respective departments Professional Development opportunities of their choosing.
- 1993 Health and Welfare Fund Established @ $100 per member (this is your dental, eye glass, etc. plan – today the contribution is $1,605 [tax-free] per teacher member).
- 1995 Provisional Teachers Placed on Group I Salary Schedule. Personal Days Increased to 2.
- 1996 BA+15, MA+15, MA+45 Lanes Established.
- 1997 Binding Arbitration Established.
- 1997 Child Care Leave Established.
- 1998 Nurses Move to Teacher Salary Lane, Obtain Health and Welfare Coverage, Get Improved Sick Leave. Grievance Timelines Reduced.
- 2000 Duty-Free Lunch Extended to 72 Elementary Schools.
- 2001 Duty-Free Lunch Extended to 30 Elementary Schools.
- 2003 4th personal day added.
- 2004 Tuition Reimbursement – as of 9/04, permanent teachers not yet getting their first career award are eligible for reimbursement of up to $1500 in 04/05 for tuition expenses.
- 2007 Professional Development Institute, director to be jointly paid for by SD and BTU.

Highlights:
- 2004 Tuition Reimbursement – as of 9/04, permanent teachers not yet getting their first career award are eligible for reimbursement of up to $1500 in 04/05 for tuition expenses.
- 2007 Professional Development Institute, director to be jointly paid for by SD and BTU.

1965 Teacher’s Elect BTU as Exclusive Bargaining Agent.
1966 Pilot Program for Duty-Free Lunch.
1967 Grievance Procedure Established.
1967 1 Personal Day Granted.
1968 Duty-Free Lunch Extended to 30 Elementary Schools.
1968 Duty-Free Lunch Established for 27 Elementary Schools.
1969 Health and Welfare Fund Established @ $50 per member.
1970 Duty-Free Lunch Extended to ALL Elementary Schools.
1972 BA+15, MA+15, MA+45 Lanes Established.
1975 Child Care Leave Established.
1979 BTU Health and Welfare Establishes Legal Plan.
1980 Class Size (K-3) Reduced from 33 to 28.
1983 Class size (K-3) Reduced from 33 to 28.
1986-8 Beginning 3 Salary Steps Dropped; new teachers enter at higher steps.
1990 Itinerant staff who obtain licensure in their respective national approvals will be reimbursed for their application and testing fees, up to a total of $15,000. Also, itinerant staff will also be allowed to share in a yearly fund of $5,000 to provide their respective departments Professional Development opportunities of their choosing.
1993 Health and Welfare Fund Established @ $100 per member (this is your dental, eye glass, etc. plan – today the contribution is $1,605 [tax-free] per teacher member).
1994 Severance Pay Established.
1995 Provisional Teachers Placed on Group I Salary Schedule. Personal Days Increased to 2.
1996 BA+15, MA+15, MA+45 Lanes Established.
1997 Binding Arbitration Established.
1997 Child Care Leave Established.
1998 Nurses Move to Teacher Salary Lane, Obtain Health and Welfare Coverage, Get Improved Sick Leave. Grievance Timelines Reduced.
2000 Duty-Free Lunch Extended to 72 Elementary Schools.
2001 Duty-Free Lunch Extended to 30 Elementary Schools.
2003 4th personal day added.
2004 Tuition Reimbursement – as of 9/04, permanent teachers not yet getting their first career award are eligible for reimbursement of up to $1500 in 04/05 for tuition expenses.
2007 Professional Development Institute, director to be jointly paid for by SD and BTU.
### Timelines for Performance Evaluation (BTU Contract p.69)

**A) Educators with PTS on Two Year Plans**

**Activity completed by:**
- Evaluator completes unannounced observation(s); Any time during the 2-year evaluation cycle
- Evaluator completes Formative Evaluation Report; June 1 of Year 1
- Evaluator/Principal meets with educator to explain request for departure; June 1 of Year 1
- Evaluator conducts Formative Evaluation Report, if any; June 1 of Year 1
- Evaluator/Principal/Headmaster meets with educator to go over options; June 1 of Year 1
- Evaluator conducts Summative Evaluation Report; May 15 of Year 2
- Evaluator/Principal/Headmaster hold a meeting with teacher and union representative; May 15 of Year 2
- Evaluator conducts Evaluations in summative and formative contexts; June 15 of Year 2
- Evaluator/Principal/Headmaster retains the educator's record; June 15 of Year 2
- Evaluator completes meeting with educator; 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)**

**Activity completed by:**
- Superintendent, principal or designee meets with educator to explain evaluation process; September 9
- Evaluator/Principal/Headmaster hold a meeting with educator to go over options; October 1
- Evaluator/Principal/Headmaster meets with educator to develop evaluation plan; October 1
- Evaluator/Principal/Headmaster retains the educator's record; October 1
- Evaluator completes meeting with educator; November 15
- Evaluator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) January 5
- Superintendent, principal or designee meets with educator to explain evaluation process; September 9
- Evaluator completes unannounced observation(s); Any time during the evaluation cycle
- Evaluator completes Formative Evaluation Report; June 1 of Year 1
- Evaluator/Principal meets with educator to explain request for departure; June 1 of Year 1
- Evaluator conducts Formative Evaluation Report, if any; June 1 of Year 1
- Evaluator/Principal/Headmaster meets with educator to go over options; June 1 of Year 1
- Evaluator conducts Summative Evaluation Report; May 15 of Year 2
- Evaluator/Principal/Headmaster hold a meeting with teacher and union representative; May 15 of Year 2
- Evaluator conducts Evaluations in summative and formative contexts; June 15 of Year 2
- Evaluator completes meeting with educator; June 15 of Year 2
- Evaluator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) January 5
- Evaluator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) January 5
- Superintendent, principal or designee meets with educator to explain evaluation process; September 9
- Evaluator completes unannounced observation(s); Any time during the evaluation cycle
- Evaluator completes Formative Evaluation Report; June 1 of Year 1
- Evaluator/Principal meets with educator to explain request for departure; June 1 of Year 1
- Evaluator conducts Formative Evaluation Report, if any; June 1 of Year 1
- Evaluator/Principal/Headmaster meets with educator to go over options; June 1 of Year 1
- Evaluator conducts Summative Evaluation Report; May 15 of Year 2
- Evaluator/Principal/Headmaster hold a meeting with teacher and union representative; May 15 of Year 2
- Evaluator conducts Evaluations in summative and formative contexts; June 15 of Year 2
- Evaluator completes meeting with educator; June 15 of Year 2
- Evaluator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) January 5
- Evaluator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) January 5

---

### A Listing of Dates and Deadlines

**Contractual Dates and Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-Sep</td>
<td>Opening Day of school – teachers and para-pros report to school and start 30 minutes are set aside for a meeting with the administrator. The remaining 5:30 hours are to be used for room set up and organization.</td>
</tr>
<tr>
<td>7-Sep</td>
<td>Day 2 – First day of school. May be set aside for BTU for union business; remaining 5:30 the administrator to conduct PD.</td>
</tr>
<tr>
<td>8-Sep</td>
<td>First day of school for students, except kindergarten.</td>
</tr>
<tr>
<td>12-Sep</td>
<td>First day of kindergarten.</td>
</tr>
<tr>
<td>15-Oct</td>
<td>Members of a School Site Council are to be elected by this date.</td>
</tr>
<tr>
<td>31-Oct</td>
<td>A first meeting of the newly-elected School Site Council shall be held by this date.</td>
</tr>
<tr>
<td>1-Dec</td>
<td>On or before December 1, the School Committee will determine when a vacature exists.NM: This requirement does not apply to an exempt teacher with a prospective contract to a provisional teacher hired to fill such vacancy. If you are in a position that you believe worthy of a contract, call the union office at 617-288-2000. If you are unsure, call the union office anyway.</td>
</tr>
<tr>
<td>3-Jan</td>
<td>PD Day. No staff. Day may be converted to 6 PD hours by staff vote (1).</td>
</tr>
<tr>
<td>15-Jan</td>
<td>In pilot schools, the proposed work schedule for an upcoming school year will be presented to the School Committee by this date. The staff may override the schedule by a 2/3 vote. An override sends the work schedule back to the pilot’s Governing Board for approval and notification to the BTU.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>Application deadline for leave of absence to commence at the beginning of the next school year. Application deadline for extension of leave of absence shall be the date at the beginning of the next school year.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>Application deadline to cut short a scheduled leave of absence and to return to work at the beginning of the next school year. N.B. The January 15 deadline may be extended in extenuating circumstances. Please call the BTU for more information.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>BTU Staff of Turnaround Schools shall be given notice of any additional positions that receive “Open Posting” status on the job transfer circular must be given notice of any additional positions by this date.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>BTU Staff at Turnaround Schools shall be given their work schedule for the upcoming school year by this date.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>BTU Staff at Turnaround Schools shall be given notice of their staggered start and end time for the upcoming school year.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>BTU Staff at Turnaround Schools shall be given notice of a change in assignment for the upcoming school year by this date. In any school, when implementing an inclusion model, the Principal/Headmaster must also notify impacted teachers by this date.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>Application deadline for filing of alternate program area for permanent teachers.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>All Schedule A schools shall be notified as to their start time for the upcoming year. They shall receive the following information on their programs for the next school year:</td>
</tr>
<tr>
<td>1-Feb</td>
<td>BTU Staff at Turnaround Schools and Pilot Schools shall be given notice of excess by this date and they may voluntarily excess themselves by this date.</td>
</tr>
<tr>
<td>1-Feb</td>
<td>Teachers may voluntarily excess themselves using the PTPF process, described on pp. 78-89 in the CBA (budgetary book).</td>
</tr>
<tr>
<td>1-Feb</td>
<td>Programming preference sheets to be distributed to all teachers.</td>
</tr>
<tr>
<td>1-Feb</td>
<td>A list of all non-teaching assignments for which administrative and other positions are open shall be posted to the BTU website by this date.</td>
</tr>
<tr>
<td>1-Feb</td>
<td>Principals will be required to make recommendations as to which provisional teachers – they want to make permanent teachers by February 1st of each year.</td>
</tr>
<tr>
<td>1-Feb</td>
<td>No later than February 1st, programming preference sheets shall be distributed to all teachers.</td>
</tr>
<tr>
<td>1-Feb</td>
<td>Deadline for submission of an additional program application if results of NTE or Praxis exam are needed but unavailable on 1/25.</td>
</tr>
<tr>
<td>1-Feb</td>
<td>Positions that receive “Open Posting” status on the job transfer circular must receive an affirmative 60% vote of school staff by this date.</td>
</tr>
<tr>
<td>15-Feb</td>
<td>Teacher members of the school-site inclusion planning teams in traditional schools shall be chosen by the school’s faculty. Each Principal/Headmaster shall notify teachers of any inclusion – plan to be implemented in their school during next school year prior to February 15 of this year, so that teachers and paraprofessionals have an opportunity to plan and prepare for its implementation, and teachers who wish to exercise their contractual right to excess themselves.</td>
</tr>
<tr>
<td>15-Feb</td>
<td>Principals will be notified by February 15th if their recommendations for making teachers permanent have been approved.</td>
</tr>
<tr>
<td>15-Feb</td>
<td>In pilot schools, this date of a given year must be an approved schedule in place – one that has not been overridden – or the current year’s pilot school schedule remains in place.</td>
</tr>
<tr>
<td>1-Mar</td>
<td>All preference sheets shall be returned by March 1.</td>
</tr>
<tr>
<td>27-Mar</td>
<td>The Superintendent shall make permanent appointment of provisional teachers by this date.</td>
</tr>
<tr>
<td>Each April</td>
<td>For all PD hours, the IEC in each school shall hold a meeting with the faculty to discuss ideas for the content of professional development in the following school year.</td>
</tr>
</tbody>
</table>

**Early April to Early May**

- OPEN ENROLLMENT for Group Insurance sign-up. Please note this is not a contractual deadline, but it is a city practice to begin the open enrollment period on the first Monday in April and to close it on the first Friday in May. |
- All voluntarily excessed teachers and nurses in non-Turnaround, non-Pilot schools will be notified by April 15th. |

**Within 10 days of the 4/15 posting**

- The BTU may challenge the omission of a vacancy from the April 15 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 BTU website prior to the running of the PTPF for five school days. Permanent teachers only are eligible to apply.
All BPS teachers (*) are eligible to take advantage of a range of contractual benefits and provisions that have resulted from years of collective bargaining between the School Department and the Boston Teachers Union. A summary of many of the more important benefits and provisions follows. Where mentioned, the BTU office can forward more detailed information. The BTU Field Rep., Carew, and Michael Magnaldi can provide more information. Or please feel free to call or email magnaldi@btuhwf.org. Also, please note that each school has BTU Building Representatives, elected at each school, who can provide more detailed information. Further, we now have BTU Regional Leaders, just one more way we are trying to meet your needs by bringing better services.

Copies of the BTU Contract are available through BTU Building Representatives or by calling the BTU office. The contract is also available on line. For more detailed information on any of the below, please call the BTU office. All references to the BTU Contract are to the buggy contract booklet. If you need a booklet, please call the BTU office. References to the school department’s web page are accurate as of mid-August, though they will change as the department updates its yearly circular offerings. A complete listing of department circulars can be found at http://www.bostonpublicschools.org/domain/1884 as of mid-summer, 2016. All web pages referred to are accurate as of early August 2016 but all locations may have changed when this appears in print at 9/1/16. The postings are yearly staples and are easy to track down. If you have any questions, please call the union office.

Incidentally, all of the below applies generally to all teachers, etc. However, some schools are in their third year of state receivership (Holland and Dever) and currently exist under a state’s authority. It is impossible to give a complete listing here of what benefit does or does not apply. It is reasonably safe to assume that all financial benefits – salary, career advancement, retirement savings plans, flexible spending plans, health insurance, tuition reimbursement, and so on – do apply to all. The only exception here is that the schools in receivership have developed some of their own rules and should you work there, you are advised to call the BTU office and speak to Michael.

Please remember that the links on the BPS webpage below are subject to change (but they won’t go far). All references to the BTU contract refer to the buggy contract booklet, which goes from 9/1/10 through 8/31/2016, and continues until a successor agreement is reached and ratified. Booklets can be obtained through your BTU School Building Rep., or by calling the office at 617-288-2800. You may also access the information online here: http://btu.org/contact/highlights/2010-2016/view-download/. All page references refer to pages in the booklet.

SAFETY & HEALTH BENEFITS

<table>
<thead>
<tr>
<th>BENEFIT</th>
<th>HOW IT TAKES EFFECT?</th>
<th>HOW TO LEARN MORE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Insurance</td>
<td>You must apply w/ 60 days of date of hire. Deadline is 21 days.</td>
<td>See BTU contract pp 100-102.</td>
</tr>
</tbody>
</table>
| | All changes elected during plans are under an agreement with all city unions. | Maintain date-stamped records of all transmissions to these programs are extremely beneficial when setting.
| | For more detailed information, call CPA, Inc. @ 617-288-2800 or see the Mass State Teacher Retirement Board. |_sum/risp, and type in tuition. |
| | For dependent care; excellent tax deductions. | Again, be careful when setting up your deduction. Your medical reimbursements CAN’T outpace your deduction schedule. |
| | For ‘flexible.’ | Be careful when making a deduction as you cannot change the deduction for the entire calendar year once you agree to it. Your dependent care reimbursements CANNOT outpace your deduction schedule. |
| | You must apply and supply documentation within 30 days. | |
| | For more detailed information, call CPA, Inc. @ 617-536-4570 or see http://www.boston.gov/departments/2/human-resources/benefits/available-plans. | |
| | New dependents must be added within 30 days. | |
| | Must be added within 30 days. | |
| | Flowchart and search schedule. | |
| | We must apply within 30 days of hire. | |
| | Benefit effect retro to start of prior contract, but implementation can be delayed. | |
| | See the National Board (NBPTS) website at http://www.nbpts.org/for-eligibility-areas, subject areas in all subject areas and in all job categories, though more years of service are covered. | |
| | This salary differential took effect 9/1/03 | |
| | You must apply and supply documentation within 30 days. | |
| | Benefit effect retro to start of prior contract, but implementation can be delayed. | |
| | Go to http://www.bostonpublicschools.org/domain/1884 and search for flexible. | |
| | Two different plans, PPO, 2 HMOs. | |
| | To sign up for or see schedule. | |
| | Medical spending program – a benefit that is quite beneficial made in BTU e-Bulletin. | |
| | One of the aforementioned teacher’s conducts after school rehearsals and practices which culminate in final productions and/or festivals. | |
| | If you have been a member for at least 25 years, you may have long forgotten about surplus credits earned. These credits may have vaulted away and are now valuable. | |
| | You must apply and supply documentation within 30 days. | |
| | Medical spending program – a plan that is quite beneficial made in BTU e-Bulletin. | |
| | The 20 in-service credits limit was in place for at least 25 years, so you may have long forgotten about surplus credits earned. These credits may have vaulted away and are now valuable. | |
| | Benefit effect retro to start of prior contract, but implementation can be delayed. | |
| | Benefit effect retro to start of prior contract, but implementation can be delayed. | |
| | If you desire Web Page for understanding the law at which eligible members can obtain days from, after one year’s service. | |
| | The BTU Field Rep., Carew, and Michael Magnaldi can provide more information. Or please feel free to call or email magnaldi@btuhwf.org. | |
| | If you desire Web Page for understanding the law at which eligible members can obtain days from, after one year’s service. | |
| | You must apply and supply documentation within 30 days. | |
| | You must apply and supply documentation within 30 days. | |
| | You must apply and supply documentation within 30 days. | |

* Includes nurses, psychologists, SLPS, OTs, PTs, etc., and all other covered professional members in our bargaining unit. There is another article in this paper that relates to paraprofessionals.
### Retirement, Tax-Deferred Savings Plans

<table>
<thead>
<tr>
<th>Class Size Maxima; Caseloads</th>
<th>How Does the Benefit Work?</th>
<th>Summary Details</th>
<th>How to Learn More?</th>
<th>What to Look Out For?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick Days</td>
<td>Grants paid leave when ill, up to time accumulated.</td>
<td>15 days granted per year; unused days accumulate &amp; have cash value at separation after 10 years of service.</td>
<td>Contract pp. 23-27, speak with BTU Building Rep; call BTU at 617-288-2000 or visit here at <a href="http://www.btu.org/member/resources/file-class-size-grievance/form">http://www.btu.org/member/resources/file-class-size-grievance/form</a></td>
<td>Will need a doctor’s note if absent for six or more consecutive school days.</td>
</tr>
<tr>
<td>Personal Leave</td>
<td>Grants paid for personal reasons with one day’s notice.</td>
<td>4 days per year; unused days accumulate.</td>
<td>Contract pp. 115-116; see building rep at school, call BTU.</td>
<td>Your reason for taking a personal day is personal and need not be shared, but you do have to give notice. Unused days are automatically converted to accumulated ‘ Sick days at the end of year.</td>
</tr>
<tr>
<td>Professional Leave</td>
<td>Limited paid leave to attend educational conferences.</td>
<td>Limited system-wide allotment of 2,000 days distributed to individual staff on a pro-rata basis.</td>
<td>See building rep at school, call BTU, ask for Paul or email at <a href="mailto:ontime@btu.org">ontime@btu.org</a></td>
<td></td>
</tr>
<tr>
<td>Bereavement Leave</td>
<td>Grants paid leave under limited circumstances.</td>
<td>Depends on family relationship to the decedent.</td>
<td>Contract, see Bereavement Leave, p. 115; see building rep at school, call BTU.</td>
<td></td>
</tr>
<tr>
<td>Religious Holy Days</td>
<td>Grants paid leave under limited circumstances.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternity Leave</td>
<td>Grants paid as well as unpaid leave &amp; city continues to pay its share of health coverage.</td>
<td>Paid maternity time limited by number of sick days accrued.</td>
<td>Contract pp. 115-116.</td>
<td>Complicated procedure; it is suggested you call one of field reps for more information. This procedure becomes particularly more complicated when the birth is scheduled for the summer months. Always, please contact the BTU office.</td>
</tr>
<tr>
<td>Leave for Adoption</td>
<td>Grants paid as well as unpaid leave.</td>
<td>Limited to 40 days per school year if you have ‘ accumulated’ days in your bank; used to be 30 days.</td>
<td>Contract, p. 113.</td>
<td></td>
</tr>
<tr>
<td>Leave for Family Illness</td>
<td>Grants paid leave for family member’s illness</td>
<td>Limited to 30 days per school year if accumulated, though more can be granted.</td>
<td>Contract, p. 113.</td>
<td>May need a note from family member’s doctor, those who need more than 30 such days are advised to contact the BTU office.</td>
</tr>
<tr>
<td>Planning and Development Time</td>
<td>Grants staff unassigned time when one is not given a programmed duty or responsibility.</td>
<td>35-minute block of time (either as one block or 7-minute daily sessions added on to the Typical P &amp; D). This 75-minute, in the aggregate, time is not PD time – it’s a combination of PD and teacher-directed planning time.</td>
<td>See building rep at school, call BTU.</td>
<td>N.B. Specialists and Itinerant Specialists get one week administratively directed.</td>
</tr>
<tr>
<td>ELT Schools’ P &amp; D Time</td>
<td>In addition to the above, all teachers receive two more blocks of time – see right hand box.</td>
<td>Teachers receive a 40 minute weekly block of planning time that is teacher-directed time. In addition, teachers receive a weekly 35-minute block of time (either as one block or 7-minute daily sessions added on to the typical P &amp; D). This 75-minute, in the aggregate, time is not PD time – it’s a combination of PD and teacher-directed planning time.</td>
<td>Program is in its 8th year; call or email <a href="http://www.bostonpublicschools.org/domain/1884">http://www.bostonpublicschools.org/domain/1884</a>.</td>
<td></td>
</tr>
<tr>
<td>Duty-Free Lunch</td>
<td>Grants duty-free five time to all for lunch, in addition to daily P&amp;D time.</td>
<td>Middle and High Teachers – 5 full-length periods (90+ minutes per period). Elementary Teachers – 5 per week, with period.</td>
<td>Contract P. 29; see building rep at school, call BTU.</td>
<td>This is your time and you cannot be assigned any duty during this time.</td>
</tr>
<tr>
<td>Job-Sharing</td>
<td>1/2 salary, 1/2 position</td>
<td>Two people share one job; each gets 1/2 salary and full benefits.</td>
<td>See here <a href="http://www.bostonpublicschools.org/domain/1884">http://www.bostonpublicschools.org/domain/1884</a> and type in Job-Sharing.</td>
<td>Start early in the year if looking for a partner; this is most difficult for many, as good ‘matches’ are hard to find.</td>
</tr>
<tr>
<td>Peer Assistance Program</td>
<td>Experienced teachers in need of assistance can volunteer for a peer assistant.</td>
<td>Peer assistant can provide assistance to one who needs help.</td>
<td>Program is in its 8th year; call or email Mike McLaughlin at the BTU at <a href="mailto:mmclaughlin@btu.org">mmclaughlin@btu.org</a>.</td>
<td>This is a good, useful program for those who are having difficulty with the performance evaluation process.</td>
</tr>
<tr>
<td>Accepting a student-teacher</td>
<td>If you accept a student-teacher, you receive two days leave with pay.</td>
<td>If you travel between two or more schools in a given day, you are generally entitled to a mileage payment.</td>
<td>See contract booklet pp 43, 143, 108, and <a href="http://www.bostonpublicschools.org/domain/1884">http://www.bostonpublicschools.org/domain/1884</a> or call the BTU office.</td>
<td>Mileage is generally not for travel to and from your assignment each day, but for all other miles mandated within, call the BTU for more info.</td>
</tr>
<tr>
<td>Mileage</td>
<td>Trailing between two or more schools on a given day.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Retirement, Tax-Deferred Savings Plans

<table>
<thead>
<tr>
<th>Participation</th>
<th>Details</th>
<th>More Information</th>
<th>What to Look Out For?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Pension</td>
<td>Participation is mandatory under state law; vested employees obtain a pension at retirement.</td>
<td>Call the BTU for more information.</td>
<td>If you leave the system prior to retirement, consult the BTU before withdrawing your funds.</td>
</tr>
<tr>
<td></td>
<td>See MTRS at <a href="http://www.mass.gov/eversource/">http://www.mass.gov/eversource/</a> for more information, or see the city webpage at <a href="http://www.cityofboston.gov/retirement/">http://www.cityofboston.gov/retirement/</a>. The former is superior and provides all you need to know. Or call Michael McLaughlin at the BTU for more information.</td>
<td></td>
<td>Venders waiting the halls at your school or visiting you in the teachers lounge here no special license from the city. Their plans do not operate with any special imprimatur from the city. The vendors are by one large and small vendors selling a product. Before agreeing to any salary reduction, you are advised to consult with a licensed independent financial planner. Otherwise you may be purchasing what may be a life-time product that will carry with it a heavy lifetime penalty for withdrawal.</td>
</tr>
<tr>
<td>Participation in a 403(b) or a Tax-Sheltered Annuity (TSA) plan</td>
<td>See accompanying article.</td>
<td>Pre-tax salary contributions grow tax-deferred until withdrawn.</td>
<td>See accompanying article in this newspaper.</td>
</tr>
<tr>
<td>Participation in the State’s Deferral Compensation or 403(b) Program</td>
<td>Participation is voluntary; state-chosen vendor Great West. Visit accompanying article.</td>
<td>Pre-tax salary contributions grow tax-deferred until withdrawn.</td>
<td>Call the BTU for more information and/or <a href="http://www.mass.gov/eversource/">http://www.mass.gov/eversource/</a> or email <a href="mailto:lisa.cardinal@gwrs.com">lisa.cardinal@gwrs.com</a></td>
</tr>
<tr>
<td>Social Security</td>
<td>Mass public employees do <strong>NOT</strong> pay into SSA; employees can, however, accrue SSA credits at any time in non-public employment.</td>
<td>Those with $55 credits can combine $55 pension with teacher (public) pension, but some restrictions and offsets generally apply.</td>
<td>Call the BTU for detailed, written explanation or go to <a href="http://www.irs.gov/pubs/9505d.html">http://www.irs.gov/pubs/9505d.html</a> for a discussion of the restrictions and offsets. These are most important topics for those who expect to get some benefit from $55 credits.</td>
</tr>
</tbody>
</table>

### Grievance Rights

As a covered member you have a right to an interpretation of any provision of the collective bargaining agreement. In the event of an uncertainty or dispute regarding any provision of the Contract cited above (or any other provision, for that matter), it is in your best interest to call the BTU at 617-288-2000 or speak with a building representative. Also, see [http://www.btu.org/](http://www.btu.org/). Most contractual disputes are resolved informally. However, in the event an issue cannot be resolved, you have a right to have the BTU proceed with a grievance on your behalf should the Contract support your claim.

---

This document includes a MAJOR (BUT NON-INCLUSIVE) LIST OF CONTRACTUAL WORKING CONDITIONS, which outlines benefits and provisions for Boston Union Teachers. It covers topics such as compensation, pension contributions, and other benefits. The document also provides resources for further information and contact details for various benefits and grievance procedures.
The information below is offered because both TSAs (403b) and the Deferred Compensation Plan (457) provide a great tax benefit to school employees. The information in this newsletter is intended to help you understand the benefits of having a TSA or 457 plan, but it is not meant to be all-inclusive. You may want to consult a Certified Financial Planner or other financial professional before making any tax-deferred or retirement investment in a plan sponsored by your school department.

The deferred compensation plan in your school department endorses a TSA/403b plan or product or the 457 Plan. A full list of TSAs can be obtained by looking here (http://bostonpublicschools.org/site/Default.aspx?PageID=3179) under 403b plans. **The differences between plans are varied,** a ‘surrender’ charge, which is aptly named.

### What’s a Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

A few last points: The 2016 limit is $18,000 per year, with an additional ‘catch up,’ $5,500 if you are over 50. In addition, under certain circumstances, there is a lifetime ‘catch-up’ provision that allows an even greater yearly reduction.

With a 403b TSA plan you are required to file a W-4 and have the amount taken out of your paycheck, which is very similar to the benefits you would receive from having a TSA. But with a 403b plan you cannot generally retrieve those funds without paying what is called a ‘surrender’ charge, which is applied name. The differences between plans are varied, and include insurance fees, ‘mortality’ fee charges, and plan design fees. All of these fees— which are taken out of your savings every year for the life of your savings plan — should affect your decision and bear serious investigation. Again, consult with an independent financial professional before committing to any plan and any salary reduction agreement.

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?

### What’s the Deal With Political Action?

### Deferred Compensation Plan (457 Plan), too: Good, Generally Lower-Cost Alternative

by Richard Stutman, BTU President

**Deferred Compensation Plan (457 Plan), too:**

### Tax-Sheltered Annuity (TSA)/Deferred Compensation Plan?
Welcome to the Boston Public Schools. This memo has been written to acquaint you with some of the major benefits and rights that all members of the paraprofessional bargaining unit enjoy.

Salaries and Pay

Basic Rate and then Rates with 30, or 60, or 90 or In-Service Provide O.H.C. with a transcript of college credits or See contract, page 137. Step 4 (after nine years)

Step 3 (after six years)

Step 2 (after three years)

Step 1 (first three years)

Salary Step Placement

If you have college credits, you must submit a transcript (official) the Office of Human Capital directly. You must apply within 60 days of date of hire. Deadline is  Call Group Insurance office at 617-635-4570. Call that number for more information, or request one from your building representative.

Salary Lane Placement

Basic Rate and then Rates with 30, or 60, or 90 or In-Service and/or College credits and Bachelor’s degree.

Career Awards

After completion of 9 years of service and increase every 5 years.

Substituting for a Teacher

Pay is $6.00 in addition to regular pay for substituting in his/her regular classroom.

Health Insurance

6 different plans, HMO and out-of-network individual and

Medicare

Anyone entering public employment after 3/1/96 must pay Medicare tax and is eligible @ age 65 provided he/she has 10 year’s service.

BTU Health and Welfare Fund

Includes Dental, Eye Care and Legal benefit. City pays plan premium, but some benefits have co-pays. Terrible benefit.

Sick Days

Grants paid leave when ill, up to time accumulated.

Personal Leave

Grants paid leave for personal reasons.

Bereavement Leave

Grants paid leave under limited circumstances.

Religious Holy Days

Grants paid leave under limited circumstances.

Maternity Leave

Paid as well as unpaid leave & city continues to pay its share of health coverage.

Leave for Adoption

Paid as well as unpaid leave.

Leave for Family Illness

Paid leave for family members’ illness.

Duty-Free Lunch & Break

30 minutes for lunch plus a 10-minute break per day.

For a complete list, please consult the contract.

You will automatically receive union mail if you complete and return an application for union membership. Call the BTU Office at 617-288-2000 for an application, or request one from your building representative.

Health and Welfare Benefits

Paras are eligible to partake in benefits provided by the union’s Health and Welfare Fund. Major benefits include a dental insurance plan and an eye care center. For enrollment in the plan, call the Health and Welfare Office (located at Union headquarters) at 617-288-5883. Ask for a brochure which gives a detailed explanation of all benefits.

Health Insurance

Health insurance is provided through the City’s Group Insurance Office at 617-635-4570. Call that number for more information, or visit at Boston City Hall, Room 807. You have only 60 calendar days from your first day of service to register.

Joining the BTU

All of the above benefits have come as a result of collective bargaining between the BTU and the Boston School Committee. As exclusive bargaining agent, the BTU negotiates the contract, enforces the contract, and promotes the general welfare of the membership.

As a member of the BTU, you’ll also belong to the American Federation of Teachers, Massachusetts (AFTMA), the Massachusetts AFL-CIO, and the American Federation of Teachers in Washington D.C. (AFT). You will begin to receive monthly mailings from the BTU, AFTMA and the AFT.

Joining with nearly 7000 others makes us a stronger union, better able to help each of us. We encourage you to join. (Consult your building representative for a copy of the contract.)

Credit Union

Paras are also eligible to join the Tremont Credit Union, with offices located at BTU headquarters and at the Braintree Executive Park, 150 Grossman Drive, Braintree, MA 02184. Through the Credit Union you may authorize payroll deductions for savings and checking, arrange for a loan, and take care of many other banking needs. To join, bring $30.00 and a paystub or a copy of your individual contract to either office and fill out an application. For more information, call 781-843-5626.

Union Operations

Our membership meetings are held the 2nd Wednesday of each month at 4:30 PM at the Union headquarters in Dorchester. (Light refreshments are served starting at 4:00 PM)

SAFETY & HEALTH BENEFITS

by Richard Stutman, BTU President and Josefina Lascano, BTU Paraprofessional/Sub Field Rep.

by Josefina Lascano, BTU Paraprofessional/Substitute Field Rep.

Contractual Package for Paraprofessionals

Convenient Services

Includes Dentist, Eye Care and Legal benefit. City pays plan premium, but some benefits have co-pays. Terrible benefit.


Paid as well as unpaid leave & city continues to pay its share of health coverage. See contract, page 145.

Paid as well as unpaid leave. See contract, page 145.

Paid leave for family members’ illness. See contract, page 137.

Duty-free time.

CONTRACTUAL PACKAGE FOR PARAPROFESSIONALS

SAFETY & HEALTH BENEFITS

BUT HOW TO LEARN MORE?

W orldwide to the building administrator. You need not days accumulate year to year. You may use more can be granted.

Sick and Personal Days

Commencing with the first year of service (following a ninety-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 year. Two (2) personal days are also granted each year. Unused sick and personal days accumulate year to year. You may use personal day(s) for any reason with notice to the building administrator. You need not give a reason for requesting a personal day, and you may take the day(s) anytime you wish. (There are a few minor contractual restrictions regarding the use of personal leave. Consult your building representative for a full explanation.)

A 10-minute break and a 30-minute lunch is part of the paraprofessional workday. Also, days are given for bereavement.

Josephina Lascano

BTU Paraprofessional/Substitute Field Rep.

Each school has Union Building Representatives, elected to serve the staff in the building in dealings with the administration. The building representative is also the first line of communications between the building staff and the Union office.

The Union employs seven full-time officers and staff to serve the membership. Office hours are 8:00 am to 5:00 pm.

The office is open all weekdays including school vacations, but is closed on state, local and national holidays, the day after Thanksgiving, Christmas Eve and Good Friday.

The office number is 617-288-2000. The Boston Teachers Union provides a variety of services; we encourage you to take advantage of them. If you have any questions, please feel free to call me.

Josefina Lascano, BTU Paraprofessional/Substitute Teacher Field Representative

Canada, the United States, the United Kingdom, and the Federal Republic of Germany.

2nd Wednesday of each month at 4:30 PM

Our membership meetings are held the 2nd Wednesday of each month at 4:30 PM at the Union headquarters in Dorchester. (Light refreshments are served starting at 4:00 PM)

Step increase takes place automatically through Payroll. See contract, page 137.

Provide O.H.C. with a transcript of college credits or certificate for in-service credits. See contract, page 137.

Provide Payroll with PS-03 form via the HUB to receive salary increase. See contract, page 144.

Para must be certified as a teacher or have 10 years’ service. See contract, page 132.

You must apply within 60 days of date of hire. Deadline is firm. New dependents must be added within 30 days.

Employees pay 14.6% of gross wages. Deductions are mandatory and continue with employment. Call Group Insurance office at 617-635-4570 or see contract pg. 142 or http://www.mass.gov/ci.

See contract, page 145.

See contract, page 137.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.

See contract, page 146.
HOW TO LEARN MORE?
E-mail Richard Stutman for more information at rjstutman@btu.org or call CPA Inc. Group Insurance at 617-635-4570.
Same as Dependent Care.
Call 617-635-4570 for more info. You are strongly advised to shop around to private vendors for best cost before purchasing additional insurance beyond the standard $5,000.

SAFETY & HEALTH BENEFITS

<table>
<thead>
<tr>
<th>BENEFIT</th>
<th>HOW IT TAKES EFFECT?</th>
<th>HOW TO LEARN MORE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use pre-tax dollars for dependent care.</td>
<td>Apply within 70 days of hire or during open enrollment beginning mid-October.</td>
<td></td>
</tr>
<tr>
<td>Use pre-tax dollars for out-of-pocket medical expenses.</td>
<td>Same as dependent care above, but additional eligibility requirement of one year's service.</td>
<td></td>
</tr>
<tr>
<td>City sponsors plan.</td>
<td>First $5,000 of term coverage comes with purchase of health insurance. 1/2 of premium for first $5,000 coverage paid by the city; rest paid by employee.</td>
<td></td>
</tr>
</tbody>
</table>

RETIREMENT, TAX-DEFERRED SAVINGS PLANS

<table>
<thead>
<tr>
<th>PARTICIPATION</th>
<th>DETAILS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation is mandatory under state law; vested employees obtain a pension at retirement.</td>
<td>Pre-tax salary contributions grow tax-deferred until withdrawn.</td>
<td>See contract, page 128.</td>
</tr>
<tr>
<td>Participation is voluntary; 40 plus vendors to choose from. The number of vendors is likely to change.</td>
<td></td>
<td>Call City Treasurer’s Office 617-635-4151.</td>
</tr>
</tbody>
</table>

MISCELLANEOUS

<table>
<thead>
<tr>
<th>BENEFIT</th>
<th>HOW IT TAKES EFFECT?</th>
<th>HOW TO LEARN MORE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500 per year/$1,000 per year.</td>
<td>For paras with 3 or more years of service $500 tuition reimbursement. 5 years, $1,000 tuition reimbursement. (Total of expense not to exceed $1,500 - with new contract)</td>
<td>See contract, page 144.</td>
</tr>
<tr>
<td>Legislative benefit, not contractual.</td>
<td>State provides financial assistance for a para to become a teacher by obtaining a B.S. degree at a Mass. College. Some restrictions apply.</td>
<td><a href="http://www.osfa.mass.edu">http://www.osfa.mass.edu</a> quick link at top right to “grants”.</td>
</tr>
</tbody>
</table>

ADDITIONAL CONTRACTUAL CHANGES FOR 2010-2016

Effective 11/1/11 a 1% raise
Effective 11/1/12 a 2% raise
Effective 11/1/13 a 3% raise
Effective 11/1/14 a 3% raise
Paras with 3 years eligible for $650 yearly tuition reimbursement
Paras with 5 years eligible for $1,000 yearly tuition reimbursement

GRIEVANCE RIGHTS

As a covered member you have a right to an interpretation of any provision of the collective bargaining agreement. In the event of an uncertainty or dispute regarding any provision of the Contract cited above or for any other provision, for that matter, it is in your best interest to call the BTU or to speak with a bargaining representative. Most contractual disputes are resolved informally. However, in the event an issue cannot be resolved, you have a right to have the BTU proceed with a grievance on your behalf should the Contract support your claim.

How Long is (Days, Hours, PD) is the School Year...

If you are on legitimate leave (bereavement, sick, personal, etc.) and you miss a day when there is scheduled a meeting that is longer than 2 hours, you do have to make up the time. The scheduling of the make-up of the time is a mutual agreed-upon endeavor between the teacher and the building administrator.

What if your administrator schedules a 40-hour math (etc.) workshop?

Anything over the 24 hours (with the conversion) or the 18 hours (without) as mentioned above is voluntary, no matter how worthy and valuable.

ELT (or Schedule A) Schools

50 plus schools now fall under the ELT/Schedule A umbrella. These schools will be phased in beginning this year, and each school will have a school day extension of 40 minutes per day, 180 days per year. The rest of the school’s schedule will follow that of traditional schools, except that teachers shall receive an additional 40-minute period each week of teacher-directed collaborative time along with a 35-minute period of P&D time per week. The 35-minute P&D block can be divided up into 7-minute segments daily, added to a person’s already-existing P&D time, subject to a decision of the School Site Council. Teachers will receive $4464 this year for their school day extension and paras will get paid at their hourly rate.

Pilot Schools & Innovation Schools

Pilot schools (and Innovation Schools*, which tend to follow the Pilot model) create their own schedules subject to the below:

Pilot school teachers and paraprofessionals can be required to work additional time, either in hours or days. But there is compensation for some of those additional hours. Here’s a short description of what constitutes extra time in a pilot school, how to calculate it, and how the additional compensation will look.

Additional Hours: Here’s an explanation of how to calculate additional hours in a pilot school. To understand this, we first have to look at the traditional school schedule.

The school day is defined as 6-30 for elementary teachers and 6-40 for secondary teachers. If you are given a 30-minute break in the middle of the day for lunch, or time-off for whatever, that time counts as part of the school day.

The length of the traditional school year is 180 school days as defined above. There are three additional non-student days: the Tuesday and Wednesday after Labor Day, and the day after the Winter/December break. These three non-student days, however, are 6-hour days for a total of 18 hours. In addition to the ‘180’ plus the ‘3’, there are 18 additional hours of professional development time and 4 hours of parental contact time. This is a total of 1,210 hours for elementary teachers and 1,240 hours for secondary teachers. There are no other days or hours required, whether during the school year, in the summer, or whenever. All time required above and beyond what is defined in this paragraph is considered additional time in a traditional school and would contribute to the limits, which, if exceeded, require compensation. If you have any questions on this calculation, please call the BTU office. Again, many schools operate under their own set of scheduling rules, and you are strongly advised to call the BTU office.

All hours beyond the normal school day/year in excess of 95 will be compensated, so it is important to confirm the actual numbers of hours required. The first 50 hours in excess of 95 will be compensated by the city; all hours beyond those will be compensated by the individual school.

The compensation for time above and beyond the hours detailed above will be at the contractual hourly rate and will be retirement-worthy.

* Innovation school teachers have to consult their own Election to Work Agreement for certain individual schedule characteristics. By law, Innovation Schools have schedules that parallel the pilot school model, which is pretty uniform except for the actual calculation of hours that can vary by pilot school. Anyone with a question, please call the appropriate field representative at the BTU office, either Caren or Michael.

Turnaround Schools

For the 2016-2017 school year, in addition to any of the above found under the Traditional School schedule, all teachers (nurses, etc.) in Turnaround will work an additional (compared to traditional schools) 190 hours of overtime, broken down as follows: 100 hours of PD, and 90 hours (30 per school day for 180 hours for instruction). The 190 hours will be compensated at $4400, will be annualized (paid over 26 paychecks) and will be retirement worthy. The above was determined and imposed by a state-sanctioned process mandated under the so-called Educational Reform Law – it was not negotiated. To learn more about the schedule at a Turnaround School, please see here (http://www.btu.org/contract-highlights/turnaround-schools) and scroll to bottom and/or consult either Caren or Michael.

Any questions on any of the above, please call the BTU office at 617-288-2000. (**Madison Park operates under its own Turnaround Agreement. Please call the union office for assistance.**
Welcome Substitutes!

You are a member of the Boston Teachers Union with full voice and vote at all membership meetings. The Union’s monthly membership meeting is held the second Wednesday of every month at 4:30 pm at the BTU. Please participate in your union. You have a Building Representative of the BTU in your school. Please make yourself known. A weekly bulletin from the BTU is posted in your school with pertinent information for all. Look for it posted in the building, or, you can read it on-line at www.btu.org. You can also have it e-mailed to you automatically by signing up through our website.

The BTU office is open from 8:00 am to 5:00 pm every weekday except holidays. The telephone number is 617-288-2000.

Substitute teachers and nurses who work a minimum of three days per week are eligible for health insurance, and this should be obtained for both the first 60 days of employment by calling Group Insurance at City Hall 617-635-4570. Cluster substitutes are also eligible for BTU Health & Welfare benefits, including dental insurance, eye care and legal services, and Bereavement Leave.

Did You Retire This Year?

If you are one of the teacher or paraprofessionals who retired from the Boston Public Schools this year, or will in September, we invite you to join the Boston Teachers Union - Retired Teacher Chapter. The BTC elects four officers, the Chair, Vice Chair, Secretary and Treasurer. Committee Chairs and Chairmen serve on the Executive Board. The BTC office is open on Wednesdays and Thursday. You are invited to drop by with questions or just to meet us.

As a member of the Retired Teacher Chapter you are able to maintain contact with your profession and your colleagues. The BTC holds two business meetings each year where issues of importance to the retirees are discussed. Last spring, for example, members heard from an attorney and an estate planner about the things that every retiree needs to do to assure a secure retirement.

The next business meeting is September 22, 2016 at Florian Hall in Dorchester. In addition to information from the BTC committees we have invited Shawn Duhamel, Legislative Director for the Massachusetts Retirees. He will update the members on what is happening at the state legislature and the U.S. Congress.

In addition, the BTC holds two luncheons. In the fall, rather than going back to school, we all join together for a luncheon that the BTC sponsors and is free for members. The spring luncheon tickets cost $35 and the luncheon provides another opportunity to socialize with your colleagues as well as meeting new friends.

The spring luncheon held on April 20, 2017 at Lantana’s in Randolph, Massachusetts. Members are asked to send a check for $45 which will be returned to them at this luncheon. More information will be sent before the event.

The travel committee runs trips throughout the year. Some are single day events and others are overnight trips. The social committee keeps updating the travel opportunities for members. You will receive information about the trips for autumn 2016 in September. Our legislative committee pursues increases in our retirement benefits. We testify before the Boston Retirement Board, city council and state legislators about the pensions received by our members. This year we were able to get a small COLA increase on the $13,000 base.

Boston has not increased the COLA base since 2013. State law allows cities and towns to vote on increasing the base. Other cities and towns increased their base to as much as $18,000. The BTC Legislative Committee continues to seek a higher COLA base. In addition, we work with two organizations that fight for increased retiree benefits at the state and national level, the Massachusetts Retirees and the Association of Retired Americans.

Retired Teachers

Retired teachers who return to subbing shall not be required to take any test.

Substitute Retirement Information as of 9/1/2012

Automatic 7.5% pre-tax deduction

Part time, temporary or seasonal employees not members of their employer’s retirement system are required to contribute a portion of their paycheck into a mandatory retirement plan referred to as OIRA. Your OIRA plan is established in lieu of paying into Social Security, and is established as a 457 plan under the Internal Revenue Code. OIRA – As of September, 2012. Contact Lisa Cardinal, Account Executive, Massachusetts SMART Plan of:

GREAT WEST FINANCIAL
255 Bear Hill Road
Waltham, MA 02451
Plan Support: 877-457-1900
Lisa Cardinal: 877-457-1900 x 20084
Email: lCARDINAL@awrs.com
www.mass-smart.com

At termination of employment substitutes can receive cash distribution or roll-over their accounts.

Application for Teaching Positions

Those substitute teachers who are certified, recommended as a result of a 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 (4) interviews. For the central interview, complete a Boston Public Schools Personnel Bulletin that in the past has been issued in November or December of each year. The bulletin is called "Paraprofessional/Substitute Teacher Applications for Teaching Positions."
Third Annual Back to School Fair:  
Free Books for Families and BTU Educators!

We are able to give away 40,000 books through a partnership with FirstBook. We still need more members to sign up for their free and discounted books to meet our registration goal! Registration is free! It’s a great resource for all educators. If you haven’t signed up, please do so at www.firstbook.org/aft.

Spread the Word!
We rely on members like you to help us to spread the word about our fair with BPS families. You can download flyers in seven different languages on the BTU website at www.btu.org or stop by the office top pick up hard copies! You can also call the office if you need flyers for your school. Please let us know how many you need of each language.

The BTU Back to School Fair is a great way for our members and Boston families to come together to celebrate the beginning of a new school year, learn about great resources and, of course, to celebrate literacy and reading. Thank you for helping to make this event a great success!

Join Us As We Continue "Making Strides Against Breast Cancer"
Sunday, October 2, 2016

Contact Brenda Chaney bchaney@btu.org for details.