Welcome Back to the BTU – Where Everyone is Welcome!

On behalf of all of the BTU officers and staff, we warmly welcome you back to school! We hope that everyone had a restful and restorative summer. As the upcoming school year starts, we look forward to seeing all of you again.

Over the summer, we continued to work on our priorities and initiatives with the help of BTU members, new Summer Organizing Union Leaders (SOUL) interns, and our community partners. Amongst those priorities, we continued to advocate at the State House for passage of the Promise and Cherish Acts, that could bring an additional $1 to $2 billion dollars of much needed help to our public K-12 and higher education institutions.

We lobbied, we called, we wrote letters, and even had a “beach party” send-off on the last day of the legislative session on July 31, when the bill had not yet come out. The “beach party” outside of the State House included a snow cone machine with “fully-funded flavors” such as: Promise Act pineapple, #RedForEd raspberry, charter reimbursement cherry, and low-income funding lemon.

Throughout the August recess, we will continue to advocate and pressure our legislators to get a bill passed as early as possible that benefits Boston public students. While the budget released in July was a good step in the right direction for many districts, it did not go far enough in helping Boston.

We are also continuing our BTU ALL-IN campaign in the new “janus” era. It is imperative that we welcome all new educators in our schools and make sure that they are given the BTU membership application as soon as they start, even throughout the school year. Our union is strongest when we are reaching out to each other, supporting each other and taking collective action together. Signing new members up to become a part of our community and to receive all of the benefits of our union membership is critical to our continued strength and success! Please take a moment to give a warm BTU welcome all new members of your staff on the first day of school and throughout the year!

As we start the school year with a newly-negotiated contract, we will begin another Listening Tour to visit schools as we continue with the implementation of this contract, as well as hear from BTU members about what our priorities should be for this school year and our next successor agreement. We know that inclusion continues to be a priority and we are pleased that the new superintendent, Dr. Brenda Cassellius, has prioritized the issue as well. In order to hit the ground running and get the new Induction Working Group off established as soon as possible, we met with her before she officially started, on July 24th – the second day of her official start and the whole group will be meeting again before the school year begins to begin the work.

We are also keeping a close eye on both Build BPS and announcements from the Department of Elementary and Secondary Education. Our goal is to be proactive with regards to any changes to our school buildings, structures, or designations of changes in status from the state. If you hear of any potential changes or plans, please do reach out to the staff at the BTU office. We will, of course, share information as it becomes available for us to share as well. Constant two-way communication between our building reps, members and our office is a critical part of building BTU POWER. Please don’t hesitate to reach out!

We have many new faces at the Boston Teachers Union, including new organizers Ilene Carver (also a BTU member) and Ariel Branz, as well as new administrative assistant Matthew Bouvier. We hope that you will meet them soon! You can check out the new BTU welcome video to meet everyone on staff. We also welcome and congratulate all new reps and all new members!

BTU members attending TEACH Conference in Washington, DC were actively engaged in many aspects of the conference. See story and more photos on pages 8-10.
The Boston Teachers Union –
Who, What, When, Where…

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 ensure 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 Building bureaucracy
- Promote public education
- Promote the growth and well-being of our profession

In 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 to 5 pm, all weekdays, except legal holidays – School Year
- Business Hours: 8 am to 4 pm, all weekdays, expect legal holidays – Summer
- Call 617-288-2000
- Log onto btu.org
- Email staff and officers, for an index, please see btu.org/about/contact-us/

How to Join the BTU’s 15,000-Member Listserv

Go to btu.org, upper right is sign-up box. The listserv is used only for the dissemination of the week’s 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.

Class Size FAQ – Big Idea: DO NOT Sign a “Resolution Form” For Your Class Size Grievance Without Discussing It With the Union Office!

What Are the Class Size Limits?

In general, the class size limits are as follows:

- Grades K-1: 22
- Grades 2-5: 25
- Grades 6-8: 28
- Grades 9-12: 31

Please note the following important exceptions:

- In schools designated Level 3 or 4 by DESE, the maximum in grade 6 is 25, and in grade 9 the limit is 30.
- In inclusion classes, there can be no more than 20 students at any grade level, with no more than 6 inclusion students.
- In the “Exhibit A” schools from the inclusion settlement (Bates, Blackstone, Bradley, Chittick, Clap, Condon, Cooly, Curley, Edison, Everett, Harvard/Kent, PI Kennedy, King, Lee, Mattahunt, Mur- phy, Otis, Quincy, Taylor and Sumner), there may be no more than 5 inclusion students.
- In Bilingual, ESL, and SEI classes, there can be no more than 20 students at any grade level, or 25 if a paraprofessional is provided (though only 22 with a para in grades K1 and K2).
- In elementary schools where there is only one regular education class in a grade level, the above maxima may be exceeded by one or two students. Similarly, in secondary schools where there is a singular regular education course offering (for instance, only a single section of French 4, or AP Physics, etc.), the maxima may be exceeded by one or two students.

What Should I Do If My Class Size is Over the Limit?

First, file a grievance immediately. You can do this from the BTU website. At the same time, please download and print the form at the same website and record your class size each day throughout the year. We will need this at the end of the year to process your grievance and ensure proper payment if compensation is required.

Second, you should insist that the class size issue is addressed. This could involve moving a student or students to a different class or section, opening a new class, or adding a teacher. While the district may offer a paraprofessional or payment to you, our advice is to “insist that the class size maximum be enforced.” This follows our contract, and ensures that our students get the education they deserve. Stay strong. Your principal and others will try to prevent us to settle for a stipend. If you do this, you are letting our colleagues and our kids down.

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 4:30 pm (refreshments 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. BTU Building Rep’s are elected each year to serve the members at each school site and act as the liaison between the building office and our membership in their 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

Robert P. Carroll
Brenda B. Chaney
Allison T. Doherty
Caitlin Gaffney
Cheryl L. Kelly
Michael J. Maguire
Nicole E. Mullen
James “Timo” Philip
Paul R. Titter
Mary Ann Urban
Garrett Vichirch
Alice M. Yong

What is Payment Owed to Teachers Who Taught Over-subscribed Classes and the Grievance Was Not Resolved?

There are two arbitration decisions governing this situation. The calculations are different for elementary and secondary teachers, but in every case, teachers are owed significantly more than $1,500 per student.

I Filed a Class Size Grievance in a Previous School Year. What Happening With That Grievance?

There is a case being heard by an arbitrator that covers the years 2007-2015. Yet another case for the years 2015-2018 is before a different arbitrator. While we don’t know when these will be resolved, hearings are finished and please rest assured that we are hard at work to accomplish this.

Payment FAQ – Big Idea: DO NOT Sign a “Resolution Form” For Your Class Size Grievance Without Discussing It With the Union Office!
City of Boston Employees join health plans by contacting the Health Ben-
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City Hall, telephone 617-338-4570. New hires have 30 calendar days from
the time they are hired in order to sign up for health insurance. Provisional
or prospective employees, who are laid off and then recalled/rehired, must
contact Group Insurance within 30 days of being

Know Your Rights Caren Carew

Health Insurance – When Do New Teachers Sign Up, Who Can Change Our Plans, What if Someone Gets Rehired or Returns From an Unpaid Leave?

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line. This period is held annually for two weeks in the spring (April/May).

Some people assume that because they have their job, the insurance is automatically reinstated – this is not often the case. They decline the offer and later find that part of the administration except within the narrow parameters outlined above. Under no circumstances may this passage of the contract be implemented with special education classes. As it states in the collective bargaining agreement; "Class size for programs prototype 502.2, 502.3, and 502.4 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 class affected has a right to decline 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 compen-
sate the teacher for this contract viola-
tion. 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 class size pos-
sible. We fought for it – let's maintain it.

Who Determines When Parent Open-Houses are Held?
The BTU contract states, "teachers will be available to attend 2 evening parent-teacher meetings during the school year. Such meetings shall be planned by the building administrator in cooperation with the faculty senate and the parent council with one month's advance notice. Such meetings shall not be scheduled to exceed two hours each. Adequate security will be provided by the School Depart-

Do I Get a Desk? The BTU contract states, "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.

What are the Primary Responsibilities of the BTU and With Which Groups are We Affiliated? The BTU is the exclusive collective bar-
gaining agent for the BPS's approximately 7,000 active teachers, other non-administrative/management related service providers, paraprofessionals and substitute teachers. The Union also repre-
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The BTU represents our membership in related to their professional

The School Department may exceed the class
size maxima by one or two students. For
one student in excess, the teacher will receive $300 per class and for two stu-
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Take Charge Through School Site Shared Decision Making

By Career Carew, Secondary Field Representative

Let's continue to be out in the front area of school reform initiatives at each one of the stages: decision making as a part of our School Site Councils. What if a critical juncture in public education where both individually and collectively measure us by our willingness to get out in front of the current issues and have our say and be let by the wayside. When we are part of shared decision making we are part of the solution. Many initiatives that a school district engages in order to effect change at their school can be modified or ‘waived’ through our collective bargaining agreement. Much of what people seek to accomplish when proposing to become pilot, innovation in or district-charter school can largely be achieved through the SSC waiver process. Let's become more a part of the active solution of these concerns now facing us, rather than allowing tay agreed upon by the parent and teacher representatives as well as from the greater school community wishes to implement school improvement efforts. Our Contract – if the procedure is followed properly - BTU Collective Bargaining Agreement, , the BTU is part of the solution to school improvement, BTU members to the SSC should be held no later than October 31st. The par- ent of the school is part of the team that either participates in compliance with the terms of the contract or establishes guidelines for the implementation of shared decision making - decision-making efforts.

In each school, first thing there is an election to elect a Venue Representative who shall serve on the School Site Council – Shared Decision Making Team. The BTU Election Representatives also run an election to elect a Steering Committee co-chaired by the Boston Teachers Union and the education community at the school level colabo-
rate in identifying challenges, defining goals, formulating policy, implementing programs, and learn from experience. In BPS the SSC is an elected group of parents, teachers/BTU members, and students at the high school level, includ-
ing the principal – that has the author-
ity to make many of the decisions about the school. There can also be Associate 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 com-
munity informed.

There is a joint Union/Management Steering Committee co-chaired by the BTU President and the BPS Superintendent to monitor SSC concerns such as “...to deal with Councils that do not oper-
ate in compliance with the terms of the collective bargaining agreement or where Councils are frequently unable to reach decisions by consensus, or where the prin-
cipal repeatedly exercises a veto over the votes of a majority of council members.” The contract explains that any SSC mem-
ber may file a complaint with the Steer-
ing Committee concerning the operation of their SSC and that such complaints “…should involve serious breaches of the established guidelines for the implementa-
tion of SBM/SDM [School Based Man-
agement/Shared Decision Making] and that there has been a good faith effort at the school level to resolve these problems prior to filing the complaint.”

The BPS/BTU Joint Steering Commit-
tee through the Boston Teachers Union and BPS Office of Engagement (OE) coordinates training for SSC members. Please contact either Career Carew at the BTU or the OE for further information. It’s time to step up and be a part of the solution! Each member of the school community is part of the team that either decides to be a part of the process or stay on the bench. All of us are accountable for our collective and individual par-
ticipation, large and small, in the gover-
nance and decisions made in our schools affecting our classrooms, our kids, and ourselves.

We deserve to be heard and respected. The first step is to believe our voice can make a difference. I believe it does. The ball is now in your court. Are you going to use it or lose it? We are all depending on each other. We are all connected. Let’s support one another and our kids. We can make it better. Believe in BTUnity!

| Fall | September 4 - LAST DAY TO REGISTER FOR VOTE FOR PRELIMINARY MUNICIPAL ELECTION |
| September 19 - New Parra Reception |
| September 21 - Back-to-School Fair |
| September 24 - Preliminary Election Day |
| September 27 - Back to School Party |
| September 29 - Making Strides Against Breast Cancer Walk |
| October 18-20 - BTU Leadership Conference |
| October 23 - Blood Drive |
| November 2 - Women’s Rights Committee Health Fair |
| November 5 - Election Day |

| Winter |
| BTU Holiday Party |
| BTU Children’s Holiday Party |

| Spring |
| February/March - Budget Season |
| March 18 - Annual Meeting for Rosie’s Place/Pine Street Inn |

| Summer |
| July - Summer Organizing Union Leaders |
| August - Teacher Summer Institute |

| Year-Long |
| Second Wednesdays – Membership Meetings |
| First Thursdays – Boston Educational Justice Association (BEJA) |
| Tuesdays – Committee Meetings |
| Ongoing Contract Negotiations |

This structure is a potentially power-
ful tool enabling the SSC to effectively ‘waive’ certain components of the BTU Contract. The Union has provided a mechanism whereby schools to have more autonomy as it relates to our con-
tact – if the procedure is followed prop-
erly. The BTU is part of the solution to school improvement - decision-making. Our Con-
tract reads in part, “The purpose of shared decision making is to create a climate in the schools where the faculty, parents, administrators, … working together share the responsibility and accountability for school improvement, better student perfor-
mance, increased satisfaction among professional educators, greater involve-
manship by and with parents, and stronger support from the community in perfor-
mance of their various roles.” The SSC is able to adopt waiver pro-
posals which must then be brought to a vote and approved by a specified threshold of BTU staff which must then be approved by the district-wide 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-
tics that may and may not be waived and there is a specified process list in the contract 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 budget process as well. SSCs are to participate fully in SSC meetings. Elections for new SSC members may cast a vote, but up to the SSC’s ability to vote and approve the BTU Collective Bargaining Agreement, the “Contract” 2016-2018 (blue) pages 9-16 school Site Councils.

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 insures each group member has an opportunity to comment on, under-
stand and participate in the decision-making process. Building consensus involves every having the collective model of the SSC. Members of the SCC are expected to operate in a specific decision-making team to together to fashion effective solutions to the school’s needs. Monthly SSC meetings must be held and are subject to the Massachusetts Open Meeting Law requiring all meet-
ings to be held no later than October 31st. The par-
member meetings are at the heart of successful in SSC meetings. The BTU is part of the solution to school improvement – decision-making efforts.

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Recently, there has been much confusion about the nature of the Teacher Accelerated Retirement Plan (TARP) or Retirement+ (R+). TARP is an enhanced retirement option that is available to teachers, school nurses and related service providers in Boston and throughout the state back in 2001.

To take advantage of TARP eligible members had to elect into the option by submitting the election form to the Boston Retirement System (then called State-Boston Retirement System) between the dates of January 1, 2001 and June 30, 2001.

The cost associated with TARP is 11% for members with effective membership dates before April 2, 2012 by service and age. As a participant in TARP you can essentially accelerate your retirement date by approximately 3 years, depending on your years of service and age. For example, in the current system of Superannuation, at age 63 with 31 years of service one could retire with 68.2% of his/her 3 years average salary. Under the enhanced system of TARP at age 63 with 31 years of service one would retire with 80% of his/her 3 year average salary (see retirement percent chart below).

Currently there is confusion, frustration and anger among some members about R+. Back in the early spring we heard from a small group of teachers at EBHS. They eloquently expressed disappointment in not being properly notified about TARP or R+. Additionally, they and others believe they were misled by the way their retirement deduction was shown on their direct deposit receipts. The “+” as seen in the 7+2% or 9+2% and 9+2% led some to believe they were members of the R+ or TARP group. Another belief was that the deduction of 9+2% meant R+ because TARP/R+ is 11% and 9+2% = 11%

As a follow up to the meeting at EBHS we hosted an information meeting last spring at the BTU. We advertised the meeting in the BTU e-Bulletin for several weeks. Nearly 80 BTU members attended along with Chief Counsel of AFT-MA’s Yasser Morris, Board Counsel of Boston Retirement System (BRS) Paidraic Lydon and Executive Director of BRS Timothy Smyth. We had a brief overview of TARP and case law history of 4 previously litigated TARP court cases followed by a spirited question and answer session.

The “Retirement percentage” chart

For members with effective membership dates before April 2, 2012, a comparison of the percentage of salary average allowed under the regular and RetirementPlus formulas, by service and age.

To be eligible for regular retirement (also known as superannuation retirement) under either the “regular” formula, or, if you are participating in RetirementPlus, the enhanced RetirementPlus benefit, you must meet the corresponding eligibility requirements:

- **Regular** formula: You must either have 20 or more years of creditable service at any age, or be age 55 with 10 or more years of creditable service.

- **RetirementPlus formula:** You must have 30 or more years of creditable service, at least 20 years of which are membership service with the MTRS or the Boston Retirement System as a teacher; there is no minimum age requirement. If you elected to participate in RetirementPlus, but then do not meet either the 20-year “teaching” or the 30-year total service requirement by your date of retirement, you will receive a retirement benefit calculated under the regular formula and a refund of your RetirementPlus contributions, plus regular interest.

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<th>Y E A R S O F S E R V I C E *</th>
<th>A G E A T R E T I R E M E N T</th>
<th>R e t i r e m e n t P l u s % I N C R E A S E</th>
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<td>25 — Regular</td>
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<td>20.0 22.5</td>
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<td>30.0 32.5</td>
<td>35.0 37.5</td>
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<td>26 — Regular</td>
<td>15.6 18.2</td>
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Effective April 2010

* Two notes on “years of service”: For the purposes of determining your:
1) “RetirementPlus % increase,” only whole years of creditable service will be counted (the amount is not rounded up).
2) Percentage of allowable salary average, your full years and full months of creditable service will be counted.

For example, if you have 32.9 years of creditable service, your “RetirementPlus % increase” is based on 32 years of creditable service, or 16%.

For example, Jane Educator is a teacher on a 10-month contract, and is retiring mid-year, on March 10. At that time, she will have 32 years, 6 months and 10 days of creditable service—or 32.6549 years of creditable service. The amount of creditable service that will be used to calculate Jane’s allowable percentage of salary average is 32.6 years. (Because the first decimal place represents full months, and the last three decimal places represent only partial months, the last three decimal places will not be included in Jane’s final benefit calculation.)
Salary and Academic Lanes

By Michael W. McLaughlin, Elementary Field Representative

Your union has negotiated numerous contractual benefits over the years. In order to receive the benefits, you must submit the appropriate documentation to the Office of Human Capital (OHC). It is always advisable and strongly urged to insist on receiving a time/date stamp copy of any document(s) you submit to OHC. Think of it as a receipt.

Employees qualifying for a change in salary lane as a result of the completion of accredited course work and degrees must submit a completed PS-6 along with OFFICIAL TRANSCRIPTS. The transcripts must include a passing grade and/or a degree conferred date. Electronic Transcripts must be sent directly from the institution to employment@services@bostonpublicschools.org. Only submit credits/degrees when applying for the salary lane advancement. Do not submit single or multiple credits below the threshold for lane advancement. If approved, you should see a change in your salary within 3-4 pay periods following the submission. Denied applicants will receive an email to their BPS email address from OHC providing the reason for the denial (summer months take longer).

Salary lane adjustments will be processed retroactively to September 1, if all the correct documentation is received by OHC by the close of business on September 30. Otherwise, the change will be effective on the first day of the month following complete submission of all documentation during the school year. Submissions after May 31 will be effective for the start of the following school year.

Boston Public Schools reserves the right to approve salary lane advancement for only those courses that are related to the field of education. Pre-Approval can be requested.

Accredited College or University Course:

Courses must be granted by an accredited college or university listed on the Accredited Institutions of Post-Secondary Education registry and deemed acceptable by the American Council on Education.

Courses must award GRADUATE CREDIT.

Courses are evaluated by the semester hour only. Courses taken at the quarter credit hour will be converted to the metric specified by the respective institution. If not specified, BPS will use a .75 to 1.0 ratio.

Courses must clearly relate to the field of education in the BPS.

Academic Ladder Credit (ACL) can also be used for academic lane advancement. ACLs are equal to in-service credits with no cap on the amount earned. Each ALC course has a target competency and a range of options for demonstrated competency through artifacts or reflections. ALCs require 12 hours of seat time per credit though credit will not be awarded until the educator submits a final product demonstrating successful implementation of a specific instructional practice. Submit the actual ALC completion certificate when applying for a salary lane advancement.

In-Service credits can also be granted for courses previously offered by BPS. Submit the actual in-service completion certificate.

Continuing Education Units (CEUs), also known as contact hours are accepted at the rate of 15 contact hours for 1 graduate credit, not to exceed 30 graduate credits. This applies to nurses and most related service providers.

Professional Development Points (PDPs) are not applicable for salary lane advancement. PDPs are commonly used for license recertification. Consult pages 102-105 of the 2016-2018 Collective Bargaining Agreement for more information.

Politics In Education Johnny McInnis

Why is Political Action Important for Our Union?

COPE is the BTU’s Committee on Political Education. This program makes decisions to endorse candidates. The program follows a process of endorsing candidates after completing a questionnaire, interviewed then voted upon by the committee for recommen-
dation to the executive board then rec-
ommended for a vote to the membership for the final approval. Elected officials affect education through decisions they make, they vote, education initiatives, funding, and they set policies that affect our members and schools. These deci-
sions can have an impact on our collec-
tive bargaining ability to negotiate issues such as salary, class size, transfer provi-
sions, school building improvements, and many other factors that impact our students and schools. Elected leaders have a huge impact on our ability to do our job well and support our students!

The Union’s Committee on Political Education (COPE) has five main pur-
poses as described in the BTU bylaws:

• To support and strengthen the commitment of the citizens and the government to excellence in public education at all levels.
• To promote and strive for the improvement of the public schools by encouraging and stimulating educators to take a more active part.
• To encourage educators to know and understand the nature and actions of their government and the important political issues, as they pertain to public education.
• To assist educators in organizing themselves for more effective politi-
cal action, and in carrying out their civic responsibilities.
• To engage in any suitable activi-
ties to achieve the purposes stated above.

What is the process used by the Union to endorse candidates? The COPE committee meets when needed to make decisions whether or not to endorse a political candidate running for office. Candidates are provided a questionnaire pertaining to issues that would support our members before being asked to come before the committee for an interview. Decisions are made via can-
didate voting records by incumbent can-
didates, responses to questionnaires and in-person interviews. Decisions can also be made based on support for or against bills presented for upcoming legislation. That legislation could include COLA for retirees, support for English Language Learners, funding for education, educa-
tor licensure, and other Bills on educa-
tion. The committee then votes by a 2/3’s decision to recommend to the Executive Board. The Executive Board votes on the recommendations from COPE by a 2/3’s decision before sending it to a vote by the members for a 2/3’s decision at the mem-
bership meeting. If the membership endorses the candidate, the candidate will be backed by our Union throughout their campaign.

Why are members asked to pay into COPE? Based on state and federal laws there are restrictions on what Union dues are used for. A member can voluntarily decide how much is deducted for COPE. For example, members can contribute through payroll deduction by a suggest-
ed minimum of $.75 for Paraprofessionals on their COPE and $2.00 for Teachers and $7.50 for Paraprofessionals on their COPE card. COPE reports political actions to members at membership meetings. As required by law there is a yearly audit to confirm that funds were documented for appropriate use.

Members help is always needed after endorsing candidate. Please contact me to know to join our Political Action group. This group volunteers with candidates during their election campaign, organize to support legislative bills, and other political actions as needed. Volunteering can also include canvassing door to door, standing out with signs at an event, or phone banking on behalf of a candidate. Contact me if you would like to join our Political Action group or if you would like to come to support a particular candidate we endorsed. Contact Johnny McInnis at the BTU office 617-288-2000 or email jmclinnis@btu.org.
Faculty Senates – A Union Membership Responsibility

By Michael W. McLaughlin, 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, page 7. The guidelines can be found in the appendix, B11-B13. Our union leaders had it right in 1978. Faculty Senate is our responsibility. It is a safe place for faculty members to express concerns about educational policy. Faculty senates help to maintain an effective working relationship with the principal about educational policy because the ideas that are generated in faculty senates are collectively determined. Faculty senates are democracy in action. It’s a forum for the healthy exchange of ideas. Many schools hold their meetings 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 representatives.

We need to make time for ourselves. We need to make time for faculty senate. We need to be diligent in organizing our workplace. The first step is to elect a chair or co-chairs. Next, confer with the faculty and set the meeting dates. Let the entire faculty know of the meeting schedule. Be sure to give your principal a copy so that other committee meetings don’t conflict with faculty senate. Try to make the meetings more concise and appealing. Rotating the location or combining them with a monthly morning coffee hour may increase participation. Whatever format your faculty decides, remember it’s a union member’s responsibility. Become an active member of your faculty senate. Below is the language from the contract regarding faculty senates.

Faculty Senates

Faculty Senates may be formed in each school building and shall meet once every month after the close of the normal school day with the Principal or Headmaster concerned. Faculty Senates will be recognized by the administration of that school as having an advisory voice in the formation of educational policy. Faculty Senates representing Music Teachers, Guidance Counselors, Nurses, School Psychologists, Evaluation Team Leaders, Kindergarten teachers, Bilingual teachers, and Pupil Adjustment Counselors shall meet once every month after the close of the normal school day with the director or administrator concerned.

These Faculty Senates will be recognized by the administrator of the department as having an advisory voice in the formation of educational policy. Faculty Senate Chairpersons will meet twice each year on the elementary, middle, and high school levels during days of regularly scheduled in-service meetings.

Faculty Senate Guidelines

Purpose

The Faculty Senate shall:

1) Plan and run in-service meetings, in cooperation with the administration and in accordance with the contract;
2) Elect by the teaching staff, it represents that staff in matters concerning school policy;
3) Present the administration with facility positions on building procedures and educational policy;
4) Cooperate with the building rep. in all contract matters and Union policy.

Membership

1) Only those eligible to vote shall be eligible for membership (see below);
2) The Faculty Senate will be composed of a minimum of five members, except in buildings where the number of teachers is less. In schools where the faculty numbers more than 50, membership should be on a 1 to 10 ratio. Members are generally elected at large, but in certain schools may be elected by departments, areas, pods, etc. Where the faculty numbers more than 50, membership should be on a 1 to 10 ratio. Members are generally elected at large, but in certain schools may be elected by departments, areas, pods, etc.
3) All Building Reps. are automatically members of the Faculty Senate, but should be elected as Building Reps. separately.

Eligibility for Voting

1) All teaching personnel assigned to the building except short term subs;
2) Nurses, permanent librarians, guidance personnel.
3) No one above Group II.

Elections

1) Held by the first week of October;
2) Outgoing Faculty Senate appoints election committee; if no Faculty Senate, then BTU Building Representative appoints election committee. Submit names in writing. In a case where not enough names are submitted, the BTU Building Representative should run a primary, entering the name of every eligible person in the building;
3) Separate ballots for BTU Building Representative and Faculty Senate Union members only vote for BTU Building Representative;
4) Ballots should be checked, one per voter.

Meetings

1) Faculty Senate elects own chairperson;
2) Faculty Senate should meet at least biweekly;
3) The administrative head must meet with the Faculty Senate at least monthly; present the administrative head with written positions of the faculty and demand a response;
4) Meet with entire faculty at least monthly; Faculty Senate should submit topics (see below); Faculty Senate Chairperson determines agenda;
5) Faculty Senate elects own secretary;
6) In Service Meetings
   a) Faculty and administration submit items for agenda;
   b) Chairperson and administrative head determine time allotments;
   c) Each (in b) chairs his section of meeting.

Communications

The Faculty Senate shall:

1) Keep accurate attendance and minutes of all meetings.
2) Supply each member of the faculty with a written report once each month.
3) Present the faculty with the responses of the administrative head. If the faculty is dissatisfied with the response of the administrative head, it may be appealed to the Community District Superintendent.

By-Laws

Each Faculty Senate should formulate its own bylaws following these guidelines and in compliance with the contract and union membership policy.
Day One

All throughout the conference participants chose mini-workshops to attend on items of interest to them. All BTU attendees participated in at least four workshops, many attending five or six (six is the maximum). Stephanie Byrd and Lea Serena from our own Boston Teachers Union lead a two-part workshop entitled Affirming Cultural and Linguistic Identity in the Classroom. Rev. Mark Kelley Tyler gave the invocation for the 2019 edition of TEACH. At the end of his prayer, he puncted the famous quote from Moses to the Pharaoh of Egypt in the Book of Exodus: Let my people go. 

Just as you moved through labor leaders Moses, Aaron, and Miriam to say to Pharaoh, let my people go, move ever now through this body so that they will stand up for the least of these in our society and say to the Pharaohs of our day whether they be on the school board, in the city hall, the state house, or the White House, let my people go.

- Let my people go to schools with the technology of the day whether their par-
ents are rich or poor.
- Let my people go to schools free from metal detectors because our world is a safer place.
- Let my people go to schools free from bullying and harassment regardless of who they chose to love.
- Let my people go to schools where they do not face discrimination because of their origin of birth, where race is no longer a barrier to a quality education, and where no student has to die in debt with loans!

In her keynote speech to the American Federation of Teachers biannual TEACH conference, president Randi Weingarten stressed the importance of being involved politically in education. Weingarten reminded the audience, “Horace Mann, John Dewey and Margaret Haley - a founding mother of the AFT - saw public schooling as central to the well-being of society and the strength of our democracy. So did Martin Luther King, Jr., Bayard Rustin and Al Shanker. All frequently invoked the AFT’s founding motto: Democracy in education, and education for democracy.”

In practical terms Weingarten called for:
- Better Investment. America has and is facing deep and prolonged inadequate funding in public education. For pub-
lic education to be the great equalizer, adequate funding is a must. Twenty-one states still spend less on education than a decade ago and thirty-eight states pay teachers less today than before the Great Recession.
- Safe, healthy, and welcoming schools and communities. Especially after the shootings in Parkland, Florida, students are scared at school. Anxiety and depres-
sion in teens is on the rise. Just as no fam-
dy is immune to mental health issues, the same is true of schools. Add to this is a startling report from the Southern Poverty Law Center which claims that hatred and bigotry is on the rise in our schools.
- Freedom to teach. Randi Weingarten said that the epitomy of the deprofessionalization of education was in 2008 when Time magazine put on its cover a picture Michelle Rhee standing in a classroom while holding a broom. “It’s the denial of teachers’ expertise and voice that most threatens our freedom to teach,” she said. Referencing the amount of paperwork in our profession, Weingarten rhetorically asked, do you often feel more like a test prep trainer than a teacher. We don’t have the freedom to teach if we fear that a principal will catch-
us doing what our students need.
- Most of us didn’t become educators because we wanted to be political activists. But as educators with a conscience, we can do nothing else. In the words of Hillel, ‘If not us, who? If not now, when?’ Weingarten ended on a positive note saying that over the past decade we’ve changed the narrative about public education and in so doing, we have preserved it.

You can read the full speech at all.org/press/speeches/democracy-education-education-democracy.

Day Two

Workshops continues throughout the day in three different sessions. Between workshops one and two was the general session where all convention goers assembled.

Our own Stephanie Byrd, a prekin-
dergarten inclusion teacher and Boston Teachers Union member, started the sec-
ond day’s general session. Stephanie said that she felt unprepared as a novice five years ago to navigate the roles she was ex-
pected to play. There were not enough resources, mentoring or preparation. She felt she lacked a voice.

Then last year, Byrd was asked to join a focus group that included new teach-
ers, researchers, leaders and staff. “That experience inspired me to become more involved as an educator,” she said, “and to exercise my voice.”

This year, Byrd declared from the stage, “We have more new teachers at TEACH than ever before.” She asked them, as future leaders of the AFT, to stand, and they were given a huge ovation.

After the day’s general session nearly 200 AFT members crowded the side-
walk in front of the Customs and Border Protection office on Friday, taking time away from the TEACH conference to demonstrate against the cruel abuse of immigrant children at the United States-Mexico border. The rally, which featured presidential candidate Jay Inslee and other politicians and activist leaders, drew attention to the deportable condi-
tions in U.S. detention camps at the bor-
der, where children have been separated from their families and often held in prison-like conditions with little oppor-
tunity to wash, sleeping on cold floors and by multiple accounts told to drink from toilets.

Later in the day AFT members carry-
ning banners and chanting “classrooms, not cages” shut down Connecticut Avenue, a major thoroughfare in Wash-
ington, D.C., on their way to Lights for Liberty, a vigil for children being held at the U.S.-Mexico border. Dozens of teachers and school support staff marched en masse to the White House, joining hun-
dreds of other activists gathered there to say “no more” to the atrocities taking place in the U.S. detention camps for immigrant families seeking asylum.

Day Three

Debra Price enjoyed her last work-
shop so much she posted the follow-
ing on Facebook “I’m Attending Until All of Us are Well: Honoring the Inner Lives of People Who Work in Schools #teach19@meaningmakerscollective org/press/speeches/democracy-education-education-democracy.

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dreds of other activists gathered there to say “no more” to the atrocities taking place in the U.S. detention camps for immigrant families seeking asylum.

The conference ended with a funny presentation of a serious topic: emotions. Whereas many of the workshops focused on students’ social-emotional needs, this final session focused on teachers’ needs.

Marc Brackett, a professor at Yale University and director of the Yale Cen-
ter for Emotional Intelligence, had simple but hard advice for members:

- Learn breathing techniques. “It’s not a religion. It’s just breathing!”
- Closely regulate your diet, nutrition and exercise.
- Build and maintain positive rela-
tionships.
- Be compassionate to yourself. Teachers are great at supporting students, but if they’re freaking out, they’re not as supportive as they could be.
- Guard against negative self-talk. It starts early in life.
- Regulating your emotions takes practice, Brackett noted. No one is born with strategies — they have to be learned and practiced.

(Reprinted with permission from the AFT media office press releases.)
Scenes from the TEACH 2019 Conference

Photos by Michael J. Maguire
More from the TEACH 2019 Conference
Photos by Michael J. Maguire

What teachers say about inquiry:
“This is the best, most meaningful, most relevant, most challenging, most self-directed PD you will ever get to be a part of.”
“It’s powerful to see existing research give a voice to the issues that I care about. I love that it combines both research and narrative, as my voice and identity are present in the work and not detached from it.”
“Being a teacher researcher is great for someone who is trying to reconnect with the things that draw them to teaching, beyond the day to day highs and lows of teacher life.”

Course begins in October. Space is limited. For more information, including dates and times, see bit.ly/InquiryFAQ or contact Paul Tritter, BTU Director of Professional Learning at ptritter@btu.org.

The BTU Inquiry Project
In the Boston Teachers Union Inquiry Project, we create a collaborative intellectual community in which BPS educators support one another to:
• embrace a strengths-based stance to teaching and learning recognizing the diversity of today’s classrooms
• conduct inquiry-based research into questions relevant to your work and its context
• develop theory, create knowledge, and share learning with colleagues and the broader community

Application Deadline: Monday, September 16th but apply today for priority consideration.
Open to all educators, including paras, nurses, related service providers

Earn graduate credit for teacher-led professional learning that affirms and deepens your professional identity.

What is education policy and how does it work? How can I advocate for my students and my profession? How does policy affect me, my students, and my school?

ELEVATE YOUR VOICE. GROW OUR POWER.
AFT/BTU Teacher-Leader Program
Teacher-Leader Fellows:
• Engage with state and local education policy makers
• Learn how to advocate for your students and your profession
• Join a national network of teachers advocating for the policies we need
• Conduct action research in your classrooms and schools to explore the real impact of education policy
• Present their findings and policy recommendations to policymakers and colleagues

Program meets on seven Saturdays across the school year.
THIS IS A COMPETITIVE APPLICATION PROCESS, SO APPLY TODAY!
EARLY DEADLINE: JUNE 27th • FINAL DEADLINE: SEPTEMBER 16th
FOR MORE DETAILS AND TO APPLY: bit.ly/TLPApply

Stipend: $1,500.00
The Boston Union Teacher is the award-winning newspaper of the Boston Teachers Union. Special thanks are due the Editorial Board and the members who submit articles and photographs.

The editors are committed to maintaining the quality of our publication and with your help it will remain one of the best teacher union periodicals in the country. The Boston Union Teacher strives to keep our membership informed of important issues facing our members, their families, and the greater community concerned about issues facing the Boston Public Schools. It is our goal to promote active participation in our union and the labor movement as a whole.

Our union is a diverse union. We have members who are just starting their professional life and members who have been serving the families and students of Boston for over 40 years. Our members come from all races and nationalities, reflecting the diversity of the students we teach. It is important that all these voices are heard on the pages of the Boston Union Teacher.

There are many ways you can contribute to the Boston Union Teacher. Sharing best practices, commenting on educational issues affecting our community, addressing issues important to the labor movement, reviewing books or popular culture, photo essays or artwork, or writing a letter to the editor are just some of the ways you can add to the quality of our publication.

Submissions to the paper should be done electronically through email. There will be some changes to the newspaper this year. Most deadlines for submissions are the 2nd Wednesday of the month for publication in the following month. But some of the issues will be combined into double issues. And particularly important articles, especially those that are time sensitive will be posted first online before they are printed in the paper. This will allow for easier sharing on social media. More information on how this work will be forthcoming.

To submit something for publication, please email either Garret Virchick (gvirchick@btu.org) or Michael Maguire (maguire@btu.org). We hope you have a successful 2019-2020 school year.

Let’s Put Social Back Into Media

By Michael J. Maguire, Boston Union Teacher Co-Editor

Being involved in educational matters can take many forms. Attending union meetings and school committee meeting are important, as those are the places where decisions are made and ratified. After all, democracy is not a spectator sport.

There are other meaningful ways to engage policy makers. Social media is an important tool in our modern method of communication. Regardless of which platform(s) you favor, there is a way to stay informed, be engaged, and to promote policies to benefit our students.

Before we move one, allow me to gently remind everyone that you can catch me on social media. Too often social media posts become rants of frustration. While venting is a normal and necessary part of life, venting on social media leaves a lasting impression of a temporary state of mind. Let us be mindful that it’s not only our supporter who read what we write.

Facebook

The BTU has a Facebook Page called Boston Teachers Union. Please “like” the page to receive updates of union activities. Share with your own Facebook friends those items that are of interest to you. Engage in educational talk with your Facebook friends. Ask them to repost stories that are important to you. That way the union’s message is delivered to non-union people.

Twitter

The BTU’s Twitter handle is @BTU66. All unions have a “local” number for their national affiliation. Our local number is 66, hence the handle. Please follow @BTU66, like and/or retweet often. A good hashtag to employ is #BTUContractNow.

Twitter is very popular with news media. Follow a local reporter whose stories you follow you. Between their stories when they are promoting public education, and reply to their tweets when they are off base. Soon you’ll develop a relationship with that reporter who may ask you for a quote in an upcoming story.

Instagram

On Instagram, the BTU is @BostonTeachersUnion. If Instagram is your preferred method of social media, we could use a boost in this realm.

Blogs

The Boston Globe, the Boston Herald, and the Bay State Banner frequently run stories and editorials about the Boston Public Schools. Print media may be on the decline but the online versions are alive and well. Boston policy makers read these newspapers and they read the comment sections too. If you have the time please post a comment, drawn from your personal experience, in these blogs. If time is short or you don’t quite know what to say, simply “like” the existing blog posts that speak to you.

Letters to the Editor

If the spirit really moves you, taking a few minutes to write a letter to the newspaper will have a profound impact. Social media is nice for sharing news, but a letter to the newspaper tells the editor that you read, think, and care. A letter is far more impactful to the paper than a blog comment. Not all letters will be published, but if the paper receives many letters on the same topic it will print one or two of them. So even if your letter is not chosen, know that you helped get someone else’s letter in print.

When in writing a letter to the editor is to pick one topic and make one solid point supported by evidence. Don’t rebut every word in a story or editorial, letters are supposed to be short and to the point. Think one paragraph, not an essay.

Other Media

By now you get the idea. If I have omitted your preferred method of social media, I offer my apologies. The same general rules apply: be positive, focused and informed. But please don’t be shy. Your opinion matters and your advocacy is important.

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# A Listing of Dates and Deadlines
## 2019–2020

### Contractual Dates and Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Sep</td>
<td>Opening Day of school—teachers and paras report to school and first 30 minutes are set aside for a meeting with the administrator. Remaining 5:30 hours are to be room set up and organized.</td>
</tr>
<tr>
<td>4-Sep</td>
<td>Day 2—First 30 minutes are set aside for BTU for union business; remaining 5:30 the administrator to conduct PD.</td>
</tr>
<tr>
<td>5-Sep</td>
<td>First day of school for students, except kindergarten.</td>
</tr>
<tr>
<td>9-Sep</td>
<td>First day of kindergartens.</td>
</tr>
<tr>
<td>1-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 1st, the School Committee will determine when a vacancy is expected to last for the duration of the school year and shall grant a prospective contract to a provisional teacher hired to fill such vacancy. 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 students. Day may be converted to 6 PD hours by staff vote (*).</td>
</tr>
<tr>
<td>15-Jan</td>
<td>In pilot schools, the ongoing work schedule for an upcoming school year will be provided to staff by this date. The staff may override the schedule by a 3:1 vote. An overview sends the work schedule back to the pilot's Governing Board for possible adjustment and tweaking.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>Application deadline for leave of absence to commence at the beginning of the next teacher work year. Application deadline is to submit a completed leave of absence application to the beginning of the next teacher work year. Application deadline to cut off a scheduled leave of absence and to return to work at the beginning of the next teacher work year. N.B. By the January 15 deadline may be waived in extenuating circumstances. Please call the BTU for more information.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>BTU Staff at Turnaround Schools shall be notified of any additional summer hours by this date.</td>
</tr>
<tr>
<td>15-Jan</td>
<td>BTU Staff at Turnaround Schools shall be given their work-day and work-year schedules in writing 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 individual 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 areas 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 school year as shall all newly-chosen Schedule A schools be notified.</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 PTPP process, described on pp 78-80 in the CBA (burgundy 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 periods are given in a teacher's program sheet is posted in each school. These assignments may be applied for in the teacher's program preference sheet as herein provided.</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>15-Feb</td>
<td>Deadline for submission of an additional program application if results of NTE or Praxis exam are needed but unavailable on 1/15.</td>
</tr>
<tr>
<td>15-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 15th of this year, so that teachers and professionals have an opportunity to plan and prepare for its implementation, and teachers who wish to exercise their contractual right to excess themselves be given a reasonable opportunity.</td>
</tr>
<tr>
<td>15-Feb</td>
<td>Principals will be notified by February 15th (*). If recommendations for making teachers permanent have been approved.</td>
</tr>
<tr>
<td>1-Mar</td>
<td>In pilot schools by this date of a given year, there must be an approved schedule in place—other than not being overridden—or the current year's pilot school schedule remains in place.</td>
</tr>
<tr>
<td>27-Mar</td>
<td>All preference sheets shall be returned by March 1.</td>
</tr>
<tr>
<td></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 IIT in each school shall hold a meeting with the faculty to solicit feedback for the content of professional development in the following school year.</td>
</tr>
<tr>
<td>Early April to Early May</td>
<td>OPEN ENROLLMENT for Group Insurance sign-up. Please note this is 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.</td>
</tr>
<tr>
<td>15-Apr</td>
<td>All involuntarily excused teachers and nurses in non-Turnaround, non-Pilot School assignments may be applied for in the teacher's program preference sheet as herein provided.</td>
</tr>
<tr>
<td>Within 10 days of the 4/15 posting</td>
<td>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 IPS webpage prior to the running of the PTPP for five school days. Permanent teachers only are eligible to apply.</td>
</tr>
</tbody>
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<td>1-May</td>
<td>For teachers on leaves of absence. For those who respond by January 15th (<em>), as to why they cannot make a decision at that time, they must send a response, postmarked no later than May 1st (</em>), as to whether or not they will return in September. If they fail to respond by May 1st (*), they shall forfeit their attachment rights, their excess pool rights, and shall be subject to reassignment by the Superintendent.</td>
</tr>
<tr>
<td>1-May</td>
<td>No final records will be required of teachers until May 1st for Grade 5, and 15 days before the close of school for all other grades.</td>
</tr>
<tr>
<td>1-May</td>
<td>Final marks shall not be required of any teacher before May 1st for Grade 8, and 15 days before the close of school for Grade 6 and 7.</td>
</tr>
<tr>
<td>1-May</td>
<td>The number of marking periods for all schools shall not exceed five (*). In number. Final marks shall not be required of any teacher before May 1st for seniors, and 15 days before the close of school for other students.</td>
</tr>
<tr>
<td>1-Jun</td>
<td>A permanent employee will be given written notice of layoff by June 1 of the professional work year preceding the professional work year in which the layoff is to take place. For example, a permanent employee to be laid off effective in September must be given written notice on or before the prior June 1.</td>
</tr>
<tr>
<td>1-Jun</td>
<td>Provisional Employees must be given notice of non-renewal by this date or rehire is mandated under state law.</td>
</tr>
<tr>
<td>No later than 10 days before the end of the School Year</td>
<td>No later than 10 days before the end of the school year, teachers shall be given the following information on their programs for the next school year: - Subjects and grades of subject to be taught.</td>
</tr>
<tr>
<td>No later than 5 days before the end of the School Year</td>
<td>No later than five (5) school days prior to the end of the school year, teachers shall receive their total program for the following school year, which shall include the periods and rooms where their assignments are scheduled. Programs may be considered – subject to change if necessary because of changes in subject enrollments, faculty changes, or programming conflicts. Reasons for any such change shall be given by the Principal or Headmaster to any teacher affected.</td>
</tr>
</tbody>
</table>

(*) By June 15, 2018 each school will have voted whether or not to convert January 2, 2019, which is typically a no-student, PD day, into an alternate 6 hours of PD.

### Timelines for Performance Evaluation

**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 Summative Evaluation Report; June 1 of Year 1
- Evaluator conducts Formative Evaluation Report, if any; June 1 of Year 1
- Evaluator completes Summative Evaluation Report, May 15 of Year 2
- Evaluator conducts Summative Evaluation Report, if any; June 10 of Year 2
- Evaluator and Educator sign Summative Evaluation Report, 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 and educators to explain evaluation process, September 1
- Evaluator meets with first-year educators to assist in self-assessment and goal setting process. Evaluator submits self-assessment and proposed goals; October 1
- Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting prior to school year, October 15
- Evaluator completes Educator Plans; November 15
- Evaluator should complete first observation of each Educator; November 15
- Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if designated) January 5
* or four weeks before Summative Assessment Report date established by Evaluator
- Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans; February 15
- Evaluator holds Formative Assessments Meetings requested by other Educator or Evaluator; February 15
- Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if designated) March 1
* or four weeks before Summative Assessment Report date established by Evaluator
- Evaluator completes Summative Assessment Report, May 15
- Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory; June 1
- Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator; June 1
- Evaluator signs Summative Assessment Report and adds response, if any, within 5 school days of receipt, June 15
We have 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 Teachers Elect BTU as Exclusive Bargaining Agent.
1966 Pilot Program for Duty-Free Lunch.
1967 Grievance Procedure Established.
1968 Duty-Free Lunch Extended to 30 Elementary Schools.
1968 Duty-Free Lunch Extended to 72 Elementary Schools.
1970 Duty-Free Lunch Extended to ALL Elementary Schools.
1971 Additional 9th year Salary Step added.
1971 Class Size Reduced – K-2 from 25 to 23; 4-5 from 28 to 27; 6-8 from 30 to 29; 9-12 from 33 to 32.
1971 Nurses Move to Teacher Salary Lane, Obtain Health and Welfare Coverage.
1971 Elementary teachers obtain 3 weekly P&D’s.
1971 Severance Pay Established.
1971 Grievance Procedure Established.
1972 Child Care Leave Established.
1975 Child Care Leave Established.
1977 Grievance Timelines Reduced.
1978 Nurses Move to Teacher Salary Lane, Obtain Health and Welfare Coverage.
1978 OT, PT, Speech and Language, now get individual caseload maxima for the first time.
1979 Elementary Schools.
1979 BTU and Health and Welfare Establishes Legal Plan.
1980 Class size (K-3) Reduced from 33 to 28.
1980 Class size (4-5) Reduced from 28 to 25.
1980 Grades 4-5 from 33 to 28, Grades 6-8 from 33 to 30, Grades 9-12 from 36 to 33.
1980 Severance Pay Established.
1980 14th Year Career Award Increased.
1981 14th Year Career Award Increased.
1981 Elementary teachers obtain 5 P&D’s, one of which is administratively directed, every other week now.
1981 14th Year Career Award Increased.
1982 14th Year Career Award Increased.
1983 Class Size in Grade 1 reduced from 28 to 25.
1983 Class Size in Grade 2 reduced from 28 to 25.
1983 Additional 8th Grade Salary Step added.
1983 Secondary Duty-Free lunch, secondary level, increased to 25 minutes from 20 minutes.
1993 Paid Leave for family illness goes to 30 days from 15 days per year.
1993 Secondary Duty-Free lunch, secondary level, increased to 25 minutes from 20 minutes.
1993 Elementary teachers obtain 3 weekly P&D’s. Mentor Program Established.
1993 Elementary teachers obtain 4 P&D’s.
1993 Job-Sharing Program Negotiated, w/ full benefits for job-sharers.
1994 Lead Teacher Program Established.
1995 Elementary teachers obtain 5 P&D’s, one of which is administratively directed, every other week now.
1997 14th Year Career Award Increased.
1997 MA = 60 Established.
1997 Class Size in Grade 1 reduced from 28 to 25.
1997 Class Size in Grade 2 reduced from 28 to 25.
1997 50
duty-free lunch.
1997 Systemwide ratio of nurses decreased from 800/1 to 750/1.
1997 Guidance Counselor ratio implemented; HS at 300/1, MS at 400/1, and Bilingual at 300/1.
1998 Grievance Counselor ratio implemented.
1998 Elementary schools will decrease by 2 across all grade levels.
1998 Lunch for family illness goes to 30 days from 15 days per year.
1998 14th Year Career Award Increased.
1998 Elementary teachers obtain 6 P&D’s.
1998 Lead Teacher Program established.
1999 Elementary teachers obtain 5 P&D’s, one of which is administratively directed, every other week now.
1999 MA = 60 Established.
2000 Class Size in Grade 1 reduced from 28 to 25.
2000 Class Size in Grade 2 reduced from 28 to 25.
2000 Additional 8th Grade Salary Step added.
2000 Systemwide ratio of nurses decreased from 750/1 to 700/1.
2000 Paid Leave for family illness goes to 30 days from 15 days per year.
2000 Class Size Reduced – K-2 from 25 to 23; 4-5 from 28 to 27; 6-8 from 29 to 28; 9-12 from 32 to 31.
2000 Master’s Salary Lane & Doctorate Lane both ‘pulled’ out to full lane at mid-year.
2000 4th year-paid day.
2001 Speech Language, OT, PT, now get individual caseload maximum for the first time.
2001 Maximum Average Annual Caseloads instituted; Speech/Language at 43; OT at 34; PT at 32.
2001 Systemwide ratio of nurses decreased from 250/1 to 225/1.
2001 Class Size Reduced – K-2 from 23 to 22; 4-5 from 27 to 25; 6-8 from 28 to 27; 9-12 from 32 to 31.
2002 Master’s Salary Lane & Doctorate Lane both ‘pulled’ out to full lane at mid-year.
2002 Speech and Language, OT, PT, now get individual caseload maximum for the first time.
2002Systemwide ratio of nurses decreased from 250/1 to 225/1.
2002 Paid Leave for family illness goes to 40 days per school year.
2002 Those with a JD Degree advance one additional salary lane from where they were.
2002 Swimming instructors get full salary lane credit for academic credentials.
2002 Those certified under National Board for Professional Teaching Standards get a 4% differential.
2003 Career Awards* Increased.
2003 Year 45 Salary Lane, $1,900.
2003 14th Year Career Award Increased.
2004 Year 45 Salary Lane, $1,600.
2004 Year 45 Salary Lane, $1,600.
2005 Year 45 Salary Lane, $1,600.
2005 Year 45 Salary Lane, $1,600.
2006 Class Size Reduced – K-2 from 25 to 23; 4-5 from 28 to 27; 6-8 from 29 to 28; 9-12 from 32 to 31.
2006 Master’s Salary Lane & Doctorate Lane both ‘pulled’ out to full lane at mid-year.
2006 Speech Language, OT, PT, now get individual caseload maximum for the first time.
2006 Systemwide ratio of nurses decreased from 750/1 to 700/1.
2006 Paid Leave for family illness goes to 40 days per school year.
2006 Those with a JD Degree advance one additional salary lane from where they were.
2006 Swimming instructors get full salary lane credit for academic credentials.
2006 Those certified under National Board for Professional Teaching Standards get a 4% differential.
I admit—I have become a huge fan of the Netflix series, *Tidying Up with Marie Kondo*. I have sat riveted to my television, snuffling away tears as I watch people’s lives become transformed by eliminating the clutter and finding peace through order and organization. For a few weeks, honestly, months, I wished for a magical Marie Kondo to come to my home and help me face the hard truths about the state of my bedrooms, attic, and closets. When I realized no one was coming to save the day, I decided to save myself and at least start the process.

The first Monday of February vacation while I’m sure others were skiing, sunning, or sleeping, I tackled my hall closet. According to the KonMari method explained in the video, I placed all the items in a heap, eliminating things that no longer sparked joy; thanked the items and placed them in a donation bag or tossed them. Four trash bags later, I could finally see the floor of the closet. I folded the winter scarves in a neat pile where I could actually see the color and style of each one, neatly organized my husband’s fancy hats in boxes and marveled at how much junk one family could possibly accumulate in such a small space.

Over the rest of the week, I helped my son’s clean their rooms using the same method. With repetition and practice, my items would walk to me holding an offending item far out from their bodies proclaiming, “This doesn’t bring me joy.” Smiling, I would direct them to the proper garbage bag so they could decide whether to toss or donate it. Now, their dresser drawers are free of clothes that don’t fit and everything in their rooms has a place to go when it is time to put it away.

Another bright spot in my organizing journey was shopping for storage solutions. The Container Store is truly a place of mystery and wonder. On an extended field trip oohing and ahhing over every brilliant item in each aisle, I found the perfect vessels to house my yarn obsession. I love to build my own libraries. Every Friday, my students and I would have a cleaning contest to make sure floors were swept, the rugs vacuumed, and the outsides and insides of desks were cleaned and organized. This way, we started the week off clean and fresh which also made our custodian very happy.

Of course, KonMari is not the only way to keep your classroom clean and tidy. There are dozens of self-help books, articles, and videos where you can find tips for cleaning up your space. My advice is to find a method that works for you and stick to it. Have an accountability partner who isn’t shy about saying something when it looks a bit disorganized in your classroom. Give your students jobs so that they are involved in the process. Most importantly, make sure you find time to talk out your stress, participate in self-care activities, listen to some calming music. After you declutter your mind, take the time to declutter your classroom. If you’d like to share your voice and your experience in a future “Peer to Peer” column, please contact Anne Slater at alslater@bostonschools.org

This month’s writer is Lauren Clarke-Mason from PAR. The Peer-to-Peer column is written by members of Peer Assistance and the Peer Assistance and Review (PAR) program—for teachers, by teachers. If you have a topic you’d like us to explore, please email us. To find out more about Peer Assistants and Consult- ing Teachers, visit bit.ly/self-working-peer-mentoring or bostonpar.org.

### A Checklist for Teachers

#### Tidying in the right order.

Thank you things as you say goodbye. A place for everything, everything in its place. Get the whole class involved. Lay it all out.

#### Categories Checklist

**Clothes**
- Lost and Found items
- Large cloth shopping bags
- Uniforms

**Books**
- Magazines
- Paperback books
- Sets of books
- Read aloud books

**Papers**
- Student work
- Data
- Worksheets by subject area
- Math
- Literacy/Reading
- Science
- Social Studies

**Komonomo/Miscellaneous Items**
- Science kits and center activities
- Math manipulatives and tools
- Maps
- Toolbox and office supplies

**Sentimental Items**
- Parent and student letters
- Gifts and mementos
- Mugs
- Scrapbooks and Photo Albums

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### Sparking KonMari Joy in Our Classrooms

#### Sentimental Items

How big is your teacher gift collection? You keep in that desk drawer you never open? You can’t possibly use all of those mugs, candles, or bars of soap in one lifetime. Since I’m sure those students have long moved on, mentally thank the student for the gift then donate it to the teacher’s room or to a thrift store.

One of the best things I did was to involve my whole family in the cleaning process. My kids now have the tools to keep their rooms clean without me having to go in after them and micromanage. I still need to remind, but since it is clean(er), the work is not insurmountable. This works well in our classroom family. Every Friday, my students and I would have a cleaning contest to make sure floors were swept, the rugs vacuumed, tools were put in their place, the insides and outsides of desks were cleaned and organized.

#### Some Essential KonMari Tips –

Make sure you:
- Only keep items that spark joy
- Thank the item before letting it go
- Display items so they are easy to see in containers or on shelves
- Stand or stack things up
- Make sure you have a spot for everything
- Store items in a way that you know what you have so you don’t buy duplicates

---

**Peer-to-Peer**

Lauren Clarke-Mason
2020 will be an important year for the future of our Democracy and the future of the union movement.

As teachers we must play an important role in the presidential elections.

Get involved today!
A ll 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 important benefits and provisions follows.

Where mentioned, the BTU office can forward more detailed information. Or please feel free to call or email the BTU office. All 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 we are trying to meet your needs by bringing better service.

(*) includes nurses, psychologists, SPs, OIs, PEs, etc., and all other covered professional members in our bargaining unit. There is another article in this newspaper that relates to paraprofessionals.

Copies of the BTU Contract are available through BTU Building Representatives or calling the BTU office. The contract is also available online. For more detailed information on any of the below, please call the BTU office. All references to the BTU Contract are to the burgundy 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 the department circulars can be found at http://www.bostonpublicschools.org/domain/1884 as of mid-summer, 2017. All web pages referred to are accurate as of early August 2017 but all locations may have changed when newspaper in print. 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 state receivership (Holland and Dever) and certain ‘benefits’ – like the right to file a grievance – may not apply. Similarly, we have dozens of other schools (Innovations, Pilots, Horace Mann in-district charters, Turnarounds) whose members are subject to a separate collective bargaining agreement (CBA) that in some cases trumps the Collective Bargaining Agreement. Given that there are 40+ schools with some autonomy, it is impossible to give a complete listing here of what benefits do or don’t apply. We are working on getting all of these agreements on the new BTU website under “Contracts.” It is reasonably safe to assume that all financial benefits – salary, career awards, lanes, maternity leave, 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 for too long).

All references to the BTU contract refer to the burgundy contract booklet, which goes from 9/1/2010 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 617-288-2000. You may also access the online information here: http://btu.org/contracthighlights/2010-2016/view/download/. All page references refer to pages in the booklet.

**SAFETY & BENEFITS**

**Salary & Benefits**

**Benefit**

**Salary Step Placement**

Up to 7 years’ credit for both inside and outside the system, (6 total) if service meets certain criteria.

**Salary Lane Placement**

B-15, Masters, M.S., 30, 45, 60, 75, Doctorate

**Salary Lane: In-Service Credits**

Limit of in-service credits to 30

**Health Insurance**

3 different plans, PPO, HMOs

**Health and Welfare**

Includes Dental, Eye Care, and Legal benefit

**Salaried Item:**

Tuition Reimbursement

All permanent teachers on ‘steps’ 1-9 (for the 1st time) get up to $3,000 per year on Pays. New dependents must be added within 30 days.

**Performance Arts Teachers**

Performing Arts, theater, music, drama, drama, and school group teachers get an $1600 stipend.

**Flexible Spending Program – Dependent Care**

Use up to $5,000 in pre-tax dollars for dependent care; excellent tax benefit. This is an IRS-approved program which includes add, if used properly.

**Flexible Spending Program – Medical**

Use up to $2,550 this tax year in pre-tax dollars for out-of-pocket medical expenses; excellent tax benefit. See here: http://www.mass.gov/mtrs/

**Life Insurance**

City sponsors standard $5,000 term insurance plan for BPS employees and city-sponsored additional coverage. See here: http://www.city

**Disability Coverage**

Public Pension Law grants limited coverage for total disability, none for short-term disability.

**HOW IT TAKES EFFECT?**

You must apply with app and documentation. Not necessarily no delay. Start of prev. contract, but implementation can be delayed.

**How to learn more?**

See http://btu.org/contracthighlights/2010-2016/view/download/

**What to look out for?**

**Benefits packages for All Teachers**

Change in the pay levels on pay charts to the right. This chart has been generally accurate in the past, though some benefits have small co-pays. Please note that the links on the BPS webpage below are subject to change (but they won’t for too long). As with the above programs, though No eligibility requirement. See here: http://www.bostonpublicschools.org/health-and-welfare

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MAJOR (AND NON-INCLUSIVE) LIST OF CONTRACTUAL WORKING CONDITIONS

GRIEVANCE RIGHTS

SALARY & BENEFITS (continued)

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Debt Forgiveness

The AFL-CIO has a resource for those who need to learn the landscape of free and underserved federal programs that help many student loan borrowers lower their monthly payments and, in some cases, even have their debt forgiven.

HOW IT WORKS?

If you work in the public service, a little-known government program, called "Public Service Loan Forgiveness," could allow you to have all of your direct federal student loans forgiven, tax-free.

HOW TO LEARN MORE?

Visit http://www.fwsaldf.org

WHAT TO LOOK OUT FOR?

The BTU will be offering a Student Debt Clinic. Please wear for more information in the BTU's weekly bulletin. A date and time will be set when this is finalized.

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 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.

RETIREMENT, TAX-DEFERRED SAVINGS PLANS

Retirement, Tax-Deferred Savings Plans

Public Pension

Participation is mandatory under state law; vested employees obtain a pension at retirement.

Call the BTU for more information.

See accompanying article.

Call the BTU for more information and/or Great West at 1-877-457-1900. See http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information or see the city webpage at http://www.mass.gov/dcr/caseworkers/teacher.html.

Participants are required to designated an investment plan.

Call the BTU for more information.

Log on to http://www.mass.gov/mts/ or email info@mass.gov for more information or see the city webpage at http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information.

Participants in the State's Deferred Compensation or 457 Program

Participation is voluntary; state-chosen vendor Great West. See accompanying article.

Pre-tax salary contributions grow tax-deferred until withdrawn.

Call the BTU for more information.

Vendor walking the halls at your school or visiting your teachers’ rooms having a special interested in this plan. The vendors are by large salesmen and saleswomen selling a product. Before agreeing to any salary reductions, 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 heavey debate penalty for withdrawal.

Log on to http://www.mass.gov/mts/ or email info@mass.gov for more information or see the city webpage at http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information.

Participation in a 403(b) or Tax-Sheltered Annuity (TSA) plan

Participation is mandatory under state law; vested employees obtain a pension at retirement.

Call the BTU for more information.

See accompanying article.

Call the BTU for more information and/or Great West at 1-877-457-1900. See http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information or see the city webpage at http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information.

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Social Security

Mass. public employees do NOT pay into SS; employees can, however, acquire SS credits at any time in but some restrictions and offsets generally apply.

Call the BTU for more information and/or Great West at 1-877-457-1900. See http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information or see the city webpage at http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information.

Very good plans, with slightly less flexibility than a 403(b), but worth investigating, as the state has done much of the “homework” for you. Fees are minimal, much lower than in traditional 403(b) plans. Plans are monitored by state, which is a real plus. 403(b) plans are not monitored. Terrific option with many similarities to 403(b) plan.

Log on to http://www.mass.gov/mts/ or email info@mass.gov for more information or see the city webpage at http://www.mass.gov/mtrs/ or email lena.crnicart@mass.gov for more information.

FINANCIAL RIGHTS (continued)

WHAT TO LOOK OUT FOR?

If you have the system prior to retirement, consult the BTU before withdrawing your funds out.

WHAT TO LOOK OUT FOR?

WHAT TO LOOK OUT FOR?

WHAT TO LOOK OUT FOR?
A Tax Sheltered Annuity (TSA) or 403b plan is a tax-saving/retirement plan for those who are employed in schools or school districts. It is designed to allow one to shelter income from federal taxation and state taxation. Your funds are invested in a financial vehicle (mutual funds) that is not taxable, annuity (or) of your choosing, and they are allowed to grow tax-deferred until withdrawal. At withdrawal, all funds are taxed as regular income.

Under most circumstances a 10% IRS penalty is imposed on withdrawals prior to age 59½. (With some restrictions, loans are allowed in some TSA's prior to age 59½.)

Similar in many regards to a deductible IRA, a TSA plan, is a TSA generally flexible:

Here’s how a TSA works:

Let’s say you want to save $50 per paycheck. The $50 will be taken out of your pay as tax-deferred contributions (TSA’s must be done through payroll deductions.) Assume the person grosses $2,000 per pay-check for 26 checks, at an annual salary of $52,000. Over 26 paychecks this person’s TSA will amount to $1,300. For federal and state tax purposes this person will show an income of $52,000 – $1,300 or $50,700.

In effect, the above teacher has “sheltered” the $1,300 from federal and state taxation and will be taxed on the $50,700, not the $52,000. Assuming a tax rate of 28% federal and 6% state, the $1,300 deduction in effect cost the teacher only $858.

Not only that, the interest (or the growth, depending on what the fund does) which you choose to invest in earned on the $1,300 will be accumulated tax-deferred year after year until withdrawal.

Although you are merely postponing taxes, not avoiding them, this process of tax-deferred work to your financial advantage by allowing what moneys would ordi- narily be lost to yearly taxation to ‘work’ for you by being reinvested and generating income itself.

The primary advantage of the above is that you have a personal investment account that allows you to control exactly how much you wish to set aside and where you wish to handle the investments. The funds are not subject to any fees. (See a list here: http://www.mass.gov/)

The information below is offered because both TSA’s (403b) and the Deferred Compensation Plan (457) provide a great tax break to those teachers who are interested. The information below touches on many of the benefits of having a TSA or a 457 Plan, but it is not meant to be all-inclusive. You may want to consult with a Certified Financial Planner or other financial professional before making any decisions. Neither the BTU nor the school department endorses any TSA-403B plans or products offered by vendors. The definition of a TSA is provided by looking here (http://bostonpublicschools.org/site/Default.aspx/Financial) and the definition of a 457 Plan can be found here (http://www.mass.gov/BTO/plan.htm).

Defended Compensation Plan (457 Plan), too, a Good, Generally Lower-Cost Alternative

Defended Compensation Plan (457 Plan), too, a Good, Generally Lower-Cost Alternative

What is the State’s Deferred Compensation Plan?

Similar or better in many ways to a 403b plan, the State’s Deferred Compensation Plan (457) (http://www.mass.gov/awardplan/) administered by Great West 1-877-457-1900. It allows one to place pre-tax money into a tax-deferred account comprised of a variety of stock and bond mutual funds. Your account is allowed to grow tax-deferred without being taxed until withdrawal, normally at retirement.

The city’s contact person is Lisa Cardinal and appointments with her can be made here (http://www.massretirement.com) and reference the BTU location, and whether you are already participating in the Plan. Meetings are by appointment only.

In the state’s 457 plan all the homework has been done for you, as the state has chosen the mutual funds for you. The funds chosen are both actively and passively managed (index) funds. You choose only how much you wish to set aside and where you wish to allocate your funds. The funds are low-cost and monitored by the state. Again, just about all of the homework and monitoring has been done for you.

Unlike loans from a TSA, 457 loans are low-cost and monitored by the state. This is a new offering and may be attractive to some.

Information can be found on their website at (http://www.mass.gov/awardplan/). This is a new offering and may be attractive to some.

The BTU will run a seminar on all of the above during the school year. Feel free to call me or email me (jtang@btu.org) if you have any questions.

Growing Accomplished Teachers of Color

by Kimberly Frazier-Booth

How do districts ensure students have accomplished teachers that reflect their background and experiences? This was the focus of a two-day convening sponsored by the National Board for Professional Teaching Standards called “Growing Accomplished Teachers of Color” in Washington, D.C. on July 17 & 18.

National Board Certified Teacher (NBCT) and BTU member Kimberly Frazier-Booth and BPS Director of Teacher Development Shelaka Ford Walker attended the gathering aimed at increasing the number of board certified teachers of color and addressing cultural and gender backgrounds. According to the Massachusetts DESE website, 77.1% of Boston Public School students are Non-White. Currently fewer than 10% of Massachusetts NBCTs are Non-White.

Meeting highlights included hearing from teachers from diverse racial, cultural and gender backgrounds. Noting how districts who increased the number of National Board Certified teachers have directly and positively impacted student outcomes. National Board’s criteria for teaching excellence is grounded in five core propositions that hold true no matter where teachers work and live. Frazier-Booth is, “inspired to have spent two days in the presence of accomplished teachers of color from across the country, and I hope to inspire my colleagues to join this community of innovative teachers.” Walker adds, “this was a valuable opportunity to get resources, ideas, and make connections that will assist the district in diversifying the pool of accomplished teachers and ultimately impacting student learning.”

The Boston Teachers Union and Boston Public Schools currently have a support program in place for any teacher who wishes to become a Board Certified Teacher. Anyone interested in pursuing National Board Certification can visit the National Board website at www.naboard.org. For more information about local supports, contact Boston’s National Board program at NationalBoard@BPS.org.

(Kimberly Frazier-Booth teaches English Language Arts at the Edward M. Ken- nedy Academy for Health Careers.)
A Primer of Rights and Benefits For Paraprofessionals For ABA Specialists

Dear Paraprofessional:

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 unit enjoy.

Salary Step Placement

If you have college credits, you must submit a transcript (official) to the Office of Human Capital in order to receive your correct pay rate. All transcripts must be filed with the Office of Human Capital directly.

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 must 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 30 minute lunch is part of the para worksday. Also, days are given for bereavement. 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

Paraprofessionals 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 (AFT-MA), 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, AFT-MA and the AFT. To sign up for AFT benefits, go to https://www.aft.org/join. 

Joining with nearly 7,000 others make 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.)

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 https://www.btu.org. You can also have it emailed to you automatically by signing up for monthly mailings from the BTU, AFT-MA and the AFT. To sign up for AFT benefits, go to https://www.aft.org/join.

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Credit Union

Paraprofessionals 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 BTU you can 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 pay stub 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 second Wednesday of each month at 6:30 PM at the Union headquarters in Dorchester.

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. Many questions can be easily and quickly answered at the building level by asking the building representative.

The Union employs seven full-time officers and staff to serve the membership. Office hours are 9:00 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 or email me at chart@btu.org.

Colleen M. Hart
BTU Paraprofessional/Substitute Field Representative

Dear ABA Specialist:

Welcome to the Boston Teachers Union. This memo has been written to acquaint you with some of the major benefits and rights that all members of the ABA branch unit enjoy.

Salary Step Placement

ABA Specialists shall advance one pay step per year. The step above ABA pay scales shall increase by the same percentage as the other BTU branch units for the period commencing September 1, 2018 and the effective date(s) of those percentage increases shall be the same as the effective dates applied in those other BTU branch units.

Sick and Personal Days

Commencing with the first year of service (following a sixty-day probationary period) and annually thereafter, each September, fifteen (15) days of sick leave shall be granted to each ABA Specialist in actual service on or before October 1st of that year. Sick leave not used in the year of service for which it was granted shall be accumulated for use in subsequent years. ABA specialists who have completed their probationary period will be allowed personal leave for personal needs not otherwise provided for, not more than four days per year without loss of pay. All personal days not used in the year for which they are granted shall be added to employer’s sick leave entitlement for use in subsequent years.

The work day for all ABA Specialists shall be seven and one half hours, inclusive of lunch. ABA Specialists shall have a paid duty free lunch of at least thirty (30) minutes and not less than sixty (60) minutes of self-directed time per day without presence of students. The supervisors of ABA Specialists will review and approve ABA Specialists’ work day schedules prior to September 1st of each year.

Health and Welfare Benefits

ABA Specialists 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.

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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 or email me at chart@btu.org.

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Contractual Package for Paraprofessionals

**SALARY & BENEFITS**

**Salary Step Placement**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td>Step 1 (first three years)</td>
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<td>Step 2 (after three years)</td>
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<td>Step 3 (after six years)</td>
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<td>Step 4 (after nine years)</td>
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<tr>
<td>Step 5 (after twelve years)</td>
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**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 plus Bachelor’s +15**:
  - Effective 11/1/19: 0.5% raise
  - Effective 11/1/18: 0.5% raise
  - Effective 11/1/17: 0.5% raise

**Career Awards**

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

**Substituting for a Teacher**

Pay is $10.00 in addition to regular pay for substituting in his/her regular classroom.

**Health Insurance**

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

- Must apply within 30 days of hire. Deadline is firm. New dependents must be added within 30 days.

**How to Learn More?**

- See contract, page 139.

---

**RETIREMENT, TAX-DEFERRED SAVINGS PLANS**

**Public Pension**

- Participation is mandatory under state law; vested employees obtain a pension at retirement.

**Participation in 403B or a Tax Sheltered Annuity (TSA) Plan**

- Participation is voluntary; 40-plus vendors to choose from.

**How to Learn More?**

- See contract, page 141.

---

**MISCELLANEOUS**

**Job-Sharing**

- 1/2 salary, 1/2 position.

**Tuition Reimbursement**

- $500 per year/$1,000 per year.

**Paraprofessional/Teacher Preparation Grant Program**

- Legislative benefit, not contractual.

**How to Learn More?**

- See contract, page 144.

---

**ADDITIONAL CONTRACTUAL CHANGES FOR 2010-2020**

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective 10/1/11</td>
<td>0.5% raise</td>
</tr>
<tr>
<td>Effective 10/1/12</td>
<td>0.5% raise</td>
</tr>
<tr>
<td>Effective 10/1/13</td>
<td>0.5% raise</td>
</tr>
<tr>
<td>Effective 10/1/14</td>
<td>0.5% raise</td>
</tr>
<tr>
<td>Effective 10/1/15</td>
<td>0.5% raise</td>
</tr>
</tbody>
</table>

- For paras with 3 or more years of service $500 tuition reimbursement. 5 years, $1,000 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 any other provision, for that matter,) it is in your best interest to call the BTU or to speak with a building 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.
## Contractual Package for ABA Specialists

### SALARY & BENEFITS

<table>
<thead>
<tr>
<th>Benefit</th>
<th>How It Takes Effect</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salary Step</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shall advance one step per year after completion of 120 days in previous SY.</td>
<td>Should be automatic. If there are any issues, complete and submit PS03.</td>
<td></td>
</tr>
<tr>
<td><strong>Career Awards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of 7th year on anniversary date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health Insurance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 different plans, HMO and out-of-network individual and family plans.</td>
<td>You must apply within 60 days of date of hire. Deadline is firm. New dependents must be added within 30 days.</td>
<td></td>
</tr>
<tr>
<td><strong>Medicare</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anyone entering public employment after 3/31/86 must pay Medicare tax and is eligible (age 65) provided he/she has 10 years' service.</td>
<td>Employees pay 1.45% of gross wages. <a href="http://www.medicare.gov">http://www.medicare.gov</a></td>
<td></td>
</tr>
<tr>
<td><strong>Bone Health Fund</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes Dental, Eye Care and Legal benefit. City pays plan premium, but some benefits have co-pays. Terrible benefit</td>
<td>Apply at BHUFH Office at 617-288-5863 at start of employment.</td>
<td></td>
</tr>
<tr>
<td><strong>Sick Days</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants paid leave when ill, up to time accumulated.</td>
<td>15 days granted per year, unused days accumulate.</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Leave</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants paid leave for personal reasons.</td>
<td>4 days per year, unused days rollover to sick days.</td>
<td></td>
</tr>
<tr>
<td><strong>Religious Holy Days</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants paid leave under limited circumstances.</td>
<td>Depends on holiday specifics.</td>
<td></td>
</tr>
<tr>
<td><strong>Maternity Leave</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid as well as unpaid leave. &amp; city continues to pay its share of health coverage.</td>
<td>Paid maternity leave limited by number of sick days accrued.</td>
<td></td>
</tr>
<tr>
<td><strong>Leave for Adoption</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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></td>
</tr>
<tr>
<td><strong>Leave for Family Illness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid leave for family member illness.</td>
<td>Limited to 30 days per school year if accumulated, through more can be granted.</td>
<td></td>
</tr>
<tr>
<td><strong>Duty-Free Lunch &amp; Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 minutes for lunch.</td>
<td>Duty-free time.</td>
<td></td>
</tr>
<tr>
<td><strong>Flexible Spending Program</strong></td>
<td></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><strong>Life Insurance</strong></td>
<td></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. You are strongly advised to shop around to private vendors for best cost before purchasing additional insurance beyond the standard $5,000.</td>
<td></td>
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<tr>
<td><strong>Public Pension</strong></td>
<td></td>
<td></td>
</tr>
<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 175.</td>
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<tr>
<td>Participation in a 403B or a Tax Sheltered Annuity (TSA) Plan</td>
<td>Participation is voluntary. All plans vendors to choose from. Number of vendors is likely to change.</td>
<td>See contract, page 175. Call City Treasurer’s Office 617-635-4151.</td>
</tr>
</tbody>
</table>

### RETIREMENT, TAX-DEFERRED SAVINGS PLANS

<table>
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<tr>
<th>Retirement Plans</th>
<th>Participation</th>
<th>Notes</th>
</tr>
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### GRIEVANCE RIGHTS

#### Credit Union

- **ABA Specialists** 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.

Each school has Union Building Representatives, elected to serve the staff in the buildings in dealings with the administration. The building representatives is also the first line of communication between the building staff and the Union office. Many questions can be easily and quickly answered at the building level by asking the building representative.

The Union employs seven full-time officers and staff to serve the membership.

Office hours are 8 AM to 5 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 BTU offers a variety of services; we encourage you to take advantage of them. If you have any questions, please feel free to call me or email me at chart@btu.org.

Colleen M. Hart
Paraprofessional/Substitute/ABA Field Representative

---

Welcome Substitutes

Welcome to the Boston Teachers Union. This memo has been written to acquaint you with some of the benefits and rights that all members of the Substitutes bargaining unit enjoy.

**Health Insurance**

Substitute teachers and nurses who work a minimum of three days per week are eligible for health insurance, and this should be obtained within the first 60 days of employment by calling Group Insurance at City Hall 617-635-4570. Cluster-Building substitutes are also eligible for BTU Health & Welfare benefits, including dental insurance, eye care and legal services, and should call 617-288-0500 to sign up.

You are a member of the Boston Teachers Union with full voice and vote at all membership meetings.

As exclusive bargaining agent, the BTU negotiates the contract, enforces the contract and promotes the general welfare of the membership.

To be a member of the BTU you must be a regular teacher or principal in the Boston Public Schools. 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). The Union employs seven full-time officers and staff to serve 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). The Union employs seven full-time officers and staff to serve the membership.

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- Colleen M. Hart

Paraprofessional/Substitute/ABA Field Representative

---

Dear Substitute Teacher:

Welcome to the Boston Teachers Union. This memo has been written to acquaint you with some of the benefits and rights that all members of the Substitutes bargaining unit enjoy.

**Health Insurance**

Substitute teachers and nurses who work a minimum of three days per week are eligible for health insurance, and this should be obtained within the first 60 days of employment by calling Group Insurance at City Hall 617-635-4570. Cluster-Building substitutes are also eligible for BTU Health & Welfare benefits, including dental insurance, eye care and legal services, and should call 617-288-0500 to sign up.

You are a member of the Boston Teachers Union with full voice and vote at all membership meetings.

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). The Union will begin to receive monthly mailing from the BTU, AFTMA and the AFT. To sign up for AFT benefits go to: https://www.aft.org/member-benefits.

Joining with nearly 7,000 others makes us a stronger union, better able to help each of us. (Consult your building representative for a copy of the contract.)

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 emailed to you automatically by signing up for it on our website.
New Bowlers Needed!
Calling all retirees or current BPS workers who are interested in joining the School Personnel Bowling League for the upcoming academic school year. This is a fun group of individuals who share one common interest: we all enjoy bowling as well as other fun times (i.e. pizza parties throughout the season, periodic surprises, bowling banquet at the end of the season, etc.). We are a great mixture of individuals (e.g. male, female, younger, older, retired, employed, etc.). Bowlers range from being a great bowler to someone who either has never bowled before or hasn’t bowled in a very long time. Family and friends are welcome.

Runners-up for 2019 season

The league follows the Boston Public School Calendar and meets on Mondays from 4 - 6 pm at Boston Bowl on Morrissey Boulevard. If interested please feel free to contact one of the following people:

Sandy Hines 339-987-0080 OR Dottie Dunford 617-312-0086

Substitute Teachers –
What Has the Union Done For Me?

2018-2020
Substitutes who worked 120 days or more during the FY18-19 in a School A schools will be compensated a retroactive payment of $500.00.
Per Diem Subsidy Bonus increased by $250.00.
Substitutes will see an increase in rate for longer school days.

2019-2018
Compensation (Double by 7 for hourly rate)
Yearly Increment

<table>
<thead>
<tr>
<th>Year</th>
<th>Daily Rate</th>
<th>Long Term (After 10 Days)</th>
<th>Long Term (After 25 Days)</th>
<th>Long Term (After 50 Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>$102.57</td>
<td>$109.70</td>
<td>$117.83</td>
<td>$126.42</td>
</tr>
<tr>
<td>2019-20</td>
<td>$103.67</td>
<td>$111.04</td>
<td>$119.47</td>
<td>$128.22</td>
</tr>
<tr>
<td>2020-21</td>
<td>$104.92</td>
<td>$112.59</td>
<td>$121.33</td>
<td>$130.42</td>
</tr>
<tr>
<td>2021-22</td>
<td>$106.34</td>
<td>$114.22</td>
<td>$123.27</td>
<td>$132.75</td>
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2019-2020
Compensation (Double by 7 for hourly rate)

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2020-2021
Compensation (Double by 7 for hourly rate)

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2021-2022
Compensation (Double by 7 for hourly rate)

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2022-2023
Compensation (Double by 7 for hourly rate)

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<tr>
<th>Year</th>
<th>Daily Rate</th>
<th>Long Term (After 10 Days)</th>
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<tr>
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<td>$109.63</td>
<td>$118.01</td>
<td>$127.49</td>
<td>$137.39</td>
</tr>
</tbody>
</table>

Cluster Subs Bonus - 4% - 100% - 200% - 300% - 400%

Winners of the 2019 season

Sandy Hines 339-987-0080 OR Dottie Dunford 617-312-0086

Or you can show up at the bowling alley on Monday, September 9th, 2019 at 4 pm which is our official startup date for the new season.
Summer is over, but the holidays and school vacations are around the corner. Plan it out! Check out these trips. All BTU members, families and friends are invited. See you at the airport!

**Morocco**
- October 21-31, 2019
- $2,900
- **EARLY BIRD SPECIAL:** $2,599 double occupancy by 1/1/20

**Brazil**
- February 14-23, 2020
- $2,599

**Portugal & Spain**
- February 13-22, 2020
- $2,999

**Egypt**
- April 17-27, 2020
- $3,500
- **EARLY BIRD SPECIAL:** $3,000 double occupancy by 1/1/20

**Hong Kong**
- November 1-12, 2019
- $3,300

**Cuba**
- April 18-26, 2020
- $3,500

All trips are subject to a minimum of 8 travelers.

**International Travel Program • 2019-2020**

**WELCOME BACK TO SCHOOL!**
Summer is over, but the holidays and school vacations are around the corner. Plan it out! Check out these trips. Trips with Professional Development are BPS PD. Ask us about Professional Development for other trips.

**ALL BTU members, families and friends are invited! See you at the airport!**

---

**Upcoming RTC Events:**
- **Thursday, September 19** – Fall Business Meeting
  - Florian Hall – Doors open at 10:30 a.m
- **Thursday, October 24** – Fall Luncheon – tentatively scheduled for Lantana’s
- **Monday, December 2** – Jazz Brunch – Florian Hall

**Local Contacts:**
- Marilza Agrait ~ 617-529-0519
- Dana Royster-Buefort ~ 617-838-9742
- edtravelpdp@gmail.com

**Alterra Consulting Contacts:**
- Fungal Kanogoiva ~ 703-549-9115, FungalK@AlterraConsulting.org
- Aaron Casey ~ 202-421-4417, Acasey@AlterraConsulting.org

**RTC Welcomes New Members**
*by Marilyn Marion, RTC Chair and Joan Devlin, RTC Secretary*

We want to extend a warm welcome to our colleagues who have retired recently and joined the Retired Teacher Chapter. Thank you for the wonderful work you did educating students in our city. Now it is time to enjoy the pleasures of retirement. If you know someone who has retired recently and has yet to join, please encourage them to contact us at the BTU office every Tuesday or Wednesday for an application and information about the RTC. Remember that you must join the RTC. Membership is not automatic. Dues are $35 per month for teachers and $25.50 for paraprofessionals.

The RTC has a busy year scheduled. The Fall Business meeting will be held on September 19 at 11 am at Florian Hall in Dorchester. Business meetings generally include one or more guest speakers as well as reports from the officers and committee chairs of the RTC.

You should also mark your calendars for the Fall Luncheon. This year’s luncheon is tentatively scheduled to be held at Lantana’s in Randolph on October 24 at 11 am. $45 reserves your seat, but you will get your check back at the luncheon if you are an RTC member. Call your former colleagues and join them at a table reserved for your school or area. You may bring guests at a cost of $45.

We have a Holiday Jazz Brunch on December 2, 2019 at Florian Hall. Last year was such fun the members insisted we continue. We did offer members an opportunity to bring a gift for Toys for Tots. The cost of the luncheon is $30 per person.

Joining the Retired Teachers’ Chapter of the Boston Teachers’ Union means that you are entitled to some interesting benefits. We offer RTC members only the following benefits: Eyeglasses from the Eye Care Center at the BTU Health and Welfare Fund; Delta Dental Insurance for members and spouse or individual plans; discounts on hearing tests and hearing aids through Hear USA; Travel opportunities locally, nationally, and internationally.

You can find the RTC section on the BTU website under Member Resources. We have a Facebook page that you can access at www.facebook.com/RETRTC. We continue to explore additional benefits for our members and welcome your input. If you have an idea of activities the members would be interested in doing or benefits we should explore, please let us know. You can call the RTC office Wednesday or Thursday from 10:00 am-2:00 pm or send an email to mmmarion@btu.org.

**Professional Development**

**Earl Royster-Buefort ~ 617-838-9742**

**Support the Retired Teachers’ Chapter**
- Join at www.bostonteachersunion.org/rtc
- Make a tax-deductible donation to the Retired Teachers’ Chapter by sending a check made payable to the Retired Teachers’ Chapter to 100 Brookline Avenue, Boston, MA 02215

---

**Upcoming RTC Events:**
- **November 1 – 12, 2019**
- **February 13 – 22, 2020**
- **April 17 – 27, 2020**

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**Local Contacts:**
- Marilza Agrait ~ 617-529-0519
- Dana Royster-Buefort ~ 617-838-9742
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**RTC Welcomes New Members**
*by Marilyn Marion, RTC Chair and Joan Devlin, RTC Secretary*

We want to extend a warm welcome to our colleagues who have retired recently and joined the Retired Teacher Chapter. Thank you for the wonderful work you did educating students in our city. Now it is time to enjoy the pleasures of retirement. If you know someone who has retired recently and has yet to join, please encourage them to contact us at the BTU office every Tuesday or Wednesday for an application and information about the RTC. Remember that you must join the RTC. Membership is not automatic. Dues are $35 per month for teachers and $25.50 for paraprofessionals.

The RTC has a busy year scheduled. The Fall Business meeting will be held on September 19 at 11 am at Florian Hall in Dorchester. Business meetings generally include one or more guest speakers as well as reports from the officers and committee chairs of the RTC.

You should also mark your calendars for the Fall Luncheon. This year’s luncheon is tentatively scheduled to be held at Lantana’s in Randolph on October 24 at 11 am. $45 reserves your seat, but you will get your check back at the luncheon if you are an RTC member. Call your former colleagues and join them at a table reserved for your school or area. You may bring guests at a cost of $45.

We have a Holiday Jazz Brunch on December 2, 2019 at Florian Hall. Last year was such fun the members insisted we continue. We did offer members an opportunity to bring a gift for Toys for Tots. The cost of the luncheon is $30 per person.

Joining the Retired Teachers’ Chapter of the Boston Teachers’ Union means that you are entitled to some interesting benefits. We offer RTC members only the following benefits: Eyeglasses from the Eye Care Center at the BTU Health and Welfare Fund; Delta Dental Insurance for members and spouse or individual plans; discounts on hearing tests and hearing aids through Hear USA; Travel opportunities locally, nationally, and internationally.

You can find the RTC section on the BTU website under Member Resources. We have a Facebook page that you can access at www.facebook.com/RETRTC. We continue to explore additional benefits for our members and welcome your input. If you have an idea of activities the members would be interested in doing or benefits we should explore, please let us know. You can call the RTC office Wednesday or Thursday from 10:00 am-2:00 pm or send an email to mmmarion@btu.org.

**Upcoming RTC Events:**
- **Thursday, September 19** – Fall Business Meeting
  - Florian Hall – Doors open at 10:30 a.m
- **Thursday, October 24** – Fall Luncheon – tentatively scheduled for Lantana’s
- **Monday, December 2** – Jazz Brunch – Florian Hall
Elementary Field Rep’s Assigned Schools/Programs

**SCHOOLS**
- Adams Elementary
- Alghanii Montessori School
- Baldwin ECC
- Bates Elementary
- Beethoven Elementary
- Blackstone Elementary
- Bradley Elementary
- Charlestown Elementary
- Chittick Elementary
- Clap Elementary
- Condon K-8
- Corley Elementary
- Dever Elementary
- Dudley St. Neighborhood School
- East Boston Joaquin
- Eliot K-8
- Ellis Elementary
- Ellison/Parks EES
- Everett Elementary
- Gardner K-8
- Greenwood, E Leadership Academy
- Greenwood, S K-8
- Greev Elementary
- Guild Elementary
- Hale Elementary
- Harvard/Hunt Elementary
- Haynes EYC
- Henderson K-8
- Hennigan K-8
- Hernandez K-8
- Holmes Elementary
- Hurley K-8
- Jackson/Mann K-8

**PROGRAMS/GROUPS**
- Adaptive Phys. Ed.
- Behavior Specialist
- Business Service
- *Worker’s Comp Job Class
- Carter Development Center
- Cohort 3 (Elementary)
- COSESS
- *Audiologist
- *Spilf Support Services Coordinator
- Counseling Service
- *Pupil Adjustment Counselor (1)
- *School Psychologist (1)
- *School Psychologist (2)

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

**SCHOOLS**
- Another Course To College
- Boston Adult Technical High School
- Boston Arts Academy
- Boston Comm Leadership Academy
- Boston Day and Evening Academy
- Boston Green Academy
- Boston International High School
- Boston Latin Academy
- Boston Latin School
- BTU Pilot
- Brighton High
- Burke High
- Charlestown High
- Community Academy
- Community Academy
- Science & Health
- Curley K-8
- Dearborn STEM Academy
- East Boston High
- Edison K-8
- Edwins Middle
- English High
- Excel High
- Fairway High
- Frederick Pilot Middle
- Greater Egleston High
- Hendricken Inclusion (Secondary)
- Higginson/Lewis K-8
- Honor Course
- Irving Middle
- Kennedy, EM Health Academy

**PROGRAMS/GROUPS**
- Adult Education
- Alternative Education
- Alternative Education
- *Comm Connections Fac
- Cohort 3 (Secondary)
- Comprehensive Health Education
- Coordinator (BTU)
- Coordinator (BTU) Non-Academic
- Counseling & Intern Ct K - 12
- English Language Learners
- Health Service
- Info & Instr Technology
- School Assignment.

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

**Clinical Coordinator**
- Rehabilitation Counselor
- ROIC Instructor
- School/Disciplinary Officer
- SpEd Support Svcs Coordinator (HSS)
- Student Dev Counselor (1) (SSC’s)
- Student Services Coordinator (SSC’s)
- Swimming Instructor

**Prograf**
- Institute for Professional Dev
- Job Placement Specialist
- Junior Specialist (BTU)
- Literacy Dept.
- Newcomer Assess & Counseling
- Nurturing
- Professional Development
- Research & Evaluation
- *Evaluation Specialist
- School Development Officer
- Social Work Coordinator
- Speech & Language (SLP’s)
- Teaching & Learning

Updated: 8/15/18

**Paraprofessional/Substitute Field Rep.**

- Paraprofessional
- Community Field Coordinator
- Cluster Substitute
- COT A Para
- Health Para
- Library Paraprofessional
- One to One Para
- Security Para

- SPED Coverage Paraprofessional
- Surround-Care Paraprofessional
- Adult Ed - Sub Teacher
- Substitute Teacher
- Substitute Nurse
- Sub Teacher - Retiree
- Sub Nurse - Retiree