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

Today, each school will have set aside a 30-minute block of time to go over some of the material in the current edition of the Boston Teacher Union. We negotiated this block of time 11 years ago because we felt it important that your building representative have time set aside at the start of each school year to disseminate certain information and reintroduce (and in some cases, introduce) the union to our membership.

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

As the school year begins, we wish all our members well and a job we continually try to improve. It is a job we will do diligently to keep schools out of this situation happening again. The BTU has appealed the ongoing litigation regarding the inequitable application of the new evaluation process. Meanwhile the state’s model contact language, it appears the new performance evaluation process will take some time to be effective. Parents should expect children’s test scores to drop and then improve. Meanwhile, there will be some predictable friction between the BTU and School Department this year as we work through some tough issues, both parties will maintain a cordial working relationship as we seek to improve our schools. At the end of the day, we are not on different ‘sides’ – rather we each have one goal in mind: We want to improve our schools. We are now entering our second full year under our new collective bargaining agreement, and the new CBA has both new and helpful features, as well as features that, well, we need to improve upon. First and foremost is the new performance evaluation process. To be sure, any fledgling process is bound to have growing pains, and this one is no different. While we are encouraged by the efforts of the BTU and the School Department to resolve these issues, the BTU will continue to represent members in the grievance process and to enforce the terms of the CBA as written.

Superintendent McDonough faces a daunting task, not unlike one that faces all our colleagues: how to manage a large school system with diverse needs and limited resources. We look forward to working with him, as equal partners, as we tackle the system’s problems together. While there is current and renew if needed. Evaluations continue to be a point of contention for many members. There are about one hundred and fifty educators rated Needs Improvement or Unsatisfactory. An unknown number of these may face dismissal in the early months of the new school year. Make an effort to have clarity on goals and action steps. If there are prescriptions to follow consult with colleagues or contact your BTU field representative. During early August about 25 BTU members participated in a week-long workshop intended to address issues and prescriptions in their evaluation. The trainings will continue in September and October to assist them and to help inform other members who may have questions about the evaluation process or their individual evaluation. Meanwhile there is still ongoing litigation regarding the inequitable application of the new evaluation process.

As of the middle of August there are about 125 members who do not have an assignment for September. Some of the educators come from schools that entered Turnaround status or were designated Level 5 and were taken over by the state. The BPS has expressed a commitment to this (Level 5) not happening again. The BTU has taken the Level 5 decision and is committed to working diligently to keep schools out of this situation.

Welcome Back!
Who, What, Where... 

The Boston Teachers Union is the exclusive collective bargaining agent for the school system’s 7,000 teachers, other non-administrative, professional employees, paraprofessionals, and substitute teachers. We also represent 3,000+ retirees.

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

The BTU is affiliated with:
- American Federation of Teachers (AFT)
- AFL-CIO, Mass 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 Mt. Vernon Street, Dorchester
- Business Hours, 8-5, all workdays, except legal holidays
- Call 617-288-2800
- Log onto: www.btu.org
- Email staff and officers; for an index, please see http://www.btu.org/apps/has/ba/cevcommitteehome/index.html

How to join the BTU’s 12,000-member list serve:
- Go to http://www.btu.org under (upper left) is sign-up box.

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

What is the leadership structure of the BTU?
All policy is set by the membership at its regularly scheduled monthly membership meetings on the 2nd Wednesday* of each month at 4:00 p.m. at union headquarters. The actual meeting starts at 4:15 p.m. 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 meet at the left or the right.

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 service the members at each school site and act as the liaisons between the union office and our membership in our schools.

Caren Carew, the BTU Secondary Field Rep., has jurisdiction for the system’s elementary schools. Many schools and programs fall someplace ‘in the middle’ and there are overlapping jurisdictions. The accompanying list provides a complete breakdown of each field representative’s jurisdiction. For contact with a field representative, please use the accompanying list as your primary guide.

Which Field Representative to Call?

The Boston Teachers Union has two elected ‘teacher’ field representatives whose jurisdiction includes all professional staff in the system’s schools and programs.

Caren Carew, the BTU Secondary Field Rep., has jurisdiction for the system’s secondary school system. Michael McLaughlin, the BTU elementary Field Rep., the system’s elementary schools. Many schools and programs fall someplace ‘in the middle’ and there are overlapping jurisdictions. The accompanying list provides a complete breakdown of each field representative’s jurisdiction. For contact with a field representative, please use the accompanying list as your primary guide. Of course, in an emergency, please call the office and the first person available will be glad to give you some help.

Paraprofessionals and substitutes, wherever and whenever, are asked to contact Josephine Lascano, the BTU Paraprofessional/Substitute Field Representative.

Thank you - Richard Stutman, BTU President
D ata shows that the lower the class sizes the better when it comes to meeting student needs. As such class size maxima have been exceeded in your class, file the information immediately with the BTU directly on the btu.org website. Refer to the grade and type of course you teach (elementary, middle, high, regular ed., SPED, PE, etc.) in the new BTU (bargainy) contract book on pages 24, 25, 27 to determine the appropriate number for your respective class. In the last contract cycle once the number of children reporting to your class is in excess of the contractual maxima, the BTU will send a letter stating that the number for your class list, the students must have physically attended school at least once and then have been excused due to illness.

Only in special cases are additional students able to remain in the class thus exceeding the maxima as negotiated. The contract states: “In elementary schools where there is only one regular education class in a grade level, the School Department may exceed the class size maximums set forth above by two or three students for one student over the class size maxima the teacher will receive $1,500 and for two students, $3,000.” The contract continues; “In secondary schools where there is only one physics class offered, this portion of the contract could lock in. This cannot be employed where and when it suits the administration whatever the narrow parameters outlined above. Under no circumstances can this passage of the contract be implemented with special education or vocational classes. As an example in the collective bargaining agreement, “Class size for program prototypes 502, 503, and 504.2 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 states that even if these narrow parameters exist, the teacher affected has a right to decline stipend and sign up for health insurance. Provisional or retired teachers who are laid off and sign up for health insurance for the BTU, their jobs lose their job, then the BTU has 30 calendar days to notify and submit proof to Group Insurance of this event in order to qualify for the change to be made in their health insurance coverage.

Must Elections be Held for BTU Building Reps and/or School Site Council Members if the Number of Candidates is Equal or Less than that Allocated? 

Y es, according to the BTU by-laws, elections must be held. Running elections allows for write-in candidates promoting the most capable and concerned people for the job. As it states in the contract (CBA) has led to a better educational environment. BTU promotes public school education, and represents over 2,600 retired BTU members. The BTU promotes public school education, its importance in the democracy and the continued improvement of its quality as stated – this is not the case. These deadlines are hard and fast. Enrollment is the window of time when you can change your type of health insurance plan, or sign up for the first time if you’ve missed another deadline. This period is the last weekend for five-weeks in April and the first week of May. Those wanting to participate in open enrollment must contact their employer for health insurance at City Hall. If a teacher takes a leave of absence and decides to let their insurance lapse during their leave, they must sign up to reinstate their health insurance during the spring open-enrollment period prior to their return in the fall. They will have to pay premiums out of pocket beginning on July 1 through September 1 after which time; deductions will be taken from their pay checks. Their insurance will take effect July 1 as a result. During the year if a teacher gets married/divorced, has a baby, or the spouse who carried the child has health insurance for the baby, the teacher loses their job, then the BTU has 30 calendar days to notify and submit proof to Group Insurance of this event in order to qualify for the change to be made in their health insurance coverage.

As an Unbiter Teacher, Do I Get a Desk? 

Y es. The contract language mandates, “all teachers shall have an exclusive working desk in one of the rooms that they teach, and 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 bargaining agent for the BPS’s approximately 70,000 teachers who are non-administrative management related service providers, paraprofessionals and substitute teachers. The Union also represents over 2,600 BTU members. The BTU promotes public school education, its importance in the democracy and the continued improvement of its quality as well as the growth and quality of our profession. We do not necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not pounding so loud as to cause someone else to notice it. Stress doesn’t necessarily equate to being stressed. Your heart is not poundi...
Why is Political Action a Must for Us?

It's very simple: our elected officials make the decisions that affect our lives. They set the standards, and, yes, we have great students. But do you know the people who are really setting these standards every day? Our elected officials. And, believe it or not, the people who set these standards are the people who are elected to do just that. By voting, you can make a difference.

Why is Political Action a Must for Us?

It is a given that at the heart of collective bargaining for teachers are all the people and the children with whom we work. That's not as obvious, however, is that in order to support teachers, paraprofessionals, nurses, related service providers, substitutes, and retirees, political action is essential to ensure that policies, decisions, and issues directly affecting the education profession are portrayed in a positive light as well as reflect and include the educators' voices.

What’s the Deal with Political Action?

By Angela Cristiani

What’s the Deal with Political Action?

It is expected that SSC will function by consensus or general agreement of its members.

continued on page 8

By Angela Cristiani

But to do an elected public school teacher to make a difference? Don’t we all want to make a difference in the life of a child or in the quality of our community, in improving our world? We are all connected and it is through these connections we are able to make a difference. Beyond the classroom, and believe me, we all have to become more involved in many ways beyond the thresholds of our daily practice. For example, our School Site Councils (SSC) in the BPS are the process that School Site Councils use to engage the school community in the planning and implementation of school improvement efforts. Get empowered — knowledge is power.

The role of the SSC, as established in the Contract between the Boston School Committee and the BTU, is to manage all matters that relate to the operation of the school, including: priority and objective setting; developmental planning; scheduling of instructional program and curriculum; budgeting; and funding raised aligned with school’s academic goals; purchasing and disbursement of discretionary funds; space utilization; hiring of new staff and 2nd and 3rd year provision.

The SSC also can adopt waiver proposals which must then be brought to a vote and a approved by the principal and the BTU contract for more info. The contract language is found in the new bur.
The SCC has a very specific role with respect to the school’s budget process. SSC’s must observe all federal and state laws, regulations and court orders as well. Shared decision making is a process in which all members of the education community at the school level collaborate in identifying challenges, defining goals, formulating policy, implementing strategies, and measuring results.

Well planned, well attended SSC meetings are at the heart of successful SIMSD and reflect a well-run, inclusive school community. Regular meetings of the SSC must occur at least monthly, be held at least once a month at times mutually agreed upon by the parent and teacher elected members with a schedule publicized for the school year. The SSC sets the agenda for meetings and items can be submitted by any SSC member. The School Administrator and the other Co-Chair must solicit agenda items from other SSC members well as from the greater school community prior to each meeting date.

The operational procedures of each SSC are determined by the SSC Manual and must be crafted and adopted at each school. The SSC is chaired by the principal and another elected member of the school's Site Council. The Chair must be a non-voting member of the SSC.

The Education Reform Act specifically makes Councils subject to the Massachusetts Open Meeting Law. As a result, the SSC is mandated to have School Site Councils (SSC). These waivers for regular campaign activity and legislative

The BTU Secondary Field Representative

Caren Carew

BTU Secondary Field Representative

Well planned, well attended SSC meetings are at the heart of successful SIMSD and reflect a well-run, inclusive school community. Regular meetings of the SSC must occur at least monthly, be held at least once a month at times mutually agreed upon by the parent and teacher elected members with a schedule publicized for the school year. The SSC sets the agenda for meetings and items can be submitted by any SSC member. The School Administrator and the other Co-Chair must solicit agenda items from other SSC members well as from the greater school community prior to each meeting date. Minutes of each SSC meeting must be distributed within five school days of the meeting according to BTU contract and in the interest of keeping the school community fully informed. Transparency and on-going communication is essential to trust and buy-in followed by the ensuing enthusiastic participation of the whole school community in the process.

It is expected that SSC will function by consensus or general agreement of its members.
What Has Happened to Teaching?

Charles R. Johnson
BU Teacher-Secretary

Many of you have heard about the pilots that are being done at schools around the district, where educators like you are constantly innovating as part of your everyday work on behalf of students. If there is any way I can help to support you or that share learning with others, reach out to me at prittir@btu.org.

I wish you and your students a successful year with new learning every day!
by Michael W. McLaughlin

BTU Elementary Field Rep.

Inclusion Primer

When a teacher has concerns about the placement of a student, teacher shall make a request to the Princi- pal or Headmaster to reconvene the team to consider the placement of the student in consultation with the regulations. The evaluation team shall respond to the appeal within two weeks. If, upon reconsideration, the team finds the placement inappropriate, it shall present an IEP which contains an appropri- ate placement option to the parent.

Common Planning Time

Whenever possible, teachers in inclu- sion classrooms shall be scheduled so that they have joint planning time. They are entitled to at least six periods per week to plan activities in the inclusion setting.

Class Size and Staffing

Teachers, in consultation with the Principals may exceed the maximum of 20 students to one teacher. The 20:1 ratio assumes a maxi- mum of 6 SPED students. Teachers in consultation with the Principals may exceed this maximum if they determine it is in the best interest of the students to do so. The staffing of inclusion programs at all schools shall be in a ratio of one SPED teacher to one regular education teacher where a full complement of 502.4 students are part of their division. (The BTU School model is not subject to this section).

It is important to note that Article VA(2)(b) (Class Size and Staffing of the 1994-97 collective bargaining agreement addresses the situation where two classes, one regular education and one SPED, have been com- bined, resulting in an inclusion classroom. Schools which are adopting other models or other integration of classes must consult with the union’s “Sỏ” and follow the procedures for and obtain a waiver consistent with Article III C(4)d under SBM.

Schools that adopt an inclusion model which changes the way that resource rooms are configured or changes the way that resource room services are delivered must follow the procedures for and obtain a waiver through the SBM provisions. Classrooms with mainstreamed SPED students who continue to receive resource room services which are not changed by the school’s inclusion plan will continue to fall under the current class size agreement.

Paraprofessionals and Other Support

Paraprofessional support assigned to the classes at a school will not be reduced as a result of inclusion. There is some flexibility in the contract in the allocation of paraprofessional support and schools with inclusion models which vary from this model must obtain a waiver through SBM process. Principals, with input from the evaluation team, will decide how best to allocate paraprofessional support. In all inclusion classrooms to which 502.4 students are assigned, paraprofessionals will be provided as well as other support required by that student’s IEP.

Training

A school’s inclusion planning team shall meet with teachers in inclusion class- rooms at least twice yearly to determine what training, professional development, and support are needed. The Central and Cluster office personnel responsible for supporting inclusion shall arrange for such training to be provided. The same applies to paraprofessional working in an inclusion program. When appropriate, paraprofessionals shall attend professional development training designed to support the inclusion process.

Important Staffing Issues to Remember

To teacher shall be excluded or laid off on the basis of the School’s staffing plan. Teachers who choose not to teach in an inclusion classroom may exercise their voluntary contractual right to excess them- selves or to transfer.

Positions to be filled in inclusion class- rooms shall be offered first to teachers and paraprofessionals in the affected class- rooms, then to others within the school according to the terms of the contract. Posi- tions shall be filled on a seniority/last- hired basis. The BTU Office shall be notified of openings for any positions. All members shall have the right to apply for any vacancies.

Shared Decision Making through School Site Councils – You got this!!

continued from page 4

burs. Consent does not require that there be unanimous agreement but merely makes sure that a School group has an opportunity to comment on, understand, can live with and is willing to implement the final deci- sion. Building Councils (BBTUs) in- volves every human being the opportunity to be heard. Members of the SCC are expected to operate as an open decision-making team and work together to fashion effective solu- tions to the school’s educational challenges. The SCC is not a group of spokespersons, nar- rowly representing interests of the group that elected them or any sub-group.

The BTU and BHS have an “Open Family and Student Engagement” (OFSE) coordinates training for SCC members. Please contact either Caren Carew at the BTU (ccarew@btu.org) or the BHS OFSE for further infor- mation. It’s time to step up and be a part of the solution! Who didn’t get into public school teaching to be a part of the solution? Together – We GOT THIS!!
Faculty Senates – A Union Membership Responsibility

by Michael W. McLaughlin

BY-LAWS

1) Keep accurate attendance and minutes of all meetings.
2) The Faculty Senate will be composed of a minimum of five members, except in buildings where the number of teachers is less than 25. Membership should be on a 1 to 10 ratio. Members are elected by the general membership meeting. In this way, teachers get the most up to date information and maintain democracy in action. It’s a forum for the healthy exchange of ideas.
3) Cooperate with the building rep. in all contract matters and Union policy.
4) 6) In Service Meetings

Faculty Senates may be formed in each school building and shall meet once every month after the close of the normal school day with the Principal or Headmaster concerned. Faculty Senates will be recognized by the administration of that school as having an advisory voice in the operation of that school and having an advisory voice in the formation of educational policy.
Faculty Senates representing Music Teachers, 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) Elected by the teaching staff, it represents that staff in matters concerning school policy;
3) Present the administration with faculty 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 may be formed of a minimum of five members, except in buildings where the number of teachers is less than 25. Membership should be on a 1 to 10 ratio. Members are elected by the general membership meeting. In this way, teachers get the most up to date information and maintain democracy in action. It’s a forum for the healthy exchange of ideas.
3) Cooperate with the building rep. in all contract matters and Union policy.

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 shall run the election, the primary aim of the 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 administration’s written response;
4) Meet with entire faculty at least monthly; Faculty Senate submit items for agenda;
5) Faculty Senate Chairperson submits agenda;
6) Faculty Senate elects own secretary;
7) In Service Meetings

Communications
The Faculty Senate should;
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 response 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.

School Environment

by Michael W. McLaughlin

Do you know whose eyes are keeping an eagle eye on your classroom? Are you comfortable in your classroom environment? Are you ready to face any environmental problems that may arise in your classroom? A few of the more common environmental problems that you may encounter include:

- **Indoor Air Quality:** Indoor air quality is a major concern in schools, as children spend a significant amount of time indoors. Factors such as mold, pollen, dust, and other allergens can contribute to respiratory problems in children.
- **Noise Pollution:** Noise can have a significant impact on students, affecting their ability to focus and learn. Excessive noise levels can lead to increased stress and decreased academic performance.
- **Lighting:** Poor lighting can cause eye strain and affect students’ ability to see clearly. Overexposed lighting can also be a problem, especially in older buildings.
- **Temperature:** Extreme temperatures can make it difficult for students to concentrate and learn effectively. Extreme cold can cause hypothermia, while extreme heat can lead to dehydration and heat exhaustion.
- **Chemical Exposure:** Chemicals, such as those found in cleaning products and pesticides, can be harmful to children's health. Exposure to these chemicals can cause respiratory problems, skin irritation, and other health issues.

To address these environmental issues, schools should:

1. **Implement an Indoor Environment Policy:** It is important to have a policy in place that outlines procedures for managing indoor environmental problems.
2. **Educate Students and Staff:** Educating students and staff about the importance of maintaining a healthy classroom environment is crucial. This can include providing information about the effects of environmental factors on health and well-being.
3. **Regular Maintenance:** Regular maintenance of the building is necessary to prevent environmental problems. This includes cleaning, ventilation, and pest control.
4. **Use Non-Toxic Cleaning Products:** Using non-toxic cleaning products can reduce the risk of chemical exposure for students and staff.
5. **Monitor and Maintain Temperature:** Monitoring and maintaining appropriate temperature levels can help prevent overheating and hypothermia.
6. **Encourage Student Participation:** Encouraging student involvement in environmental projects can help them understand the importance of maintaining a healthy environment.

By following these steps, schools can create a safe and healthy learning environment for all students.
How Long (Days, Hours, PD) is the School Year in Traditional Schools?

And how is the time broken down and compensated?

by Richard Stutman, BTU President

( Please review the below to understand the length of your school year, the conditions under which you must receive additional compensation for additional work, and so on. As always, call the union office if you have any questions.)

Traditional Schools

School Year, 18 Hours, Extra Time, etc.

The school year is divided up into 6 components:

Component A: The first day of the school year are broken down as follows for this year (2014-2015):

Day 1 — Tuesday, September 2nd

The StuF and administration share the 6-hour day equally; staff get 30 minutes for union intro-
ductory and rest of their time for room set up and preparation. Administration gets its share of
day for PD. Here’s the actual language:

“Teachers and paraprofessionals shall report to work on Tuesday, September 2, 2014. The activities
for the first thirty minutes after the professional development session shall be determined by the building’s union
representative. Teachers and paraprofessionals shall spend the remaining 2.5 hours organizing and
preparing their classrooms.”

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

Component C: The second day of school, which was a PD day w/o students, still has to be
made up as follows:

3 hours of Professional Development:

The remaining 3 hours of professional development
that normally would occur before students report to school shall be scheduled by a
majority vote of the faculty by September 29, 2014.

3 hours of Classroom Preparation:

Teachers and paraprofessionals shall be required to
teach two of these hours preparing their classrooms for the beginning of the school year
August 16, 2013 and September 20, 2013 when their respective buildings are otherwise open.

Teachers and paraprofessionals shall submit a written certification to their principal/headmaster indicating the dates and hours worked by September 19, 2014.

Component D: January 2nd — All Day Professional Day

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

Professional development: 6 hours.

Staff development throughout the city have one day set aside for PD, and that day is January 2nd
by default. That is the subject to change.

Component E: 18 hours of professional development*

• The building administrator may establish the professional development schedule provided
that the teachers are notified, the staff has a say in the end of school for the preced-
 ing year, none of the time be scheduled over the summer unless there is a waiver vote under
CBA, and provided that no professional development time be scheduled on the 2nd Wed.
of month, and must at be least two hours in length.

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

continued from page 4

BU teachers members a better relationship with those who make the laws in the Com-
monwealth!

• Volunteer for one of our elected officials’ official season!

During the last legislative cycle, the BTU sponsored public education and collective bargaining
rights, for example, is a great way to say

“Thank you!” This is an opportunity to build a
relationship with our elected officials when

neither party is asking something of the other.

This year, the new official positions in Boston are

the elected officials who are off season.

It’s a win-win!

• Support legislation that is pro-public

school educators, pro-public school chil-
dren, and benefits our current and future

retirees! Our student’s best advocates and our

future retirees are you and me.

To meet with the changing needs of the

membership, public education, and the stu-

dents, the BTU moved toward more active member mobiliza-
tion and greater legislative advocacy. The

Massachusetts formal legislative cycle ends

July 31st. In short, several bills were front and center. Garnering sig-
sificant attention, most recently, were bills H 4960 (enacted 8/18/01) and H 2262

specific to raising the cap on charter schools.

On May 21st, the House passed H 4019 with 114 YEAS and 35 NAYS. Once enstaged as

H 4018, the bill headed to the Senate. On

July 16th, the Senate defeated S 2262 with

26 NAYS and 13 YEAS. The vote advocated

specific to raising the cap on charter schools.

8

Burke, Channing, Dear-

born, E Greenwood**, English HS**, the Mattahunt and the Winthrop — will work an

additional seven days. These seven days, broken down as follows: 100 hours of PD, and

90 hours (30 school day for 190 hours for instruction) The 190 hours will be compensated at $4100, will be annualized (paid over 26 paychecks) and will be retire-

emtry worthy. The above was determined and imposed by a state-sanctioned process mandated

under the so-called Educational Reform Law — it was not negotiated. To learn more about

the schedule at a Turnaround School, please see here (http://www.btu.org/con duct-lights/turnaround-school/) and scroll to bottom and/or consult either Career or Michael.

Any questions on the above, please call the BU office at 617-288-2000.

**Both the Greenwood and the English High School have been designated as some-
thing between Turnaround and Level 5 as per state directive, both under the umbrella of

the Blueprint Educational Management Organization.

There are other types of schools, extended learning time schools (Edwards, Umana, McCar-

ney and Irving), Project Promise Schools (Timlin), Horace Mann School, IEP Kennedy,

BREA, Green Academy, UP (formerly Graney), UP II (formerly Marshall), and the McKinley High.

If you have requests for the schedule of any of the above call the

BU office if you have any questions. Finally, there are two schools, the Douer and the

Holland, which are now in receivership, the Douer under the BLUEPRINT EMO (Education Management Organization) and the Holland under the Outstanding Potential LAU UPI EMO.

Common Questions

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

If you are on legitimate leave (bereavement, sick, personal, etc.) and you miss a day when there is scheduled a 2-hour or less professional development meeting, you do not have to make up time.

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

If you are in school and have to leave during the day of a scheduled PD meeting of any duration, you owe the time.

How long is the length of the school day?

Teachers in elementary schools have to be present in school for 6 for 30 each day. Teachers in secondary schools work 6-40 per day. We all know most teachers work well beyond those hours in all schools, not to mention daily time spent at home and on weekends. We are referring here specifically to on-the-clock, ‘bell-to-bell’, mandated hours.

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

Anything over either the 24 hours (with the conversion) or the 18 hours (without) as men-
tioned above is voluntary, no matter how worthwhile and valuable.

Pilot Schools & Innovation* Schools

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

schedules subject to the below:

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

(40 hours for Pilot schools)

* An explanation of how to calculate additional hours in a pilot school: To understand this, we first have to look at the traditional school schedule. The school day is defined as 6.30 for elementary teachers and 6-40 for secondary teachers. If you are given a 40-hour contract, you break it in the middle of the day for lunch, or time-off for whatever, that time counts as part of the school day.

The length of the traditional school year is 180 school days as defined above. There are 2 additional non-student days: the Tuesday and the day after the Winter December break. Plus a ‘lost’ day, which was the typical Day 2 in previous years, this day is now turned into an equiva-

lent of 6 hours. These three non-student days, however, are 6-4 hours for a total of 18 hours. In

addition to the ‘180’ plus the 3, there are 18 additional hours of professional development time. The plus-or-minus contact time. This is a total of 2,110 hours for elementary teachers and 1,240 hours for secondary teachers. There are no other days or hours required, whether during the school year, in the summer, or whenever. All time required above and beyond what is defined in this paragraph is considered additional time and would contribute to the limits, which, if exceeded, require compensation. If you have any questions on this calculation, please call the BU office.

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

The compensation for time above and beyond the hours detailed above will be at the con-

tractual hourly rate and will be retirement-worthy.

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

Turnaround Schools

For the 2014-2015 school year, in addition to any of the above found under the Traditional School schedule, all teachers (nurses, etc.) in the following schools — Burke, Channing, Dear-

born, E Greenwood**, English HS**, the Mattahunt and the Winthrop — will work an

additional seven days. These seven days, broken down as follows: 100 hours of PD, and

90 hours (30 school day for 190 hours for instruction) The 190 hours will be compensated at $4100, will be annualized (paid over 26 paychecks) and will be retire-

emtry worthy. The above was determined and imposed by a state-sanctioned process mandated

under the so-called Educational Reform Law — it was not negotiated. To learn more about

the schedule at a Turnaround School, please see here (http://www.btu.org/con duct-lights/turnaround-school/) and scroll to bottom and/or consult either Career or Michael.

Any questions on the above, please call the BU office at 617-288-2000.

BOSTON UNION TEACHER | September, 2014
Over 25 BTU teachers, social workers, guidance counselors, ETFs, and a few vice principals and a network liaison, met at the BTU on July 22-23 for the second of ten BPS sponsored two-day “Restorative Practices” workshops, presented by a team from Suffolk University. Response was uniformly positive. There will be seven more two-day workshops over the course of this year aiming to reduce school exclusions and develop more positive and supportive learning environments for all students, in fulfillment of the expectations of the revised BPS Code of Conduct and the new chapter 222 of the Massachusetts State regulations. Registration is on MyLearningPlan, open to all. For some idea of what’s happening in other school districts check out these short videos:

1) - https://www.youtube.com/watch?v=RdKhcQrLD1w
[Restorative Justice in Oakland Schools: Tier One, Community Building Circle]

2) - http://www.healthiersf.org/RestorativePractices/ [Click on the video link]

3) - https://www.youtube.com/watch?v=uSJ2GPiptvc
[Restorative Welcome and Re-entry Circle]

– Andrea Doremus, Teacher at the Community Academy of Science and Health
Looking Back and Looking Forward: Organizing for Better Schools

After being in the classroom as a teacher for the last eight years, I was given the opportunity during the 2013-2014 school year to take a leave of absence in order to spearhead internal and external organizing work for the union through the newly-created position of “Director of Organizing” at the BTU. As we gear up for the next school year, I wanted to take the opportunity to share some highlights of this work from the past year and to share a vision for what the work may look like throughout the 2014-2015 school year.

Internal Organizing – Activating Our Members to Strengthen Our Union

Central to the goal of engaging more of our members was the creation of increased opportunities for our members to share their thoughts, concerns, and hopes with union leadership. This was done through a number of ways including summer open houses, visiting schools, and hearing from our members at new regional “Meet and Greets.” Formerly regional “meetings” the year before, the new Meet and Greets that were held in seven different neighborhoods of Boston were an opportunity for members both to socialize in a more informal setting while also creating new ways for our members to share what was and was not working in their classrooms and schools. Early career and new educators also met throughout the year in social and informational settings with the launch of our “New Educator Underground” events.

From listening to our members’ concerns and interests, we also created new organizing committees that convened our members to address topics such as over-testing, special education inclusion, the new Code of Conduct/restorative justice, new educator support, and most recently, family and community outreach and engagement. These new organizing committees have engaged a couple hundred newly active members in the work of the union and are spearheading efforts to find solutions to many of the problems we face in our classrooms and schools.

In unfortunate situations, we have been able to engage and support our members and community stakeholders through difficult transitions such as at the Dever and Holland, both designated “Level 5” schools by the Commissioner of Education this last year, as well as turn-around schools and schools challenged by unsupportive school leaders. We helped members to engage parents, conduct internal surveys to collect evidence and illuminate concerns, and bring together staff to confront challenges in their individual schools.

In the fall, we continued to modify our annual Building Rep Conference and created different tracks for more and less experienced Building Reps. We held information sessions for prospective building reps, and conduct surveys to hear from reps and inform our work. We also focused on supporting Building Reps in organizing and engaging our members, and made sure that each building had a representative by the end of the year. This summer, we convened our new Building Rep Regional Leaders—Building Reps that will be supporting smaller Building Rep networks, based on the neighborhoods of Boston, throughout the year. They attended the first summer Institute in August as part of the pilot program, and will be meeting once a month to help our union increase internal member engagement and two-way communication between our members in our schools and the BTU leadership.

External Organizing

In addition to internal organizing, I have had the opportunity to continue engaging families and community organizations in the work of improving schools and neighborhoods. This has also been a great way for the BTU to become more visible in the community, correct misconceptions about the union, promote our pro-active visions for quality schools, and also support the work of our many community allies. This work has helped to establish our union as an authentic community partner committed to parent, student, and community collaboration.

This upcoming school year, we plan to continue building our internal infrastructure, continue creating opportunities for our members to voice their concerns, and continue to respond to the needs of our members as they arise. Most importantly, we will continue convening our members so that collectively, we can address the challenges that we face and continue to advocate for the teaching and learning conditions we know we need for our students to succeed!

Future vision

As I visited schools throughout this year, the most common word that I heard was “overwhelmed.” These are very tough times for educators, as the expectations, respons-
Five ways to get involved in our union:

Stay informed! Attend our regular membership meetings the second Wednesday of each month at 4:00 pm (the reports begin at 4:15) and be sure to read the E-Bulletin from the President each week (they are usually sent out early Tuesday mornings.)

Run for Building Representative in your school! Each school can elect one representative for every twenty members or portion thereof. Elections should take place before the end of October.

Meet with members in your school! Hold regular BTU member meetings and/or Faculty Senate meetings in your school to discuss school-based concerns and find solutions to present to your school leaders.

Attend a Regional Meet and Greet! Share your concerns, get questions answered, and learn about opportunities in our union. The BTU staff and leadership don’t know what is happening in your schools unless you tell us—we need to hear from you, and this is one way to be heard.

Join an Organizing Committee! We have members that meet regularly to discuss and address:
- Over-Testing (Less Testing, More Learning Campaign)
- Special Ed Inclusion
- Parent and Community Engagement
- New Educator Issues
- School Discipline—Including Restorative Justice

You can also propose a new committee—if other members are also interested in a new issue, we can help you to get it off the ground.

Organizing is all about building relationships, identifying our common goals and values, and then using our collective power to create change. We can change the tide, but we need YOU to do so.

Some Upcoming Dates:

Saturday, September 6, 3:00 - 6:00 pm – First Annual BTU Back To School Fair for BPS Families. [Please contact Jessica at jtang@btu.org if you can help out/volunteer at this event! We are giving away 1,000 free books to families and need members to help us pull this off!]

Friday, October 24–Sunday, October 26 – Building Rep Conference

Monday, September 22, 5:00 - 7:00 pm – Less Testing, More Learning [over-testing committee meeting]
**Contractual Benefit Package for All Teachers**

by Richard Stutman, BTU President

All BPS teachers (*) are eligible to take advantage of a range of contractual benefits and provisions that have resulted from years of collective bargaining between the School Department and the Boston Teachers Union. A summary of many of the more important benefits and provisions follows. When mentioned, the BTU field office can provide more detailed information. The BTU Field Reps, Caren Carew and Mike McLaughlin can provide more detailed information. Or please feel free to call or email me (rutman@btu.org). Also please note that each school has BTU Building Representatives, elected at each school, who can provide more detailed information.

(*) includes nurses, psychologists, SLPs, OTs, PTs, etc., and all other covered professional members in our bargaining unit.

Copies of the BTU Contract are available through BTU Building Representatives or by 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 bargaining contract book. If you need a book, please call the BTU office. References to the school department’s web page are accurate as of mid-August, though they will change as the department updates its yearly circular offerings. A complete listing of department circulars can be found at https://drive.google.com/a/bostonpublicschools/drive/u/0/B1242594EBB1D0036326D/ – or you can go here - http://www.bostonpublicschools.org/

### Salary and Health Benefits

<table>
<thead>
<tr>
<th>Benefit</th>
<th>How Takes Effect</th>
<th>How to Learn More</th>
<th>What to Look Out For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Step Placement</td>
<td>Up to 3 years’ credit for both inside and outside the system, (6 total) if service meets certain criteria.</td>
<td>You must apply with app, and documentation. Not necessarily retroactive, so check on delay in filing.</td>
<td>See going btu.org, also contact pp. 95-98 or call at the BTU office at 617-268-3000 and ask for a field representative.</td>
</tr>
<tr>
<td>Salary Lane Placement</td>
<td>B-15, Masters, M15, 30, 45, 60, 75, Doctorate.</td>
<td>You must apply and supply documentation. Not necessarily retroactive, so do not delay applying for 03 Form or supporting credentials.</td>
<td>See BTU contract, pp. 100-102 or see <a href="http://www.bts.org/contracts/highlightsf/for-teachers">http://www.bts.org/contracts/highlightsf/for-teachers</a>. For salary lane, see same BTU PPO services below circular.</td>
</tr>
<tr>
<td>Salary Lane: In-Service Credits</td>
<td>Limit of in-service credits increased to 30.</td>
<td>Upon application to HR, make sure you follow instructions and keep a copy of documents transmitted, with data stamp.</td>
<td>Maintain date-stamped records of documentation for transmission to HR. See <a href="http://www.bostonpublicschools.org/p1111">http://www.bostonpublicschools.org/p1111</a> and social in Google Drive to HC where you will find HPS-PP01 Contractual Benefits – Career Awards, Salary Lane, Salary Steps 2016-17 is available.</td>
</tr>
<tr>
<td>Salary Lane Placement</td>
<td>B-15, Masters, M15, 30, 45, 60, 75, Doctorate.</td>
<td>You must apply and supply documentation. Not necessarily retroactive, so do not delay applying for 03 Form or supporting credentials.</td>
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</tr>
<tr>
<td>Health Insurance</td>
<td>6 different plans, PPO, POS, HMO.</td>
<td>You must apply within 60 days of hire. Dads in PPR. New dependents must be added within 30 days.</td>
<td>See BTU or call Group Insurance at 617-635-2040 or see <a href="http://www.cityofboston.gov/ohr/benefits/fsa">http://www.cityofboston.gov/ohr/benefits/fsa</a>.</td>
</tr>
<tr>
<td>Health and Welfare</td>
<td>Includes Dental, Eye Care, and Legal benefits. City pays plan premium, but some benefits have small co-pays.</td>
<td>Apply at BTU B&amp;W office or at 617-268-3000. Benefit effective retroactive to start of provisional contract, but implementation can be delayed.</td>
<td>Call BTU H&amp;W at 617-268-3500 or see <a href="http://www.hbw.org">http://www.hbw.org</a>.</td>
</tr>
<tr>
<td>Salary Item: Tuition Reimbursement</td>
<td>All permanent teachers on ‘steps’ 1-9 (9 for the 1st time) get up to $2,500 in pre-tax dollars to be used up your deduction. Your medical expenses are subject to an ‘irs’ exclusion of $5,000.</td>
<td>This tax effect 9/1/04, and is tax-free as reimbursement for tuition. Parms are added as of 9/1/07.</td>
<td>This is a most important benefit. You can obtain a fee of up to $2,500 to go toward making a decision. Health coverage takes a month or so to kick in, depending on when you sign up. Take note when City Hall. If you take a leave of absence, you must re-enroll during the open enrollment period.</td>
</tr>
<tr>
<td>Salary Item: NBPTS Teachers</td>
<td>Members certified under the standards of the NBPTS now get a $1,000/yr. benefit. Members also get reimbursed for the cost of application fees upon successful attainment of certification.</td>
<td>This salary differential tax effect 9/1/03.</td>
<td>The NBPTS regrettably does not grant certification in all subject categories. This is a great benefit. It’s important to know if you are under an agreement with all city unions.</td>
</tr>
<tr>
<td>Performing Arts Teachers</td>
<td>Performing Arts, theater, music, drama, and chorale group teachers can get a $1,600 stipend.</td>
<td>If one of the aforementioned teachers conducts after-school rehearsals and practices which culminate in final productions and/or festivals.</td>
<td>See BTU contract, p. 44.</td>
</tr>
<tr>
<td>Flexible Spending Program: Dependent Care</td>
<td>Use up to $5,000 in pre-tax dollars for dependent care.</td>
<td>Apply within 30 days of hire or during Open Enrollment usually beginning mid-October, announcement will be made in BTU bulletin. To sign up for BPS dependents call <a href="http://bit.ly/1-hb-adva3">http://bit.ly/1-hb-adva3</a> and/or email: <a href="mailto:nbpts@btu.org">nbpts@btu.org</a>.</td>
<td>Make sure you will need this benefit for the entire calendar year when you sign up, as deductions cannot generally be stopped once started. All of these programs are extremely beneficial when properly used, but caution is advised.</td>
</tr>
<tr>
<td>Flexible Spending Program: Medical</td>
<td>Use up to $5,000 in 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>Be careful when creating a deduction as you cannot change the deduction for the entire calendar year once you agree to the deduction at Open Enrollment. This is a popular benefit with BTU members.</td>
</tr>
<tr>
<td>Flexible Spending Program: Transportation and Parking</td>
<td>As with the above programs, though subject to different dollar limitations, this program allows the use of pre-tax dollars to be spent on mass transit and parking activities.</td>
<td>No eligibility requirements.</td>
<td>Make sure you will need this benefit for the entire calendar year when you sign up, as deductions cannot generally be stopped once started. All of these programs are extremely beneficial when properly used, but caution is advised.</td>
</tr>
<tr>
<td>Life Insurance</td>
<td>City sponsors standard $5,000 term insurance plan for BPS employees. Your vendor sells additional coverage. See <a href="http://www.cityofboston.gov/ohr/benefits/life.asp">http://www.cityofboston.gov/ohr/benefits/life.asp</a>.</td>
<td>First $5,000 of term coverage comes with purchase of health insurance, 1/2 of premium for first $5,000 paid by the city; rest paid by employee.</td>
<td>Call BTU H&amp;W at 617-465-4070 for more information. You are strongly advised to not purchase Group Insurance for best cost purchasing Group Insurance at $69/month beyond the standard $5,000.</td>
</tr>
<tr>
<td>Disability Coverage</td>
<td>Public Pension Law grants limited coverage for total disability.</td>
<td>Public coverage is inadequate (above), but additional eligibility is restricted. If you desire adequate coverage, you’ll need to purchase it privately.</td>
<td>See the Mass. State Teacher Retirement Board webpage for understanding the law at <a href="http://www.mass.gov">http://www.mass.gov</a>. The state’s and city’s benefit coverage are different but essentially parallel retirement and disability plans in all respects. The state’s webpage is excellent.</td>
</tr>
<tr>
<td>Long-term Disability</td>
<td>Go to <a href="http://www.cps125.com">www.cps125.com</a> or <a href="http://www.cityofboston.gov/ohr/benefits">http://www.cityofboston.gov/ohr/benefits</a> for information.</td>
<td>Long-term Disability <strong>is not</strong> covered by city of Boston.</td>
<td>There is a sick leave bank for teachers and para’s, and eligible members can obtain days from, after and application process. The bank plus use of your own days (see below), which must be exhausted first, amounts to a quasi-short term disability plan.</td>
</tr>
</tbody>
</table>

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Major (but Non-Inclusive) List of Contractual Working Conditions

<table>
<thead>
<tr>
<th>Class Size Maxima: Caseloads</th>
<th>Enforces class size maxima and caseloads. Important benefit.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To lengthy to list here; ask building rep. at school for class size fact sheet. See article elsewhere in newspaper.</td>
</tr>
<tr>
<td>Sick Days</td>
<td>Grants paid leave when ill, up to time accumulated.</td>
</tr>
<tr>
<td></td>
<td>15 days granted per year; unused days accumulate and cash out at separation after 10 years of service.</td>
</tr>
<tr>
<td></td>
<td>See BTU contract, index in maroon contract booklet, see BTU Building Rep at school; call the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td></td>
<td>Will need a doctor’s note if absent for six or more consecutive school days.</td>
</tr>
<tr>
<td>Personal Leave</td>
<td>Grants paid leave for personal reasons with one day’s notice.</td>
</tr>
<tr>
<td></td>
<td>4 days per year; unused days accumulate.</td>
</tr>
<tr>
<td></td>
<td>See BTU contract, pp. 154-156; see BTU Building Rep at school; call the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td></td>
<td>Reason for taking a personal day is personal and need not be shared, but you do have to give notice. Unused days are automatically converted to accumulated ‘sick’ days at the end of year.</td>
</tr>
<tr>
<td>Professional Leave</td>
<td>Grants paid leave to attend educational conferences.</td>
</tr>
<tr>
<td></td>
<td>Limited system-wide allotment of 2,000 days distributed to individual staff on a pro-rata basis.</td>
</tr>
<tr>
<td>Bereavement Leave</td>
<td>Grants paid leave under limited circumstances.</td>
</tr>
<tr>
<td></td>
<td>Depends on family relationship to the decedent.</td>
</tr>
<tr>
<td></td>
<td>See BTU contract, Bereavement Leave in index of maroon contract booklet; see BTU Building Rep at school; call the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td>Religious Holy Days</td>
<td>Grants paid leave under limited circumstances.</td>
</tr>
<tr>
<td></td>
<td>Depends on holiday specifics.</td>
</tr>
<tr>
<td></td>
<td>See BTU contract, Religious Holidays in index of maroon contract booklet; see BTU Building Rep at school; call the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td>Maternity Leave</td>
<td>Grants paid as well as unpaid leave and city continues to pay its share of health coverage.</td>
</tr>
<tr>
<td></td>
<td>Paid maternity time limited by number of sick days accrued.</td>
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<tr>
<td></td>
<td>See BTU contract, pp. 155-156.</td>
</tr>
<tr>
<td></td>
<td>Complicated procedure; it is suggested you call on of BTU Field Reps for more information.</td>
</tr>
<tr>
<td></td>
<td>This becomes more particularly complicated when the birth is scheduled for the summer months. Again, contact the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td>Leave for Adoption</td>
<td>Grants paid as well as unpaid leave.</td>
</tr>
<tr>
<td></td>
<td>Limited to 40 days per school year if you have ‘accumulated’ days in your bank used to be 30 days.</td>
</tr>
<tr>
<td></td>
<td>See BTU contract, pp. 113-116.</td>
</tr>
<tr>
<td>Planning and Development Time</td>
<td>Grants staff unscheduled time when one is not given a programmed duty or responsibility. Paid days are ‘teacher directed’ i.e. teacher alone decides what he/she does during that period.</td>
</tr>
<tr>
<td></td>
<td>Middle and High teachers ~5 full-length periods (48+ minutes per period) per week. Elementary teachers ~5 per week with 1 per week “administratively” directed.</td>
</tr>
<tr>
<td></td>
<td>See BTU contract, p. 29; see BTU Building Rep at school; call the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td></td>
<td>You do not have to complete ISSP’s or any other administrative work over the time. It is your time and you cannot be assigned a specific duty for meeting. If you told a P&amp;D you are eligible for pay for the lost time it arrises it is made up. Call the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td>Duty-Free Lunch</td>
<td>Grants daily duty-free time to all for lunch in addition, in addition to daily P&amp;D time.</td>
</tr>
<tr>
<td></td>
<td>Middle and High teachers ~ no less than 25 minutes per day; Elementary teachers ~ no less than 40 minutes per day.</td>
</tr>
<tr>
<td></td>
<td>See BTU contract, p. 29; see BTU Building Rep at school; call the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td></td>
<td>This is your time and you cannot be assigned any duty during this time.</td>
</tr>
<tr>
<td>Job-Sharing</td>
<td>1/2 salary, 1/2 position.</td>
</tr>
<tr>
<td></td>
<td>Two people share one job; each gets 1/2 salary and full benefits.</td>
</tr>
<tr>
<td></td>
<td>See <a href="http://www.bostonpublicschools.org/Page/133">http://www.bostonpublicschools.org/Page/133</a>; see google drive and public HHS-TS2 regarding job-sharing.</td>
</tr>
<tr>
<td></td>
<td>Start early in the year if looking for a partner, this is most difficult to arrange as many, as ‘good matches’ are hard to find.</td>
</tr>
<tr>
<td>Peer Assistance Program</td>
<td>Experienced teachers in need of assistance can volunteer for a peer assistant.</td>
</tr>
<tr>
<td></td>
<td>Peer assistants can provide assistance to one who needs help.</td>
</tr>
<tr>
<td></td>
<td>Program is in its 7th year. call or email Mike McLaughlin at the BTU at <a href="mailto:mmclaughlin@gwrs.com">mmclaughlin@gwrs.com</a>.</td>
</tr>
<tr>
<td></td>
<td>This a good, useful program for those who are having difficulty with the performance evaluation process.</td>
</tr>
<tr>
<td>Accepting a Student-Teacher</td>
<td>If you accept a student-teacher, you receive two days’ leave with pay.</td>
</tr>
<tr>
<td></td>
<td>Days are to be taken during the last two weeks of teacher trainer’s tenure.</td>
</tr>
<tr>
<td>Mileage</td>
<td>Traveling between two or more schools.</td>
</tr>
<tr>
<td></td>
<td>If you travel between 2 or more schools in a given day as part of your duties, you are generally entitled to a mileage payment.</td>
</tr>
<tr>
<td></td>
<td>Mileage is generally not for travel to and from your assignment when your assignment is at another location.</td>
</tr>
</tbody>
</table>

Retirement, Tax-Deferred Savings Plans

<table>
<thead>
<tr>
<th>Participation</th>
<th>What to Look Out For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Pension</td>
<td>Participation is mandatory under state law; vested employees obtain a pension at retirement.</td>
</tr>
<tr>
<td></td>
<td>Call the BTU office at 617-288-2000 for more information.</td>
</tr>
<tr>
<td></td>
<td>See MTRA at <a href="http://www.mass.gov/mtr/">http://www.mass.gov/mtr/</a> for more information, or see the City webpage at <a href="http://www.cityofboston.gov/retirement">http://www.cityofboston.gov/retirement</a>. The former is superior and provides all you need to know; or call Michael McLaughlin at the BTU office at 617-288-2000.</td>
</tr>
<tr>
<td></td>
<td>If you leave the system prior to retirement, consult the BTU before withdrawing your funds out.</td>
</tr>
<tr>
<td>Participation in a 403(b) or a Tax-Sheltered Annuity (TSA) Plan</td>
<td>See accompanying article.</td>
</tr>
<tr>
<td></td>
<td>Pre-tax salary contributions grow tax-deferred until withdrawal.</td>
</tr>
<tr>
<td></td>
<td>See accompanying article in this newspaper.</td>
</tr>
<tr>
<td></td>
<td>Vendors walking the halls of your school or visiting you in the teachers’ lounge have no special license from the City. Their plans do not operate with any special imprimateur; the teachers’ lounge have no special license from the City. Their plans do not operate with any special imprimateur. If you leave the system prior to retirement, consult the BTU before withdrawing your funds out.</td>
</tr>
<tr>
<td>Participation in the State’s Deferred Compensation or 457 Program</td>
<td>See accompanying article.</td>
</tr>
<tr>
<td></td>
<td>Pre-tax salary contributions grow tax-deferred until withdrawal.</td>
</tr>
<tr>
<td></td>
<td>Call the BTU office at 617-288-2000 for more information and/or Great West at 1-877-407-1900. See <a href="http://www.mass-energymart.com">www.mass-energymart.com</a> or email <a href="mailto:bea.carnahan@gwrs.com">bea.carnahan@gwrs.com</a>.</td>
</tr>
<tr>
<td></td>
<td>A very good plan, with slightly less flexibility than a 403 (b), but worth investigating, as the state has done much of the heavy lifting for you. Fees are minimal, much lower than the typical 403 (b) plans. Plan is monitored by state, which is a real plus. 403 (b) plans are not monitored. Terrible option with many similarities to a 403 (b) plan.</td>
</tr>
<tr>
<td>Social Security</td>
<td>Massachusetts public employees do NOT pay into Social Security; employees can, however, accrue Social Security credits at any time in non-public employment.</td>
</tr>
<tr>
<td></td>
<td>Those with SSA credits can combine SSA pension with teacher’s pension, but some restrictions and offsets generally apply.</td>
</tr>
<tr>
<td></td>
<td>Call the BTU office at 617-288-2000 for more information about the plan. Call the BTU office at 617-288-2000 for a discussion of the restrictions and offsets. These are the most important topics for those who wish to get some benefit from Social Security benefits.</td>
</tr>
<tr>
<td></td>
<td>Log on to <a href="http://www.mass.gov/mtr/about-benefits-occupational-retirement-program/">http://www.mass.gov/mtr/about-benefits-occupational-retirement-program/</a> for information about 457b plans. For information about 403(b) plans, see a financial advisor or contact your union representative.</td>
</tr>
</tbody>
</table>

Grievance Rights

As a covered member, you have a right to an interpretation of any provision of the collective bargaining agreement. In the event of an uncertainty or dispute regarding any provision of the Contract cited above [or any other provision, for that matter], it is in your best interest to call the BTU at 617-288-2000 or speak with a building representative. Also, see www.btu.org.

Most contractual disputes are resolved informally. However, in the event an issue cannot be resolved, you have a right to have the BTU proceed with a grievance on your behalf should the Contract support your claim.
FOR BOSTON PUBLIC SCHOOL FAMILIES!
STOP BY BETWEEN 3:00 AND 6:00 PM ON SATURDAY, SEPTEMBER 6TH
WHITE STADIUM IN FRANKLIN PARK
450 WALNUT AVENUE, BOSTON, MA 02130

FEATURING:
PARENT RESOURCES FROM COMMUNITY PARTNERS
EDUCATIONAL MATERIALS, INCLUDING FREE BOOKS!
MUSIC • ACTIVITIES • FOOD & ENTERTAINMENT

COME TO LEARN MORE ABOUT:
• THE BTU HOMEWORK HELPER FREE TUTORING PROGRAM
• SCHOOL PARTNERS, INCLUDING: AMERICA SCORES SOCCER PROGRAM,
  PLAYWORKS AND TENACITY
• LOCAL FOOD CO-OPERATIVES
• OUTDOOR OPPORTUNITIES WITH THE APPALACHIAN MOUNTAIN CLUB

AND MANY MORE RESOURCES & OPPORTUNITIES FOR PARENTS AND STUDENTS!

QUESTIONS? CONTACT JESSICA TANG AT THE BOSTON TEACHERS UNION / 617-288-2000 / JTANG@BTU.ORG

PARKING AVAILABLE ON PIER POINT ROAD AND PLAYSTEAD ROAD, OFF OF WALNUT AVE. (NOT ACCESSIBLE FROM SEAVER ST.)

BUS ROUTES FROM THE ORANGE LINE RUGGLES: 22, 28, 29 OR 45 FOREST HILLS: 16

BUS ROUTES FROM THE RED LINE ANDREW: 16

GET OFF AT THE FORK!
A Tax Sheltered Annuity (TSA) or 403.B plan is a tax-saving/retirement planning device available to school employees that allows one to shelter income from federal, state, and local taxes. If you invest in a financial vehicle (mutual fund, variable annuity, fixed annuity) of your choosing, and that is allowed to grow tax-deferred until withdrawal. At withdrawal, all funds are taxed as regular income.

Under most circumstances a 10% IRS penalty is charged to employees who withdraw funds from an IRA or 403.k plan before age 59½. (With some restrictions, loans are allowed in some IRAs prior to age 59½.)

Common types of tax shelters that can be added to a deductible IRA or a 403.k plan is a TSA generally more flexible.

Here is how a TSA works:
Let’s say one wants to save $50 per pay check. (Incidentally, TSA’s must be done through payroll deductions.) Assume the teacher makes $52,000 per year for 26 checks, at an annual salary of $5,000 per paycheck. On the urging of our members, has put the following restrictions in place:

- Any vendors seeking to solicit business from or talk to employees who wish to set aside and where you wish to invest, are subject to written policy to avoid your school’s hallways, enter your classrooms, or visit your teachers’ rooms. This includes insurance vendors, TSA representatives and the like are allowed to stay in the central office only.
- Some companies have one retirement plan for active members, another for inactive members.
The plan is a tax-saving/retirement planning device that allows one to shelter income from federal, state, and local taxes. If you invest in a financial vehicle (mutual fund, variable annuity, fixed annuity) of your choosing, and that is allowed to grow tax-deferred until withdrawal. At withdrawal, all funds are taxed as regular income.

Under the 457 plan, you can set aside up to $17,500 this year (most people start with a maximum number) up to $52,000. Under the 457, while offers a Roth 403.B plan, that allows after-tax contributions to a Roth plan sponsored by Great West. This is a new program that may be attractive to some. Information can be found on their website at

What is the State’s Deferred Compensation Plan?

The Massachusetts Teachers Retirement System (MTRS) administers this plan sponsored by Great West. This is a tax-deferred account composed of a variety of stock and bond mutual funds. Your account is limited to the fees – which are taken out of your savings tax-deferred account composed of a variety of stock and bond mutual funds. Your account is limited to the fees – which are taken out of your savings.

A few last points: The 2014 limit is $17,500 per year, with an additional “catch up” $5,500 for those over 50. In addition, under certain circumstances, there is a lifetime “catch-up” provision that allows an even greater yearly reduction.

With a 403.B TSA plan you are required to take a minimum distribution from your account balance, as defined by the IRC, no later than April 1st of the year you reach age 70 1/2 or April 1 of the year following your separation, whichever is later.

It is suggested that you choose a few companies, research each plan by calling a sales representative. Should you decide that you want to get a TSA, the company representatives at each of these retirement planning companies offer a 457 Plan. It is a tax-deferred retirement plan that allows one to shelter income from federal, state, and local taxes.

The 2014 limit is $17,500 per year, with an additional “catch up” $5,500 for those over 50. In addition, under certain circumstances, there is a lifetime “catch-up” provision that allows an even greater yearly reduction.

What is a Tax-Sheltered Annuity (TSA)/403.B Plan?

Deferred Compensation Plan (457 plan), a good, generally-lower-cost alternative to a sales representative. What’s more, some of the companies are insurance companies, and it is suggested that you choose a few companies, research each plan by calling a sales representative. Should you decide that you want to get a TSA, the company representatives at each of these retirement planning companies offer a deferred compensation plan (457) provide a great tax benefit to school employees. Advantages of the TSA include:

- You are advised to investigate fully before you sign on the dotted line. You are advised to seek independent professional advice. Among other things, who are insurance products that contain higher fees. (See a list here: http://bostonpubli

In the state’s 457 plan all the plans have been eliminated under the 2001 tax law changes. The elimination of those former restrictions equals many of the former disadvantages between TSAs and 457 plans.

Under the 457 plan, you can set aside up to $17,500 this year (most people start with a maximum number) up to $52,000. Under the 457, while offers a Roth 403.B plan, that allows after-tax contributions to a Roth plan sponsored by Great West. This is a new program that may be attractive to some. Information can be found on their website at

The plan is subject to IRC minimum distribution rules, as is a 403.B plan.

Write for the Boston Union Teacher

The Boston Union Teacher is the award-winning newspaper of the Boston Teachers Union. Special thanks is due to the Editorial Board and the current membership 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 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 those voices are heard on the pages of the Boston Union Teacher.

There are many ways you can contribute to the Boston Union Teacher. Share your best practices, commenting on educational issues affecting our community, addressing issues important to the labor movement, reviewing books or popular culture, photo essays or art work, 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 only through e-mail. The Dowspaper is published every month of the school year and one issue over the summer. Deadlines for sub missions are the 2nd Wednesday of each month, dead for publication in the following month. To submit something for publication, please email either Garrett Vrachek (garrett.vrachek@btu.org) or Michael Maguire (michael.maguire@btu.org).

We hope you have a successful 2014-2015 school year.

Michael Maguire and Garrett Vrachek, Co-editors, Boston Union Teacher
# A Primer of Rights and Benefits for Paraprofessionals

**by Josephina Lascano**

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**Salary Step Placement**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>How Takes Effect</th>
<th>How to Learn More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>[first three years]</td>
<td>See contract, page 137</td>
</tr>
<tr>
<td>Step 2</td>
<td>[after three years]</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>[after six years]</td>
<td></td>
</tr>
</tbody>
</table>

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**Health Insurance**

- **Note**: 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 607. You have only 60 calendar days from your first day of service to register.

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**Retirement, Tax-Deferred Savings Plans**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation is voluntary. 40 plus vendors to choose from. The number of vendors is likely to change.</td>
<td>Pre-tax salary contributions grow-tax-deferred until withdrawn</td>
<td>See contract, page 128. Call City Treasurer’s Office 617-635-4515</td>
</tr>
</tbody>
</table>

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**Miscellaneous**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Reimbursement</td>
<td>$500 per year/$1000 per year</td>
<td>For para with 3 or more years of service $500 tuition reimbursement. 5 years, $1000 tuition reimbursement.</td>
<td>See contract page 144. (Total BPS expenditure not to exceed $20,000) with new contract.</td>
</tr>
<tr>
<td>Paraprofessional/Teacher Preparation Grant Program</td>
<td>Legislative benefit, not contractual</td>
<td>State provides financial assistance for a para to become a teacher by obtaining a B.S. degree at a Mass. College. Some restrictions apply.</td>
<td><a href="http://www.osfa.mass.edu">http://www.osfa.mass.edu</a> quick link at top right to “grants”</td>
</tr>
</tbody>
</table>

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**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.
Welcome Substitutes!

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

The Union’s monthly membership meeting is the second Wednesday of every month at 4:00 p.m. at the BTU. Please participate in your union. You have a Building Representative of the BTU in your school. Please make yourself known.

A weekly bulletin from the BTU is posted in your school with pertinent information for all. Look for it posted in the building, or, you can read it on-line at www.btu.org. You can also have it e-mailed to you automatically by signing up for it on our website.

The BTU office is open from 8:00 a.m. to 5:00 p.m. every weekday except holidays. The telephone number is 617-288-2000. Substitute teachers and nurses who work a minimum of three days per week are eligible for health insurance, and this should be obtained within the first 60 days of employment by calling Group Insurance at City Hall 617-635-4570. Cluster Substitutes are also eligible for BTU Health & Welfare benefits, including dental insurance, eye care and legal services, and should call 617-288-0500 to sign up.

I am looking forward to working with you in the future.

Sincerely,
Joséfina Lascano
BTU Substitute Field Representative

Substitute Teacher Salary Schedule and Benefits

Substitute Teacher Salary Schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Diem</th>
<th>Long Term</th>
<th>Long Term - After 10 Days</th>
<th>Long Term - After 25 Days</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>12%</td>
<td>126.98</td>
<td>141.25</td>
<td>255.58</td>
<td>154.58</td>
</tr>
<tr>
<td>2012</td>
<td>2%</td>
<td>126.51</td>
<td>141.08</td>
<td>260.69</td>
<td>157.67</td>
</tr>
<tr>
<td>2013</td>
<td>3%</td>
<td>126.51</td>
<td>141.08</td>
<td>268.51</td>
<td>162.40</td>
</tr>
<tr>
<td>2014</td>
<td>3%</td>
<td>126.51</td>
<td>141.08</td>
<td>268.51</td>
<td>162.40</td>
</tr>
<tr>
<td>2015</td>
<td>3%</td>
<td>126.51</td>
<td>141.08</td>
<td>268.51</td>
<td>162.40</td>
</tr>
</tbody>
</table>

Cluster substitute teachers are granted benefits.

Cluster substitutes shall be included in the Paraprofessional Health and Welfare Fund benefit for dental insurance, eye care and legal services and Bereavement Leave.

Health Insurance

Substitute teachers and nurses who work a minimum of three days per week are eligible for health insurance. This should be obtained after the first 30 days of employment but before 60 days of employment by calling the City of Boston’s Group Insurance office at City Hall at 617-635-4570; or you can visit the office at Boston City Hall, Room 807; or you can sign up at open enrollment in April of each year.

If a substitute works twenty (20) hours per week on a regular basis, the employer may receive health insurance as follows: 75% of the total monthly premiums for the policy selected by the employer including master medical or the equivalent benefit, or; 90% of the total monthly premiums for all approved and authorized health maintenance organizations.

Health maintenance organizations agree upon a minimum of 20 hours per week.

Sign up for health insurance at Boston City Hall within thirty (30) days of employment or at open enrollment in April of each year.

Professional Days

Long term and cluster substitutes shall be compensated in professional days along with regular teachers/nurses/paras and shall be compensated, therefore:

A Primer of Rights and Benefits for Paraprofessionals

continued from page 32

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

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 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.

Sincerely yours,
Joséfina Lascano
Paraprofessional/Substitute Teacher Field Representative

Substitute Teacher Operations

Our membership meetings are held the 2nd Wednesday of each month at 4 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.

A Union operates 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 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.

Sincerely yours,
Joséfina Lascano
Paraprofessional/Substitute Teacher Field Representative

MARK YOUR CALENDAR!

UPCOMING BTU SOCIAL EVENTS

BOSTON UNION TEACHER | September, 2014 17
By Michael W. McLaughlin
Trusted, Boston Retirement Board

Retirement is governed by Chapter 32 of the Massachusetts General Laws. Your contribution depends upon the date you were hired.

<table>
<thead>
<tr>
<th>HIRE DATE</th>
<th>% deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Jan. 1, 1975</td>
<td>5% deducted</td>
</tr>
<tr>
<td>Jan. 1, 1975</td>
<td>7% deducted</td>
</tr>
<tr>
<td>Jan. 1, 1984</td>
<td>8% deducted</td>
</tr>
<tr>
<td>July 1, 1996</td>
<td>9% deducted</td>
</tr>
<tr>
<td>1/1/79 – 7/30/01</td>
<td>add 2% deducted for earnings over $30,000</td>
</tr>
<tr>
<td>July 1, 2001 and thereafter</td>
<td>11% deducted</td>
</tr>
</tbody>
</table>

Members should check their pay stubs to make sure the correct amount is being taken. If there’s a mistake, it should be reported immediately by contacting the Boston Retirement Board in Room 816 at City Hall. Their number is 617-635-4305. Members can also contact me directly for information and help with retirement procedures, policy and law.

A simple equation is used to determine your retirement allowance. Your age factor (50 = 1.0, 51 = 1.1, etc) is multiplied by the number of years of credited service. This yields a percentage. Next, average your three highest salaried years and then multiply the percent by that average. The maximum percent is 80%. This amount would be your estimated yearly retirement benefit. Dividing that amount by 12 gives you a good idea of your monthly benefit. These figures are of course all before taxes numbers.

Retirement paperwork and navigating the bureaucracy at the BRB. It’s advisable to go into the retirement board 3-5 years before you’re planning to retire to get a good faith estimate. Call and make an appointment with one of the customer service reps. This is also a good idea for members who have additional service outside of the school department as this time can be added to your credited years of service.

As a trustee of the Boston Retirement Board, I want to extend a welcome to our newest members starting out this year in the BPS. Please do not hesitate to call or stop by the BTU office with your retirement questions. Additionally, I am available to accompany you when you go to the Retirement Board in Room 816 at City Hall. I will be hosting two retirement seminars during the school year. The dates will be announced in the e-Bulletin.

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 credited service at any age, OR be age 55 with 10 or more years of credited service.

- **RetirementPlus** formula: You must have 30 or more years of credited 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 are **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.

* Two notes on “years of service”: For the purposes of determining your:
  1) "RetirementPlus % increase," only whole years of credited service will be counted (the amount is not rounded up).
  For example, if you have 32.9 years of credited service, your “RetirementPlus % increase” is based on 32 years of credited service, or 16%.
  2) Percentage of allowable salary average, your full years and full months of credited service will be counted.
  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 credited service—or 32.65489999999999 years of credited service. The amount of credited 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.)
A Listing of Dates and Deadlines
Set by Contract – 2011-2016

<table>
<thead>
<tr>
<th>Contractual Dates and Deadlines</th>
<th>Description of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22</td>
<td>Opening Day of school w/students for staff. This is a shared 50-50 day, as both staff and administration each have equal time. BTU Rep. has 30 minutes for explanatory mtg, and staff have 2:30 set aside for room preparation. Rest of day used for adm. purposes. See further explanation (***) following at end.</td>
</tr>
<tr>
<td>September 3</td>
<td>First Day of school for enrolled students. Members of a School Site Council are to be elected by this date.</td>
</tr>
<tr>
<td>October 15</td>
<td>A first meeting of the newly-elected School Site Council shall be held by this date.</td>
</tr>
<tr>
<td>December 1</td>
<td>On or before December 1, 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 617-288-2200. If you are unsure, call the union office anyway.</td>
</tr>
<tr>
<td>January 2</td>
<td>PD Day. No students. Day may be converted to PD hours.</td>
</tr>
<tr>
<td>January 15</td>
<td>In pilot schools, the proposed work schedule for an upcoming school year will be given to staff by this date. The staff may override the schedule by a 2/3rd vote. An override sends the schedule back to the pilot’s Governing Board for possible adjustment and tweaking.</td>
</tr>
<tr>
<td>January 15</td>
<td>Application deadline for leave of absence to commence at the beginning of the next teacher work year. Application deadline for extension of leave of absence scheduled to expire at the beginning of the next teacher work year. Application deadline to cut short a scheduled leave of absence and to return to work at the beginning of the next teacher work year n.B. The January 15 deadline may be waived in extenuating circumstances. Please call the BTU for more information.</td>
</tr>
<tr>
<td>January 15</td>
<td>HTU Staff at Turnaround Schools shall be given notice of any additional summer hours by this date.</td>
</tr>
<tr>
<td>January 15</td>
<td>HTU Staff at Turnaround Schools shall be given their work-day and work-year schedule for the upcoming school year by this date.</td>
</tr>
<tr>
<td>January 15</td>
<td>HTU 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>January 15</td>
<td>HTU 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>January 15</td>
<td>Application deadline for filing of alternate program areas for permanent teachers.</td>
</tr>
<tr>
<td>February 1</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>February 1</td>
<td>Teachers may voluntarily excess themselves using the PTIPP process, described on pp. 78-80 in the CBA.</td>
</tr>
<tr>
<td>February 1</td>
<td>Programming preference sheets shall be distributed to all teachers.</td>
</tr>
<tr>
<td>February 1</td>
<td>A list of all non-teaching assignments for which administrative periods and second-time work assignments are scheduled shall be posted to each school. These assignments may be applied for in the teacher’s program preference sheet as herein provided.</td>
</tr>
<tr>
<td>February 1</td>
<td>Program preferences shall 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>February 1</td>
<td>No later than February 1st, programming preference sheets shall be distributed to all teachers.</td>
</tr>
<tr>
<td>February 15</td>
<td>Deadline for submission of an additional program application if results of NTE or SSS Exam are needed but unavailable on 1/15.</td>
</tr>
<tr>
<td>February 15</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>February 15</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 year prior to February 15 of this year, so that teachers and paraprofessionals have an opportunity to plan and prepare for its implementation, and teachers who wish to may exercise their contractual right to excess themselves or transfer.</td>
</tr>
<tr>
<td>February 15</td>
<td>Principals will be notified by February 15th if their recommendations for excess teachers permanent or at large have been approved.</td>
</tr>
<tr>
<td>February 15</td>
<td>In pilot schools by this date of a given year, there must be an approved schedule in place – one that has not been overridden – or the current year’s pilot school schedule remains in place.</td>
</tr>
<tr>
<td>March 1</td>
<td>All preference sheets shall be returned by March 1.</td>
</tr>
<tr>
<td>March 27</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 ILT in each school shall hold a meeting with the faculty to solicit ideas for the content of professional development for the following school year.</td>
</tr>
<tr>
<td>Early April</td>
<td><strong>OPEN ENROLLMENT</strong> for Group Insurance sign-up. Please note this is not a contractual deadline, but it is a city policy 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>April 15</td>
<td>All involuntary excessed teachers and nurses in non-Turnaround, non-Pilot schools will be notified by April 15th.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contractual Dates and Deadlines</th>
<th>Description of Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Education Day. No students. Day may be converted to PD hours. Teachers will be given their work-day and work-year schedule for the following school year. BTU Staff at Turnaround Schools and Pilot Schools shall be given notice of their individual staggered start and end time for the upcoming school year.</td>
</tr>
<tr>
<td>January 15</td>
<td>Education Day. Teachers must receive their total program for the following school year: – Subjects and grades of subject to be taught. – Classroom structure: co-teaching, team teaching, learning communities. – Staffing: Number of teachers and support personnel. Final marks shall not be required of any teacher before May 1st for Grade 9 and 15 days before the close of school for Grade 6 and 7.</td>
</tr>
<tr>
<td>January 15</td>
<td>Final marks shall not be required of any teacher before May 1st for Grade 9 and 15 days before the close of school for Grade 6 and 7.</td>
</tr>
<tr>
<td>January 15</td>
<td>The number of marking periods for all school shall not exceed five (5) 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>June 15</td>
<td>All preference sheets shall be distributed to all teachers by this date. Programming preference sheets shall be distributed to all teachers.</td>
</tr>
<tr>
<td>June 15</td>
<td>Professional Employees must be notified of non-renewal by this date or rehire is mandated under state law.</td>
</tr>
<tr>
<td>No later than 10 days</td>
<td>No later than ten (10) school days prior to the end of the school year, teachers shall be given the following information on their programs for the next school year: – Subjects and grades of subject to be taught. – Any special information about particular classes teachers may be required to teach and the grade and particular type of home room.</td>
</tr>
<tr>
<td>No later than 5 days</td>
<td>No later than five (5) school days before the end of the school year, teachers should receive their total program for the following school year, which shall include the periods and rooms where their assignments are scheduled. Programs may be considered subject to change if necessary because of changes in student enrollment, faculty changes, or programming shifts. Reasons for any such change shall be given by the Principal or Headmaster to any teacher affected.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timelines for Performance Evaluation (BTU Contract pg 69)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A) Educators with Two-Year Plans</strong></td>
</tr>
<tr>
<td><strong>Activity completed by:</strong></td>
</tr>
<tr>
<td>Evaluates completes unannounced observations(s), Any time during the 2-year evaluation cycle.</td>
</tr>
<tr>
<td>Evaluates completes Formative Evaluation Report; June 1 of Year 1</td>
</tr>
<tr>
<td>Evaluates completes Formative Evaluation Report; if any, June 1 of Year 1</td>
</tr>
<tr>
<td>Evaluates conducts Summative Evaluation Report; May 15 of Year 3</td>
</tr>
<tr>
<td>Evaluates conducts Summative Evaluation Report; if any, June 10 of Year 2</td>
</tr>
<tr>
<td>Evaluates and Educator sign Summative Evaluation Report; June 15 of Year 2</td>
</tr>
<tr>
<td><strong>B) Educators on Plans of Less than One Year</strong></td>
</tr>
<tr>
<td>The timeline for educators on Plans of less than one year will be established in the Educator Plan.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>20. Timelines (Dates in italics are provided as guidance)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity completed by:</strong></td>
</tr>
<tr>
<td>Superintendent, principal or designee meets with evaluator and educators to explain evaluation process, September 15</td>
</tr>
<tr>
<td>Evaluates meets with first-year educators to assist in self-assessment and goal setting process. Educator submits self-assessment and proposed goals, October 15</td>
</tr>
<tr>
<td>Evaluates 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</td>
</tr>
<tr>
<td>Educator completes Educator Plans, November 15</td>
</tr>
<tr>
<td>Educator should complete first observation of each Educator, November 15</td>
</tr>
<tr>
<td>Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) January 5th</td>
</tr>
<tr>
<td>*or four weeks before Formative Assessment Report date established by Educator;</td>
</tr>
<tr>
<td>*or four weeks before Formative Assessment Reports for Educators on one-year Educator Plans, February 15</td>
</tr>
<tr>
<td>Evaluates conducts Summative Evaluation Meeting; if requested by either Educator or Administrator, February 15</td>
</tr>
<tr>
<td>Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired), April 20th</td>
</tr>
<tr>
<td>*or four weeks before Summative Assessment Report date established by Educator;</td>
</tr>
<tr>
<td>Evaluates conducts Summative Assessment Report, May 15</td>
</tr>
<tr>
<td>Evaluates meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory; June 1</td>
</tr>
<tr>
<td>Evaluates meets with Educators whose ratings are proficient or exemplary at request of Educator or Educator, June 10</td>
</tr>
<tr>
<td>Evaluates completes Summative Assessment Report and adds response, if any, within 5 school days of receipt, June 15</td>
</tr>
</tbody>
</table>

Compiled by Richard Stutman
BOSTON UNION TEACHER | September, 2014 | 19
Historical Gains, Contract by Contract, of Improved BTU Benefits and Working Conditions for Teachers, Nurses and Others in Our Bargaining Unit

We have come a long way in 49+ 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.

49+ Years of Contractual Gains

1965 Teachers Elect BTU as Exclusive Bargaining Agent

1966 Pilot Program for Duty-Free Lunch

1967 Grievance Procedure Established

1968 One Person Day Granted

1970 Duty-Free Lunch Extended to 30 Elementary Schools

1973 Health and Welfare Fund Established at $90 per member

1974 Binding Arbitration Established

1975 Child Care Leave Established

1976 Health and Welfare Fund Established Dental Plan

1977 BTU Health and Welfare Fund Establishes Eye Care Plan

1980 BTU Health and Welfare Fund Establishes Legal Plan

1981 Class Size (K-3) Reduced from 33 to 28

1982 Class Size (K) Reduced from 28 to 25

1983 Grades 4-8 from 33 to 28

1984 Grades 6-8 from 33 to 30

1985 Grades 9-12 from 36 to 33

1986-87 Third personal day added

1987 Beginning 3 Salary Steps Dropped; new teachers enter at higher steps.

1988 14th Year Career Award Established

1989 Elementary teachers obtain two weekly P&D’s

1990 14th Year Career Award Increased

1991 Elementary teachers obtain 3 weekly P&D’s

1992 Mentor Teacher Program established

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 every week

1996 14th Year Career Award Increased

1997 MA+ 60 Established

2000 Class Size in Grade 1 reduced from 28 to 25

2001 Class Size in Grade 2 reduced from 28 to 25

2002 Additional 9th year Salary Step added

2003 Duty-free lunch, secondary level, increased to 25 minutes from 20 minutes

2004 Paid Leave for Adoption, up to 30 paid days in each school year, started

2005 Paid Leave for Family Illness; staff shall be able to meet at least one day annually as a PD day

2006 Independent In-service credits from where they were

2007 Non-Teaching PD Day on one of the city-wide PD days already scheduled

2008 Salary increases, 1%, 2%, 3%, 3% over six years, on 11/1 of each year

2009 Highlights, not all-inclusive

2010-2016 Six additional coverage nurses hired

2011 Eight new social workers hired

2012 Establishment of a Professional Development Institute, director to be jointly paid for by SD and BTU

2013 Class size lowered by two students in grades 6 and 9 in all level 3 and 4 schools plus four yet-undesignated schools

2014 Tuition reimbursement doubled in most cases, and expanded eligibility in others

2015 All specialty teachers shall be able to meet at least one day annually as a PD day on one of the city-wide PD days already scheduled

2016 Lead teacher positions with a stipend of $2250 shall be established at one per school with student populations up to 1,000 students

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 to them how our benefits were accomplished. It has taken a lot of hard work by our membership, many of whom have long since retired; fortunes, many hours of picketing, and countless demonstrations. All worth it. Here’s how we have improved our working conditions and benefit package:

2003 Career Awards* Increased Year After teaching Maximum* From $500 to $900

2004 After 14 years From $1,000 to $1,600

2005 After 19 years From $1,500 to $2,000

2006 After 24 years From $1,500 to $2,200

2007 After 29 years From $2,000 to $3,200

2008 After 34 years From $2,500 to $3,700

2009 After 39 years From $2,500 to $4,200

2010 After 44 years From $2,500 to $4,700

* Or after nine years of service

2004 Tuition Reimbursement – as of September 2004, permanent teachers not yet getting their first career award are eligible for reimbursement of up to $500 in April 2005 for tuition expenses. Details will be forthcoming shortly. In the meantime, save receipts for tuition expenses incurred prior to September 1, 2004.

2005 Individual Benchmark testing – All K-3 will be provided with the equivalent of two days of substitute coverage to do benchmark testing. One test per year will be given in September, the other in June.

2006 Career awards increase by another $350.

2007 Performing Arts Teachers get a stipend of $1,600 per year for rehearsals and practices leading to productions and/or festivals.

2008 Pilot School negotiations concluded. Teachers and paraprofessionals who work above and beyond the school day and year will now be compensated for all hours above and beyond 105 per year in 2006-07, 100 per year in 2007-08, and 95 per year in 2008-09.

2009 New Collective Bargaining Agreement calls for a 2% raise on the base in year 1, a 3% plus another $600 on the base in year 2, a 3% and another 1% in year 3, and a 2% and another 1% in year 4. The salary roll-over amounts to an average 14.8% for all members over the life of the contract.

All teachers, to, received a one-time bonus of $500 in May 2007. Beginning in September 2006, there will be established a Career Continuum for BTU members. Initial funding is pegged at $250,000 per year and will increase over each of the next two years, to $325,000, then $400,000.

2008 In-service credits increased from 20 to 30; these credits can be used interchangeably with graduate credit for salary lane advancement.

2009 Full-time NTD positions created to mentor new teachers at BTU plus 5% part-time NTDs also created to do part-time mentoring.

2010 Four full-time peer assistants to be hired to work with up to 12 teachers (et al) who, on a voluntary basis, request assistance.

2011 Health and Welfare contribution for teachers (et al) increases an additional $150 plus a COLA, amounting to a 28% increase over the time period of this contract.

2012 Superintendent’s Schools established. Staff in schools do described will work an additional hour and receive a salary increase of 15.4%. Regular education class size in Superintendent’s Schools will decrease by 2 across all grade levels.

2013 Itinerant staff who obtain licensure in their respective national approvals will be reimbursed for their application and testing fees, up to a total of $15,000. In addition, BTU will also be allowed to share in a yearly fund of $15,000 to provide their respective department’s Professional Development opportunities of their own choosing.

2014 MISC. Offical school department tests will now be printed, collated, and stapled in a timely manner by someome other than the teacher and then distributed with sufficient copies for all teachers in multi-handicapped classrooms will receive notice of a new process for requesting and for the delivery of essential supplies and equipment in their classrooms, School Site Councils will now be allocated $500,000 per year for training.

2015 Salary increases, 0%, 1%, 2%, 3%, 3% over six years, on 11/1 of each year

2016 Highlights, not all-inclusive

2017 Six additional coverage nurses hired

2018 Eight new social workers hired

2019 Establishment of a Professional Development Institute, director to be jointly paid for by SD and BTU

2020 Class size lowered by two students in grades 6 and 9 in all level 3 and 4 schools plus four yet-undesignated schools

2021 Tuition reimbursement doubled in most cases, and expanded eligibility in others

2022 All specialty teachers shall be able to meet at least one day annually as a PD day on one of the city-wide PD days already scheduled

2023 Lead teacher positions with a stipend of $2250 shall be established at one per school with student populations up to 1,000 and two at schools with more than 1,000 students

2024 Fifth peer assistant to be hired

2025 Itinerant staff shall have a locked file cabinet in each school they service for secure storage of student records

Compiled by Richard Stutman