



HCTA REPORTER

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A Union of Education Professionals

An official Publication of the Hillsborough Classroom Teachers Association

Affiliated with FEA, AFT, NEA, AFL-CIO

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CONTRACT RATIFICATION

ESP Ballots
YES votes: 2,070
NO votes: 23

Teacher Ballots
YES votes: 6,326
NO votes: 125

Hillsborough CTA is the official bargaining agent for education support professionals (ESP) and teachers in Hillsborough County. As such, we handle collective bargaining for salary increases each year and contract language every three years.

There are separate contracts for teachers and ESPs and each contract is negotiated for a three year period.

Last year was the contract language year for ESPs and the ratified contract is valid from 2012-2015. This year was the contract language year for the teacher contract and the new teacher contract is valid from 2013-2016.

On Tuesday, September 10, 2013, Stephanie Baxter-Jenkins, HCTA Executive Director, and Buddy Raburn, SDHC Lead Negotiator, informed the Hillsborough County School Board that the bargaining teams had reached tentative agreements on the following:

- 2013-2014 Salary & Benefits
- 2013-2016 Teacher Contract
- Two Memorandums of Understanding (MOUs); Bus Attendant Hours and Restricted Absences

Ratification ballots were sent out to everyone covered under HCTA's bargaining units on September 27, 2013.

On Thursday, October 17, the HCTA Election Committee completed contract ratification for the 2013-2014 school year. We received a record number of responses from both teachers and ESPs, resulting in a 6.5% increase in ballots cast. The official announcement was made at Rep Council on Thursday, October 17. The Hillsborough County School Board voted unanimously to ratify the new contract and the salary agreements on Tuesday, October 22, 2013.

Thank you to the members of the HCTA Bargaining Team, the HCTA Election Committee, and HCTA Staff for their diligent work throughout this process!

HCTA Bargaining Team

Stephanie Baxter-Jenkins
Jean Clements
Marilyn Dupree
Crystal Blanco
Sabrina Gates-McCarthy
Maridea Groves
Barbara Haggerty
Paula Jo Haggerty
Cherie Miller
Michelle Miller
Bob Padgett
Dwayne Renaker
James Stewart
Jim Traun

HCTA Election Committee

Norma Goff
Wendy Anderson
Denise Blair
Tom Boyle
Tracy Foster
Jeannette Joseph
Barbara Miller
Diane Ortiz
Kathryn Pasley
Cathy Paunov
Jim Roney
Dawnya Thomason
Harrieta Willis

See Page 4 for a full voting report.

PRESIDENT'S MESSAGE: THE EVOLVING ROLE OF ESPs IN HCTA

This month, we celebrate American Education Week November 18 - 22. Originally created by the American Legion and the National Education Association (NEA) in 1919, and first observed in 1921, American Education Week spotlights the importance of providing every child with a high quality public education.

American Education Week affords all Americans a wonderful opportunity to celebrate public education and honor the people who are making a difference for our students every day.

The Wednesday of American Education Week has been designated as Education Support Professionals Day (also known as National ESP Day) since 1987, when that year's NEA Representative Assembly called for the creation of a way to honor the contributions of school support staff.

National ESP Day falls on November 20th this year, and is an opportunity for parents, teachers, administrators and other members of the community to express appreciation for the important role ESPs play in the successful operation of our schools.

Our ESPs are essential partners in the education process. Our classroom paraprofessionals, assistant teachers, bus attendants, health professionals, and all clerical staff, provide invaluable services that enable students to thrive in more positive, healthy, and supportive environments.

Paraprofessionals in Hillsborough officially obtained bargaining rights in 1977, when Hillsborough CTA organized the teacher aides into a bargaining unit. In 1978, Hillsborough CTA began negotiating the first contract for Hillsborough's paraprofessionals.

In 1981, we began organizing clerical employees, and won bargaining rights in 1983. We ratified the first clerical contract in October 1984. Initially, teachers, paraprofessionals, and clerical employees were three separate bargaining units within Hillsborough CTA, each with their own officers, Executive Board, site representatives, and Rep Council. Several years later, the Paraprofessional

and Clerical Chapters in Hillsborough CTA merged to become a single ESP Chapter, seeking greater strength in numbers, economies of effort, and efficiencies of scale within HCTA and throughout the district.

The early 1990's saw tremendous population growth in Hillsborough County, resulting in the need to build, staff and supply many more classrooms. At the same time, the United States was in a national recession. The district sought to freeze all salaries for the 1991-1992 school year, but Hillsborough CTA would not agree, and negotiations dragged on for most of the school year. Well into the school year, the district finally agreed to give steps (about 2%) to teachers, non-retroactive, but would not offer anything for the ESPs.

Teachers and ESP were still two separate units within HCTA, with different officers, board members, bargaining teams, and Representative Councils. I served on the HCTA Teachers Board at that time, and remember, clearly and proudly, our refusal to settle without a comparable settlement for ESPs. We held out until the district agreed to the same increase for ESPs, and then we held out a little longer until the district agreed to pay the raises retroactive to the beginning of the school year.

The mid 1990's was a time of significant change for all groups represented by Hillsborough CTA. We had negotiated due process for ESPs in Hillsborough, but it wasn't until 1994 that due process became Florida law. In 1995, facing severe budget shortfalls, the district laid off 400 newly hired teachers. In addition, the School Board wanted to cut all employees' pay. HCTA held out against pay cuts, but salaries remained frozen that year.

During those turbulent times, our Teacher and ESP chapters decided to merge. In 1994, we became one organization: with one set of officers (president, vice president and secretary-treasurer), one Executive Board, and one Representative Council.

We came to realize the strength in numbers and the power of our

voice when we stood together. We recognized the common purpose for which we worked in public schools: to improve the lives of children and quality of life in our communities. We knew that it took all of us – paraprofessionals, clerical staff, teachers, counselors, social workers, school health staff, psychologists, coaches, and all our support staff to create the best learning environment in our schools. We believed that if we worked together, we could be more successful in whatever endeavors we pursued.

Our new HCTA Professional Learning Center on Habana Avenue is helping us to further those goals. We held a dynamic two-day teaching and learning conference for teacher members last summer, and we had our first ESP conference in late October. Members in attendance left that conference fired up about their professions, their work, and their union. Members went back to their work sites and talked with pride to ESP colleagues and friends about our organization, its purpose, and the value it brings to our district and to each member, personally and professionally. In the two weeks that follow, 17 new ESP members were brought into the HCTA family.

We have so many reasons we can, and should be, proud of our union. Our strength is not in what sits at 3102 N. Habana Avenue. Our strength is, and always will be, the commitment of our members, coming together to do what none of us could do alone, and creating a union whose members and leaders have always believed we should have high standards and seek to improve our schools and our professions.

Our strength is in our history of taking initiative, being innovative and proactive, seeking solutions, and working together – within our schools, with administration, and across the district, – for continuous improvement. This district and our schools are better because of our union and the influence our members have had throughout the years. **Be proud. Share it.**

The History of American Education Week

The National Education Association (NEA) was one of the creators and original sponsors of American Education Week. It began in 1919; distressed that 25 percent of the country's World War I draftees were illiterate and 9 percent were physically unfit, representatives of the NEA and the American Legion met to seek ways to generate public support for education. The conventions of both organizations subsequently adopted resolutions of support for a national effort to raise public awareness of the importance of education. In 1921, the NEA Representative Assembly in Des Moines, Iowa, called for the designation of one week each year to spotlight education "for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting those needs."

The first observance of American Education Week occurred in 1921, with the NEA and American Legion as the cosponsors. A year later, the then U.S. Office of Education joined the effort as a cosponsor, and the PTA followed in 1938. Other current co-sponsors are the U.S. Department of Education and national organizations including the National PTA, the American Legion, the American Legion Auxiliary, the American Federation of Teachers, the American Association of School Administrators, the National School Boards Association, the American School Counselor Association, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the Council of Chief State School Officers, the National School Public Relations Association, and the National Association of State Boards of Education.

The week long celebration features a special observance each day of the week, recognizing the variety of players who are integral to the success of our public schools, particularly parents and our schools' non-instructional support employees, and brings thousands of members of the community into our schools through the Educator for a Day program, locally known as The Great American Teach-In.

NEW ESP MEMBERS



(L-R) Member Maria Cruz, Jean Clements, & new member Darlene Garcia (Maria's daughter)



(L-R) Jean Clements, new member Desarae Rhodes, & HCTA Rep Cathy Parsons



(L-R) Jean Clements, new member Fern Dorsey, & her sister, HCTA Rep Colette Avant.

Bargaining Rights in Hillsborough and Florida

Hillsborough CTA was founded in 1921, but not until 1968 did Hillsborough's teachers have the legal ability to negotiate with the district. In February of that year, about half of Florida's teachers and school administrators walked out of their classrooms and offices in protest of the deplorable conditions and lack of funding of Florida's schools. The walk-out ended March 8th, when a substantial funding bill passed in a special session of the Florida legislature. Shortly after that, Hillsborough's legislative delegation agreed to introduce and support a bill which would "Empower the School Board to recognize and negotiate with the organization which represents a majority of Hillsborough's classroom teachers" – the Hillsborough CTA. The bill passed and Hillsborough became the only district in the state with professional negotiations provided for in state law. At that time, no district in the state of Florida, and no teacher organization in the state of Florida had the legal right to negotiate.

Later that year, in the fall of 1968, Florida voters approved a constitutional ballot initiative allowing collective bargaining for public employees. It took a few years and threats from the Florida Supreme Court before the Florida Legislature wrote the actual implementation language which enabled the rest of Florida's districts to enter into local contract negotiations.

ESP SURVEY RESULTS

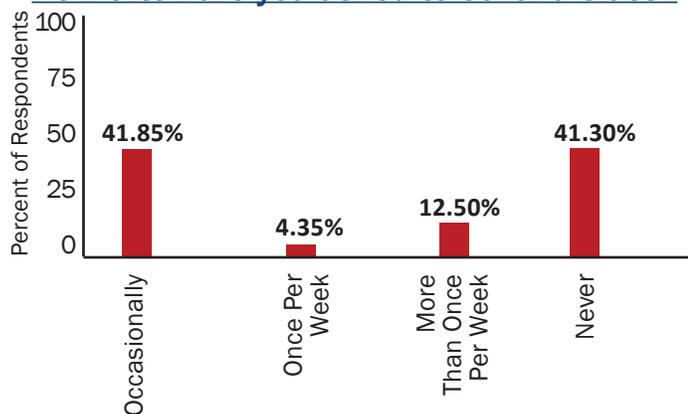
At the end of this past school year, we sent a survey out to ESP members to identify some of their key concerns and issues. The results showing what areas are of most concern were not surprising, as they closely match results for teachers (see “Job-related Concern” below). Two other areas we focused on were training and covering classes. We took the suggestions ESPs gave for the training section and used those to plan the agenda for the ESP Conference we held in October 2013 (see page 7 for more information). The questions we asked about covering classes were geared towards finding out how frequently ESPs are asked to do it and how they are compensated.

Overview

- Survey was sent out to all ESP Members in June 2013.
- Response Rate: 20%.
- Areas of Focus:
 - Key Concerns
 - Effective Communication
 - Subbing and/or Covering Classes

Job Related Concerns	Ranked in Order of Priority
Pay	1
Job Duties	2
Safety	3
Class Coverage	4
Lack of Communication About Training	5
Evaluation System	6
Substitute / SAC Waiver	7

How often are you asked to cover a class?



Training ESPs Would Like to Have

- Basic Spanish classes.
- Common Core training.
- Classroom management skills.
- How to communicate with parents.
- Computer, technology and key-boarding.
- Time management skills.
- How to handle behavioral issues.
- Training on full ESP contract

RATIFICATION COUNTS

2013 - 2014 Ratification Results

	Ballots Sent	Ballots Returned	Return %	Yes Votes	% Yes	No Votes	% No	Challenged Votes*	% Challenged
Teacher	15,793	6,561	41.54%	6,326	96.42%	125	1.91%	110	1.68%
ESP	3,955	2,166	54.77%	2,070	95.57%	23	1.06%	73	3.37%

Comparison to Prior Year (Combined Teacher & ESP)

	Ballots Sent	Ballots Returned	Return %	Yes Votes	% Yes	No Votes	% No	Challenged Votes	% Challenged
2012-2013	19,447	7,329	37.69%	7,070	96.47%	133	1.81%	126	1.72%
2013-2014	19,748	8,727	44.19%	8,396	96.21%	148	1.70%	183	2.10%

* Ballots are “challenged” or “disqualified” where there is no clear indication of the way in which someone wants to vote, where more than one ballot is in an envelope or where ballots were returned without the return envelope.

It seems only fitting that I start this column with the same premise I've started most recent bargaining presentations with: When it comes to the new salary scale, you should forget everything you think you know and much of what you've heard over the last few years. Our thinking hasn't so much changed, as it has evolved during implementation of the new evaluation system and in light of legislative changes in Florida. Our guiding principles were:

Create a scale that works for and benefits all (or at least the vast majority of people).

Early talk of "the future performance scale" often included the caveat that it would only be attractive to teachers with less experience because there was a realization that such a scale would not initially be financially attractive enough to get a veteran teacher to move to it.

Everyone agrees that teachers should make more money and make a solid salary earlier in their career. At the same time, it was difficult for our team to rationalize how we could funnel money solely to our new teachers. Realistically, we require the same performance standards from all our teachers, so it makes sense that we should bargain a salary scale that is beneficial for all teachers, regardless of whether one started teaching in 1990, 2001 or 2012.

The scale should not only reward performance, but it should also have a solid, progressive, base salary.

One of the underlying assumptions of the new evaluation system is that there would be "no cap on excellence."

The union has always maintained that we have an incredibly effective teaching force and we always knew that after initial cut scores were established teachers would continue to improve and hone their craft. As such, more teachers would move into the highly effective range. In fact, during our short time with the new system, we see evidence that as

educators become proficient in the rubric, they excel in the classroom. This is true even considering the huge amount of change taking place in the curriculum with the advent of the common core state standards.

While there may not be a cap on excellence in terms of performance, there is in fact a cap on how much "excellence" the district can reasonably pay for. This isn't a judgment, but, rather, an economic reality.

In the few years that I have been in Florida, it has been abundantly clear that in Hillsborough, as well as the rest of the state, decisions are often more about a lack of money than about a sound policy rationale. Pay for performance is fine, but it is a difficult concept to bargain when the "pay" portion of the equation is so precarious.

About 98% of our teachers are effective or highly effective. Since one might move back and forth between these two categories, we wanted to bargain a solid progressive base scale so that the majority of our teachers could see that they would do better. Those who are highly effective will get a substantial bonus, but not such a massive swing in salary that one's personal budget can't handle a move from highly effective to effective in a given year.

More importantly, an effective rating is a significant thing. A teacher's practice is undeniably solid and good if they are rated effective. As such, the biggest portion of the financial investment should be at the effective level, so this formed the "base" portion of the salary.

The salary schedule should be easy to understand and predictable/dependable.

If we can solve some problems created in the past (salary schedule compressions, levels over experience), we need to take the opportunity to do it.

Negotiations represent a give and take between the parties at a particular moment in time. Based on a variety of

circumstances, many of which were outside the control of the union or the district, we had a salary scale that had squeezed our veteran teachers and had become very difficult to understand whether you were a long-time teacher in Hillsborough or a teacher deciding whether to work here. We all knew we were undertaking a major salary scale change, so we took the opportunity to address some challenges that had cropped up over time.

In this regard, we bargained a system that honors effective teaching, holds everyone accountable for effective teaching, incorporates automatic movement for years of experience, and includes substantial benefits for both new teachers and our veterans, whose salary suffered from years of recession and the compression of levels.

Pay Increases and Bonuses

Note: the information below is based on the current schedule the district has provided.

Payments on the 11/29/13 check:

- Retro pay.
- \$500 bonus for 2nd & 3rd year teachers paid in full.
- One half (50%) of the bonus for those at the top of their scale (1% for teachers at the top & 2% for ESPs).

Payments on the 12/13/13 check:

- Renaissance pay (retro and paid up through January 3rd; will include NBCT bonus). Starting January 24th, renaissance pay will be paid every 2 weeks.
- Bonus for highly qualified ESPs.
- First installment of the DP bonus (2nd installment will be in May).
- NBCT payment of \$1,000 is split between December and May. Anyone who has qualified by December will receive ½ on this date.

NEW "TEACHER" SALARY SCALE

IMPORTANT NOTE: Schedules A01 and R01/R02 are the official salary schedules approved by the Hillsborough County School Board. The salaries listed for schedules A02-A09 are based on multiplying the daily rate for the A01 schedule by the number of days in each schedule (rounded to the nearest whole number). The salaries list for R03 are based on the daily rate for R01/R02.

Band / Years	A01* 198 Days	A02 199 Days	A03 203 Days	A04 216 Days	A05 213 Days	A07 205 Days	A08 203 Days	A09 205 Days	R01 & R02* 253 Days	R03 257 Days
1 - 3	38,000	38,192	38,960	41,455	40,879	39,343	38,960	39,343	44,000	44,696
4 - 6	42,000	42,212	43,061	45,818	45,182	43,485	43,061	43,485	48,500	49,267
7 - 9	46,000	46,232	47,162	50,182	49,485	47,626	47,162	47,626	53,000	53,838
10 - 12	50,000	50,253	51,263	54,545	53,788	51,768	51,263	51,768	57,800	58,714
13 - 15	54,000	54,273	55,364	58,909	58,091	55,909	55,364	55,909	62,400	63,387
16 - 18	58,000	58,293	59,465	63,273	62,394	60,051	59,465	60,051	67,000	68,059
19 - 21	62,000	62,313	63,566	67,636	66,697	64,192	63,566	64,192	71,500	72,630
22 - 24	66,000	66,333	67,667	72,000	71,000	68,333	67,667	68,333	76,000	77,202

HCTA 2013 MEMBER PICNIC



HCTA SUMMER LEARNING CONFERENCE

On June 21st & 22nd, 2013, we held our second annual HCTA Summer Learning Conference. The conference was the first major event we have held at our new building and it was a great success. Attendees had the option to choose from numerous trainings and discussion topics to tailor the experience to what they were most interested in.

For the majority of the conference, we had eight separate training sessions to choose from at any given time. Topics ranged from “Unpacking the Rubric” and “Layering

Lessons to Engage All Learners” to “Interactive Student Notebooks” and “Techie Teacher Tips”.

Cassandra Mattison, 2013 SDHC Teacher of the Year, was our keynote speaker. She gave an excellent speech highlighting the vital role educators play in providing stability and encouragement to their students on a daily basis.

Special thanks goes to Aimee Ballans and Sabrina Gates-McCarthy for organizing an incredible conference and to all of the presenters who participated.



Union members participating in a training session during our summer conference.



Exec. Director Stephanie Baxter-Jenkins, Board members Aimee Ballans, Teacher of the Year Cassandra Mattison, Board Member Sabrina Gates-McCarthy and President Jean Clements (L-R)

HCTA ESP CONFERENCE

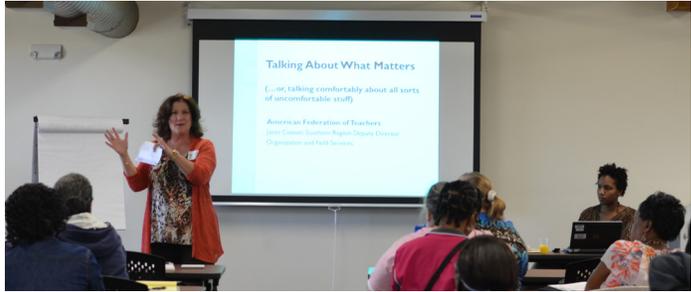
On Saturday, October 26, 2013 we held our first HCTA ESP Conference. The conference focused specifically on training sessions that ESPs requested in the survey Hillsborough CTA sent out to all HCTA ESP Members earlier this year (see Page 4 for more detail on the ESP Survey results).

The American Federation of Teachers (AFT) sponsored the conference and provided us with invaluable assistance in selecting and presenting the topics. Janet Conner, Deputy Director - AFT Southern Region, gave an engaging

presentation on “Advocating for the Profession”. HCTA’s Executive Director, Stephanie Baxter-Jenkins, presented “The Eisenhower Box”, teaching clerical ESPs time-management techniques and strategies. Additional topics, such as “Building the Classroom Team”, “Managing Anti-Social Behavior”, and “Working with Medically Fragile Children” were presented by Leonard Edmonds, Asst. Director - AFT Paraprofessionals, and Christine Curry, Sr. Associate - AFT Paraprofessionals.



ESP members learning about working with medically fragile children.

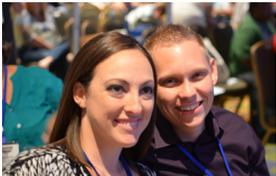


AFT, Southern Region Deputy Director, Janet Conner addressing the ESP conference.

FEA DELEGATE ASSEMBLY



HCTA Secretary-Treasurer Faye Cook (L), & HCTA Board Member Miriam Hodges (R)



HCTA Board Member Amy Murphy (L), HCTA Rep Trevor Drescher (R)



HCTA Members Kelvin Wright (L) and Ann Marie Wellington-Greenlee (R)



ESP Committee Members June Fulton (L), HCTA Board Member Crystal Blanco (R)



HCTA Board Member Sabrina Gates-McCarthy (L), HCTA Staff Rep David Peacock (R)

CHANGES TO THE TEACHER CONTRACT

Several small changes were made to clarify a section of the contract, such as replacing “working days” with “calendar days” in section 2.3.3. In this article we will review the changes that have a larger impact. All of the language changes are available in the document “Attachment B Proposed Changes to the Teacher Contract” on the home page of our web site.

	EXPLANATION
<p>2.1 Work Year 2.1.9 The District shall establish early release days. Early release days shall be designated as teacher work time. The scheduling of early release days may be changed upon consultation agreement between the School District of Hillsborough County and the Hillsborough Classroom Teachers Association. If specials and/or a duty-free lunch are not provided during the student portion of early release days, comp time shall be granted for loss of planning and/or lunch. If both specials and a duty-free lunch are not provided during the student portion of early release days, the teacher shall be provided with a restroom break in addition to comp time. No more than one hour per month may be used for PLCs or other data gathering/planning intended to increase student achievement. A different activity may be scheduled during that time if a faculty – through a secret ballot vote with 2/3 approval – agrees to do so. Activities should be intended to increase student achievement.</p>	<p>This language was added from a previous memorandum of understanding (MOU) regarding early release days. These changes codify the understanding of the parties - that early release days are <u>primarily</u> intended for teacher planning and should only be used in a limited way for other specific activities.</p>
<p>2.8 Schedule Notification 2.8.1 All teachers shall be notified of their tentative program, schedule, grade level assignment, including room assignment(s) and whether they will be in a co-teach/FUSE setting, and planning period for the ensuing year prior to the start of the initial spring transfer period. Teachers on leave should contact their work site for tentative schedule. Secondary teachers shall also be notified of their planning period.</p>	<p>This language expands the tentative information teachers should receive about their assignments, so that they can make informed decisions about possible transfer options.</p>
<p>3.4 Duties for Safety of Students and Class Coverage 3.4.1 The principal or principal’s designee may assign duties necessary for the safety of students, within or beyond the workday. These duties shall be distributed equitably and posted. Elementary ESE teachers in self-contained classrooms shall not be assigned duties of the type referenced in this section for students other than those in their own classroom. Speech/Language pathologists, psychologists and other ESE staff who handle a high volume of paperwork and reporting (IEPs, billing for Medicaid/insurance, etc.) shall not be assigned duties of the type referenced in this section. The supervision of students allowed to remain on campus prior to the start of the teacher workday and after the end of the teacher workday student day shall be the responsibility of the administration.</p>	<p>The changes to this section of the contract are the result of several discussions and proposals. During the course of negotiations, there were numerous, lengthy discussions about ESE issues and challenges.</p> <p>The union initially suggested that ESE teachers who have heavy paperwork and complex compliance responsibilities, should have an extra compliance period. The district declined this proposal, but agreed to restrict additional duties for staff who have additional requirements in terms of IEPs and/or medicare billing.</p> <p>The language includes examples, but this list is not exhaustive. For instance, social workers or counselors may be in positions which require this type of compliance and should be treated accordingly. Additionally, the last sentence was altered to clarify that duties should not extend beyond the student day.</p>

Continued on next page.

CHANGES TO THE TEACHER CONTRACT

3.5 Compensatory Time

3.5.2 Contractually approved compensatory time shall be granted for duties for student safety beyond the workday as described in section 3.5.1, and class coverage as described in section 3.4, and for voluntary participation in a school's open house as described in section 3.6. **When teachers are required to use their planning time to score the work of students they do not instruct, such as to gain "data points" or as preparation for standardized testing, compensatory time shall be granted.**

Over the course of the contract, we have seen an increase in the amount of time teachers are spending grading/scoring the work of students outside of their classrooms. While such activity may be necessary to help prepare students, it decreases actual teacher planning time and/or increases the work teachers take home. This language addition clarifies that comp time can be earned for such activities.

3.15 Student Schedule Changes

3.15.1 Schedule changes for students shall not be routinely approved. All recommended schedule changes **requested by a parent or student for reasons other than normal class adjustment** shall be reviewed by the affected teacher(s), counselor(s), and administrator to determine the validity of such proposed changes. An individual parental request for a student schedule change shall not be utilized for evaluator purposes nor negatively interpreted against the teacher.

The district proposed, and the union agreed, to this clarification regarding when a teacher must "review" a schedule change. There is no change to the language indicating requests shall not be negatively interpreted against a teacher.

6.6 Faculty Steering Committee

6.6.1 The faculty at each work location shall elect a faculty steering committee that includes teacher representation elected from each department or grade level, and special services areas. The principal shall have the authority to appoint additional at large members, **but such appointed members shall not constitute more than 25% of the committee.** HCTA will have a permanent teacher member representative position on the steering committee. The committee representative will be selected annually by HCTA members at each site.

One of the things that became clear during negotiations was that schools which follow the contract in terms of the use of committees run more smoothly and appear to have less problems with regard to overall staff communication. The committee language has been a part of the negotiated agreement for years, but we believe we strengthened and refined the requirements to ensure appropriate staff participation and optimal information sharing.

7.1 Facilities

7.1.1 Each school will have the following facilities:

Note: only the "changed" sections are copied here.

C. Consistent and reliable high speed wireless internet access.

L. Each site will guarantee reasonable and free access to copiers during the workday. Teachers should not be required to provide paper, staples or other basic copy supplies.

This language was added to ensure that teachers have reliable internet access and are not required to provide basic supplies for school use.

12.24 Return to Position After Extended Leave

12.24.1 A teacher granted an extended leave of absence during the school term may not expect reassignment until the end of the leave. The teacher must notify the Division of Human Resources and his/her principal by April 1 of his/her intention to return. The Division of Human Resources will **ensure this requirement is clear on the leave documents and will mail a reminder by USPS certified mail, return receipt requested,** regarding this deadline at least two weeks prior to April 1. **If the teacher fails to notify the Division of Human Resources of his/her intent by the April 1 deadline, they shall be terminated. The teacher may appeal this termination if extenuating circumstances exist. The teacher will be eligible to reapply for employment immediately if they so desire.**

This change was requested by the district and requires that teachers on leave notify their employer of their intent to return by April 1. Please note that this language does give the district the right to terminate employment when the teacher fails to provide notice.

MASTERS STIPEND

Q: What is the masters stipend?

A: The masters stipend is a reimbursement paid out to qualified teachers who have received their masters degree. The reimbursement amount is based on the average degree cost in Florida and is paid over a maximum of four (4) years, even on the new scale. The current rate is \$3,386.84 per year.

Q: I received the first installment of my Masters stipend last year. Will I continue to receive the rest of the payments if I move to the new scale?

A: Yes, you will continue to receive the payments.

PERFORMANCE PAY

Q: If I am not being evaluated on the Danielson rubric, will I be able to receive performance pay next year?

A: The Level 4 and 5 bonuses represent performance pay on both the old and new scale. The performance pay rules are slightly different depending on whether you have an EET or paper evaluation, but performance pay is still available on either scale at the same dollar amount.

Q: What about the performance pay bonus on the new scale for staff, such as Coaches, that are still being evaluated on the old system (paper system by Principal) and not the EET system?

A: The Level 4 and 5 bonuses represent performance pay on both the old and new scale.

NBCT BONUS

Q: How much is the NBCT Bonus and how is it paid out?

A: The bonus is \$1,000.00 and it will be paid either December 1 or May 1, upon submission and verification of ten hours of mentoring or teacher training activity.

Q: Do NBCTs at Renaissance schools get a higher bonus?

A: NBCT's at Renaissance schools receive a \$4,500 bonus as an incentive to encourage National Board Certified Teachers to work in high needs schools.

Q: If I receive the NBCT Renaissance bonus, can I also receive the \$1,000 bonus for training other teachers?

A: Yes, as long as you meet the requirements (mentoring or training teachers for 10 hours).

NEW STEP 28 FOR TEACHERS

Q: What is the pay scale for the new Step 28?

A: For 10 month teachers:

BD: 40.26 / hour

MD: 42.09 / hour

SED: 43.01 / hour

DD: 43.92 / hour

A: For 12 month teachers:

BD: 36.43 / hour

MD: 38.09 / hour

SED: 38.92 / hour

DD: 39.76 / hour

Q: What is the pay scale for the new Step 18 for psychologists?

MD: 39.25 / hour

SED: 40.21 / hour

DD: 41.16 / hour

ESP RECLASSIFICATIONS

Over the course of the past school year, two joint committees (with representation from both the union and the school district), met numerous times to share information, do research and discuss the reclassification of the LPN and ESOL Paras positions based on their job responsibilities and competitive salary analysis.

As a result of those meetings and discussions during bargaining, we achieved the following changes:

- Licensed Practical Nurses (LPNs) will be regraded from Pay Grade 22 to Pay Grade 24.
- Bilingual Aides will be regraded from Pay Grade 14 to Pay Grade 16.

RESTRICTED ABSENCES

MEMORANDUM of UNDERSTANDING

Restricted Absences on Days

Prior to Designated Holidays 2013-2014

"Hillsborough County Public Schools and Hillsborough Classroom Teachers Association agree that as it relates to instructional personnel, all absences for personal reasons which occur on the work day prior to the following holidays shall be excused, but will be non-paid: Thanksgiving break, winter break, spring break, and Memorial Day.

Consistent with past practice, instructional personnel may contact the Chief Human Resources Officer and seek a waiver of the restriction based upon special circumstances."

HCTA 2014 BOARD OF DIRECTORS ELECTIONS

HCTA has five (5) Board of Director seats open for election in 2014. All positions are for one 3-year term.

BOARD OF DIRECTORS

Teacher Seat 1
Teacher Seat 3
Teacher Seat 5
Teacher Seat 7
ESP Seat 9

To qualify as a candidate, one must be at least in their second consecutive year as an HCTA member [HCTA Bylaws Article VII, Section 2(a).

Qualifying Period

Qualifying opens for the 2014 HCTA Board of Directors Elections on the first work day in December, 12/3/2013. Qualifying closes at the beginning of Representative Council on January 16, 2014.

All HCTA members will receive an email on or about 12/3/2013 announcing the elections, explaining the qualifying period, and providing the form.

If you are interested in receiving more information or need to request a qualifying form, please call Sherry Gunn in the HCTA office at 813-238-7902 or you may contact her via email at sherry.gunn@floridaea.org.

Expectations for Members of the HCTA Board of Directors

1. Regularly attend meetings of the Board of Directors and Representative Council as well as other meetings and functions regarded as essential to perform the duties of a Director. (Examples: Leadership Training, Legislative Training, and Political Receptions, which are normally held in the evenings and on weekends.)

2. Actively promote and support HCTA as an organization and promote and support the positions adopted by the

Representative Council.

3. Actively promote membership in HCTA.

4. Serve on HCTA, District and State Committees (DOE & FEA), as requested by the HCTA President.

5. Support and assist elected Association Representatives.

6. Support and promote all programs sponsored by the Association for the benefit of the membership. (Examples: ER&D, all Representative Trainings, New Teacher Orientation, Teacher Interview Day and Creative Benefits for Educators Enrollment.)

7. Support and actively work for HCTA-PAC endorsed candidates for political office.

8. Directors should be open to opinions and ideas that differ from one's personal views that may best serve the Association.

NEW BENEFIT!

This summer we negotiated a great new benefit for our members!

Starting in January, HCTA members will be able to take advantage of a new payroll deduction benefit for auto insurance.

An additional benefit is that, using the payroll deduction, there will be no down payment or enrollment fee!

Stay tuned for more information coming soon on how you can save money with this new benefit.



HCTA delegation at the 2013 NEA Convention.

THINKING ABOUT RETIRING?

Don't lose your union member benefits! As you know, as a member of HCTA, you are eligible for many discounts, insurance plans, and the very valuable FEA ACCESS card. However, all of those benefits disappear once you leave the school district and are no longer a member of HCTA...unless you continue your membership through the retired local, HEA-R!

I urge you to join our group and keep ALL of your benefits and discounts. Our dues are very reasonable and can be paid monthly or a one-time lifetime membership. This low fee keeps you in good standing as a member of HEA-R, FEA-R, NEA-R, and AFT-R.

For more information, go to www.hillsboroughcta.org.

Merrilyn Crosson - HEA-R President

DATES TO REMEMBER

National ESP Day Celebration
November 20, 2013

Schools Closed / Thanksgiving Holiday
November 25-29, 2013

HCTA Representative Council
December 12, 2013

**Qualifying for HCTA
Board Elections Opens**
December 3, 2013

Schools Closed / Winter Break
December 23 - January 3

**Qualifying for HCTA
Board Elections Ends**
January 16, 2014



**HILLSBOROUGH CTA
REPORTER**

The official publication of the

**HILLSBOROUGH CLASSROOM
TEACHERS ASSOCIATION, INC.**

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This Publication is paid for by membership dues.
AN AFFILIATE OF FEA, NEA, AFT, AFL-CIO

**JOIN HCTA TODAY OR
INVITE YOUR COLLEAGUES TO JOIN**

Last Name _____ First Name _____ Middle Initial _____

**HILLSBOROUGH CLASSROOM TEACHERS ASSOCIATION, INC.
PAYROLL DEDUCTION ENROLLMENT CARD**

I authorize and request the School Board of Hillsborough County to deduct Hillsborough Classroom Teachers Association dues and assessments from my bi-weekly pay, and to transmit the deducted amounts to the Association office. I understand the School Board will discontinue dues deduction upon 30 days' written notification to the Association and Board. I understand that dues, assessments, contributions or gifts to the Hillsborough Classroom Teachers Association are not tax deductible as charitable contributions for federal income tax purposes although a portion of the dues may be tax deductible under other provisions of the Internal Revenue Code.

Lawson ID _____	Phone # _____	<input type="checkbox"/> Teacher	<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Clerical
Name _____		Work Location _____		
Home Address _____		Signature _____		
City _____	Zip _____	Date _____		
E-Mail Address _____		Association Representative _____		

Opt-in to receive text messages

DROP IN SCHOOL MAIL, HCTA ROUTE 1

FEA, NEA, AFT, AFL-CIO AFFILIATE