



BYLAWS

STANDING RULES & RESOLUTIONS

2026 - 2027



**A DIVERSE UNION
of EDUCATION
WORKERS**



MTA BYLAWS STANDING RULES AND RESOLUTIONS

FOREWORD

This document reflects all amendments to the MTA Bylaws, Standing Rules and Resolutions adopted at the 2026 Annual Meeting of Delegates.

PREPARED BY:

Bylaws and Rules Committee
Resolutions Committee
Division of Governance and Administration
Division of Legal Services
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Massachusetts Teachers Association
Division of Governance and Administration

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ARTICLE I

NAME

The name of this organization shall be the Massachusetts Teachers Association, hereinafter referred to as the Association.

ARTICLE II

OBJECTIVES

Section 1. General Objectives

The general objectives shall be:

- A. To maintain and improve the quality of education for all;
- B. To promote and protect the principles of human and civil rights;
- C. To uphold high professional standards and to advance the socioeconomic well-being of members; and
- D. To encourage the affiliation of local educational associations and to promote mutual assistance among these and other related organizations.

Section 2. Specific Objectives

The specific objectives shall be:

- A. Within the framework of the general objectives;
- B. Established by the Board of Directors, reviewed annually, and subject to revision; and
- C. Published prior to the Annual Meeting of Delegates.

ARTICLE III

MEMBERSHIP

Section 1. Affiliate Membership

A. Eligibility

Affiliate membership is available to any professional and/or educational organization in Massachusetts that:

- is organized with Bylaws,
- has officers, dues, regular meetings,
- complies with these Bylaws; and
- except in the case of education support professionals, has the approval of the local affiliate, provided however, that the local has offered membership to that unit.

B. Application

The President or the Secretary of the organization seeking affiliation shall submit in writing:

- an application,
- a list of the officers and their addresses, and
- a copy of the Bylaws and/or governing instruments of the organization which shall be subject to approval by the Association.



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C. Admittance

Eligible organizations shall be admitted by a majority vote of the Executive Committee.

D. Requirements of Membership

- (1) All local and county affiliates composed of active members shall include in their Bylaws a provision for unification of the local, the state Association and National Education Association (NEA) memberships;
- (2) All affiliates must remit the prescribed dues (See Article IV, Sections 2F & 3A).
- (3) All local affiliates shall continue to be organized and operated in a manner consistent with the purposes of the local and the state Association.
- (4) Every local and county affiliate shall submit annually, prior to July 1:
 - a list of its officers and their addresses, and
 - a statement setting forth all amendments or changes in its Bylaws or other governing instruments made during the preceding year.
- (5) All local affiliates shall update their current membership lists by December 31 of each year.
- (6) All local affiliates shall submit to MTA by November 30 each year the contact information for all employees in the bargaining unit in the same electronic form as provided by the employer to the affiliate under state law.

E. Privileges

Leadership conference(s) for affiliated associations shall be held each year.

Section 2. Individual Membership - Active

A. Eligibility

Active membership is available to:

- (1) Persons who are:
 - a. employed in work of a professional nature in the field of education, including employment in public schools, in public charter schools, in institutions of public higher education, and by public and private employers providing early childhood education.
 - who, as new applicants for membership after August 31, 1965, hold a baccalaureate degree or higher; and who hold a certificate, or are eligible to hold same, from a proper certifying authority where such is required, or
 - who are appropriately licensed, or
 - who are qualified and approved as teachers by the Division of Occupational Education in the Department of Elementary and Secondary Education, or
 - who are school nurses.
 - b. educational support employees employed in public schools, in public charter schools, in institutions of public higher education, and by public and private employers providing early childhood education.
- (2) Members who have been granted a leave of absence by their employer. Such member shall be considered to be employed by the employer that granted said leave.
- (3) Members laid off due to a reduction in force and members who are on an unpaid leave of absence due to a waiver signed in connection with reduction in force.

Eligibility shall continue for as long as such persons are eligible to be recalled or for three (3) years, whichever is longer. During this period, said member shall be considered to be employed by the employer



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from which they were laid off or is on an unpaid leave of absence in connection with reduction in force.

- (4) In the event that a unit determination decision results in the creation of a collective bargaining unit, some of whom are eligible for active membership and others of whom are not, the latter group shall be eligible for active membership.
- (5) Members who are involuntarily terminated and who are litigating the termination under the MTA Legal Services Policy.

B. Requirements of Membership

- (1) Membership in the NEA and in a local association, where available;
- (2) Payment of the prescribed dues; (See Article IV, Sec. 2A)
- (3) Knowledge of the Code of Ethics of the Education Profession, as adopted by the NEA Representative Assembly, and familiarity with provisions contained therein, shall be a condition of continuing membership in the MTA.

C. Privileges

- (1) All active members may vote and hold office in the Association.
- (2) Any active member joining through a local affiliate may elect to be a continuing member. Membership shall then be continued from year to year until death, retirement or the member cancels such election in writing.
- (3) All members shall receive, at the expense of the Association, the official publication which shall be published with the objective of service to members and to the cause of public education.

D. Reciprocity

- (1) Any person who is an active member of an NEA state affiliate:
 - who transfers their employment to Massachusetts during the current school year;
 - who has paid in full local, state, and/or NEA dues in a state where membership is unified shall receive all the rights and privileges of active membership in the Association until the beginning of the next academic year.
- (2) Conditions:
 - The MTA local affiliate must agree to reciprocity, or the member must agree to pay the local dues.
 - The state association from which the member transferred must offer a reciprocal membership privilege.
- (3) Membership shall begin upon official notification to this Association by the member wishing to exercise active membership privileges.

Section 3. Individual Membership - Additional Categories

A. Categories

- (1) Associate members are those persons interested in the advancement of the cause of education who are not eligible for active membership.

Individual employees of private schools other than employees of private employers providing early childhood education shall be eligible only for associate membership unless otherwise determined by the Board of Directors.

Application for said membership shall be made to the Executive Committee in writing.



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- (2) Retired membership shall be open to any retired employee of a school district, college or university. Retired membership is limited to persons who support the purposes and programs of the Association. In order to be eligible for retired membership, a person must have been an active member for at least five consecutive years immediately prior to retirement, where membership was available as determined by Board policy. Retired members may vote or hold office in the Association as provided by these Bylaws. A person eligible for any category of active membership is not eligible for retired membership.
- (3) Student members are those who hold membership in the Student Education Association of Massachusetts (SEAM). Any student enrolled at an accredited institution of higher learning shall be eligible for membership.
- (4) Family membership is available to:
 - a. family members of an active or retired member
 - who are not themselves otherwise eligible for active or retired membership, and
 - who are sponsored by an active or retired member.
 - b. Family members of a deceased active or retired member may continue their family membership.
 - c. Family members are defined as parent, sibling, child, grandchild, spouse or domestic partner of an active or retired member.

Benefits of family membership are limited to the select programs and services offered by MTA Benefits.
- (5) Life membership, which continues on retirement, may be granted to active members. The cost of said memberships and the number of said memberships shall be established by the Board of Directors.
- (6) Honorary membership may be conferred by a two-thirds vote of the Board of Directors or a Meeting of Delegates.
- (7) Reserve membership shall be open to former active members who are not litigating their termination but have a legal dispute arising out of the facts related to their separation from employment, provided that such members must be members of the MTA and NEA but are not required to be members of a local association affiliate. Reserve members are not eligible for MTA legal services unrelated to their separation from employment and eligibility for MTA reserve membership shall terminate when such litigation ends.

B. Requirements of Membership

- (1) Membership in categories Article III, Section 3A (1), (2), (3) and (4) will continue only so long as the annual dues are paid. (See Article IV, Sec. 2 B, C, D and E respectively.) Membership in the NEA-R or NEA-R Life is also required for retired members.
- (2) All MTA members must be aware of The Code of Ethics of The Education Profession, as adopted by the NEA Representative Assembly, and be familiar with the provisions contained therein.

Section 4. Membership Year

- A. The membership year shall be from July 1 to June 30.
- B. A person who is not a member of the Association may enroll in the Association for the next membership year between April 1 and June 30 of the current year. The enrollee shall be eligible to receive certain benefits and services of the Association, as authorized by the Board of Directors, between the date of enrollment in the Association and July 1. Such early enrollees will not be included in membership counts for governance representation or have individual governance rights until their membership becomes effective on July 1.



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ARTICLE IV FINANCE

Section 1. Budget

- A. The business of the Association shall be conducted according to a budget.
- B. The fiscal year shall be July 1 to June 30.
- C. The annual dues of active members and the budget of the Association shall be recommended to the Annual Meeting of Delegates by the Board of Directors. The budget must be approved by a majority of the delegates voting at the Annual Meeting of Delegates.

The adoption of the budget will automatically determine the annual dues for active members rounded to the next higher dollar amount.
- D. No obligation shall be incurred in an amount exceeding the funds in the treasury and no expenditures shall be made, nor obligations incurred, unless covered by an appropriation approved by the Board.
- E. In the interim between the Annual Meeting of Delegates and the time when a new budget may be adopted by the Board, the appropriations of the previous year's budget shall be considered the appropriations for the current year until they have been superseded by a new budget.

Section 2. Dues

Full-time dues and part-time dues percentages are based upon membership category.

A. Active Members

(1) Full-Time Dues

Except as provided herein, the annual dues of active members shall be the amount approved by the Annual Meeting of Delegates.

(2) Part-Time Dues

- a. The annual dues of an active member, who presents evidence of part-time employment, which is at one-half (1/2) or less than one-half (1/2) of a full-time position in a given school system, shall be 50% of the annual dues of full-time active members.
- b. The annual dues of an active member, who presents evidence of part-time employment, which is more than one-half (1/2) up to eight-tenths (8/10) of a full-time position in a given school system, shall be 75% of the annual dues of full-time active members.
- c. The annual dues of an active member who is employed by the University of Massachusetts Trustees or Board of Higher Education who presents evidence of part-time employment which is less than one-half (1/2) of a full-time position, shall be an amount equal to 20.4% of the annual dues of full-time active members, except that the dues for part-time active members who teach less than three (3) credits per semester shall be 10.2% of the annual dues of full-time active members.
- d. The annual dues of an active member who presents evidence that their employment was terminated prior to February 1 of a school year in a given school system shall be 50% of the annual dues of full-time active members.

(3) Members Earning Minimal Base Salary or Minimal Annual Income

- a. An MTA active member whose base salary for the employment that qualifies them for MTA active membership is less than eighteen thousand dollars (\$18,000) or an active MTA member whose annual income from the employment that qualifies them for active membership is less than eighteen thousand dollars (\$18,000) due to an unpaid leave of absence, shall pay 20.4% of the annual dues of a full-time active member.
- b. An MTA active member whose base salary for the employment that qualifies them for MTA active membership is less than nine thousand dollars (\$9,000) or an active MTA member whose annual



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income from the employment that qualifies them for active membership is less than nine thousand dollars (\$9,000) due to an unpaid leave of absence shall pay 10.2% of the annual dues of a full-time active member.

(4) Reduction in Force or Unpaid Leave

- a. The annual dues of active members laid off due to a reduction in force or who are on a full-time, unpaid leave of absence for an entire membership year shall be 15% of the annual dues of full-time active members.

The annual dues of active members who are on an unpaid leave of absence for 8 weeks or more shall be 75% of the annual dues of full-time active members until such time as the duration of the unpaid leave of absence renders the member's employment equivalent to that of a half-time member, at which point 50% of the annual dues of full-time active members will be assessed.

- b. The annual dues of active members who are involuntarily terminated and who are litigating the termination under the MTA Legal Services Policy shall be 50% of the annual dues of full-time active members while such litigation is pending.

(5) Education Support Professionals

- a. The annual dues of secretaries/clerks and custodians shall be an amount equal to 60% of the annual dues of full-time active members.
- b. The annual dues of paraprofessionals, food service personnel, and all other education support professionals shall be an amount equal to 30% of the annual dues of full-time active members.

(6) Members of Newly-Organized Locals

- a. The Executive Committee shall determine the dues which shall be paid by members of new affiliates for the fiscal year in which they become affiliated with MTA.

(7) Members of Non-Bargaining Locals

- a. The Executive Committee may adjust the dues of members where neither the Association nor its local affiliate is recognized or certified as the exclusive representative of the bargaining unit to which such members belong. The local affiliate may provide input into the Executive Committee decision.
- b. Once a non-bargaining local affiliate is elected or recognized as the exclusive representative of the unit in which its members are employed, the dues established under paragraph (a) shall continue for the remainder of that fiscal year and the dues for the two fiscal years following shall be 65% and 80% respectively.

(8) Dues Reduction Based on Enrollment Date

The annual dues of a new active member who enrolls for the first time after November 14, February 1 or April 14 of a school year in a given school system shall be 75%, 50% or 25%, respectively, of the member's annual dues for that school year. This section does not apply to part-time active members employed by the University of Massachusetts Trustees or Board of Higher Education.

(9) Local Affiliate Variance of Per-Member Dues

At its discretion, a local affiliate may charge individual active members an annual MTA dues rate that differs from those described above; this variance does not apply to NEA dues. The total dues remitted by a local affiliate must be the same whether individual members are assessed flat or variable MTA dues.

B. Associate Members

The annual dues of associate members shall be 50% of the annual dues of full-time active members.

C. Retired Members

- (1) Effective July 1, 2026, and thereafter, the annual dues for retired members shall be \$35, and the annual dues for retired ESP members shall be \$25. At the age of 80, a person who has been paying



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active/retired membership dues annually to the Association will be considered paid up and membership will continue in the Association provided the NEA dues requirement is maintained. The dues of NEA-R and NEA-R Life will be determined by the NEA Board of Directors.

- (2) There shall be an MTA-R Life membership. The right to pre-pay MTA-R Life Membership is open to any active member who is at least 40 years of age. The dues structure for this will be determined by the Board of Directors.

D. Student Members

The annual dues of student members shall be \$12.00.

E. Family Members

Family members shall be exempt from dues.

F. State and County Affiliates

The annual dues of state and county affiliated associations shall be \$150.00.

G. Reserve Members

The annual dues of reserve members shall be 50% of the annual dues of full-time active members.

Section 3. Payment of Dues

- A. Each local association shall remit per-capita annual dues at the rate established in Sections 1 and 2.
- B. Annual dues shall be payable in full on or before December 31 unless the local association is on a payroll deduction plan and notice of said plan is filed with the Association.
- C. Payments shall be made in accordance with a schedule agreed upon with the Association. Payment in full shall be made no later than sixty (60) days following the final date in said schedule.
- D. Local associations that fail to complete payments in accordance with this section shall be assessed an interest charge on the overdue unpaid balance.

Section 4. Audit

The accounts of the Executive Director-Treasurer shall be audited annually by an auditor appointed by the Executive Committee. The auditor's report shall be submitted in writing.

ARTICLE V

GOVERNANCE: PRESIDENT, VICE PRESIDENT, EXECUTIVE DIRECTOR-TREASURER

The officers shall be a President and a Vice President. The Executive Director-Treasurer will serve as a nonvoting executive officer.

Section 1. President

It shall be the duty of the President to:

- A. Serve with the Executive Director-Treasurer as spokesperson for the Association.
- B. Supervise all plans for the efficient work of the Association, and perform such other duties as are customary for a President.
- C. Represent the Association at the State Board of Elementary and Secondary Education meetings.
- D. Represent the Association at conferences and meetings.
- E. Appoint the members of all committees; appoint the chairs of all committees, subject to the approval of the



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Executive Committee; and be an ex-officio member of all committees.

- F. Nominate members to serve on committees and commissions of agencies of government.
- G. Nominate members to serve on evaluation committees of the National Council for Accreditation of Teacher Education (NCATE).
- H. Preside at all meetings of the delegates, the Board, the Executive Committee and at leadership conference(s).
- I. Provide for the preparation of agendas for such meetings.
- J. Submit a report at the Annual Meeting of Delegates.
- K. Coordinate the implementation of policies adopted by the Annual Meeting of Delegates.
- L. Monitor compliance with the NEA Constitution and Bylaws for the Association and its affiliates.

Section 2. Vice President

It shall be the duty of the Vice President to:

- A. Serve as Acting President and assume the duties and responsibilities of the President in case of the death, resignation, absence or disability of the President or at the request of the President.
- B. Be a member of the Executive Committee and the Board of Directors.
- C. Serve as chair of the Advisory Budget Committee, the State Review Channel, Statewide Membership Campaign, and as a member of the Committee to Evaluate the Executive Director-Treasurer.
- D. Serve as chair of committees, task forces and study groups at the discretion of the President.
- E. Coordinate committee activities with the President, assist the President with the appointment of committee members, and be a member ex-officio of all committees.
- F. Serve as the spokesperson of the Association at the request of the President.
- G. Serve as the official Association representative to the NEA, local affiliates, other education-related and non-education-related organization meetings and conferences, government and legislative agencies, as assigned by the President.
- H. Coordinate leadership training for local presidents at the Summer Conference.
- I. Perform such other duties as are customary for a Vice President.

Section 3. Executive Director-Treasurer

It shall be the duty of the Executive Director-Treasurer to:

- A. Be the Secretary-Treasurer and the Executive Officer of the Association, under the general direction of the Board.
- B. Supervise and coordinate the administrative and professional activities of the Association.
- C. Supervise, along with the Executive Committee, the printing and publishing of the official publication of the Association.
- D. Be responsible for relationships with affiliated associations and with members of the Association.
- E. Direct the employed staff in accordance with such policies and procedures as may be authorized by the Board.
- F. Be consulted before professional staff positions are created or filled.
- G. Implement staff evaluation procedures adopted by the Executive Committee.
- H. Employ the support staff.
- I. Ensure that the MTA is an equal opportunity employer.
- J. Have custody of all the funds belonging to the Association, and deposit them in the name of the Massachusetts Teachers Association in any appropriate financial institution legally authorized to do



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banking and/or investment business in Massachusetts.

- K. Present to the Board in writing a quarterly statement of the financial condition of the Association.
- L. Make an annual report to the Board on the status of real estate leases.
- M. Give a bond, in such sum as the Board may require, the expense of which shall be borne by the Association.
- N. Maintain suitable membership records.
- O. Collect dues.
- P. Provide for the examination of bills before payment is authorized.
- Q. Reimburse each member of the Board for expenses incurred in attending all regular and special meetings.
- R. Attend meetings of the Executive Committee, the Board and the delegates.
- S. Serve as a nonvoting member of the Executive Committee and the Board of Directors.
- T. Provide for a record of the proceedings of the delegates, Executive Committee, Board, and committees.
- U. Be responsible for the records and minutes of the Association.
- V. Submit a report at the Annual Meeting of Delegates.
- W. Be responsible for such other duties as are customarily involved in the work of an executive officer.

ARTICLE VI

GOVERNANCE: EXECUTIVE COMMITTEE & BOARD OF DIRECTORS

Section 1. Executive Committee

A. Composition

- (1) The Executive Committee shall consist of the President, the Vice President, the Executive Director-Treasurer, eight (8) Regional Executive Committee members, one (1) Statewide Retired Region Executive Committee member, one (1) At-Large ESP Executive Committee member, and one (1) At-Large Ethnic Minority Executive Committee member.
- (2) The Executive Director-Treasurer will serve as a nonvoting member.

B. Duties

The Executive Committee shall have the following responsibilities:

(1) Real Estate

- a. It shall provide, maintain and regulate headquarters and other property.
- b. It may delegate such authority or any portion thereof to the Executive Director-Treasurer.
- c. It shall make recommendations to the Board concerning the acquisition, disposition and financing of real property.

(2) Personnel

- a. It shall act on each recommendation of the Executive Director-Treasurer for appointment to positions in the field staff and attorney bargaining units and to supervisory and confidential positions.
- b. It shall not make appointments to any new or additional positions unless the Board has authorized the creation of those positions.
- c. It shall recommend to the Board persons recommended by the Executive Director-Treasurer for appointment to management positions if the Committee concurs with such recommendation.
- d. It shall recommend personnel policies for approval by the Board.
- e. It shall adopt and regularly review staff evaluation procedures.



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f. It shall ensure that the MTA is an equal opportunity employer.

(3) Finance

It shall prepare the annual budget for Board approval, authorize transfer of funds within the approved budget, appoint an auditor and fix the compensation of said auditor, and determine policy for expense reimbursement.

(4) Membership

It shall act upon applications for membership and shall admonish, censure, suspend, expel, disaffiliate, or reinstate members or affiliates except as otherwise provided in these Bylaws. (See Article XI)

(5) Ethics

It shall act as a review board in accordance with Article X, Section 7 of these Bylaws.

(6) It shall discharge such other responsibilities as may be referred to it by the Board and may initiate proposals for Board consideration.

(7) Its members shall be ex-officio members of the Board of Directors.

(8) It shall supervise, along with the Executive Director-Treasurer, the printing and the publishing of the official publication.

C. Meetings

(1) Frequency

The Executive Committee shall meet prior to all regular meetings of the Board and/or upon the call of the President or a majority of its members. Meetings can be held virtually or hybrid – with participation virtual and in person – by electronic means using media conferencing technology, as determined by the President in consultation with the body.

(2) Quorum

A majority of the Executive Committee shall constitute a quorum.

(3) Rules of Order

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the proceedings of the Executive Committee in all cases to which they are applicable provided they are not inconsistent with these Bylaws or with any special rules of order the Executive Committee may adopt.

Any motion for the Executive Committee to hold an executive session, other than to those agenda items listed as requiring executive session, must be decided by a roll call vote; the names of those voting for and against entering executive session shall be available to any member of the MTA.

Section 2. Board of Directors

A. Composition

(1) The Board of Directors, hereinafter called the Board, shall consist of the President, Vice President, Executive Director-Treasurer, District Directors, one At-Large Director for Education Support Professionals, one At-Large Director for Ethnic Minority Membership, Statewide Retired District Director(s), Executive Committee members, and the National Education Association Director(s) and nonvoting members consisting of any NEA Student Director(s) attending school in Massachusetts and any NEA Executive Officers, NEA Executive Committee Member, NEA Retired Director, and any At-Large NEA Director who is also a member of the Association.

(2) The Executive Director-Treasurer will serve as a nonvoting member.

(3) In the event the Board does not reflect proportionate representation of educational position as defined by NEA, the Board shall take the necessary steps to ensure that proportionate representation.



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B. Duties

It shall be the duty of the Board to:

- (1) Have entire control of the affairs of the Association, except when the delegates are in session.
- (2) Carry forward such measures as will best coordinate the work of the affiliated associations.
- (3) Create committees to perform such duties as may be assigned to them.
- (4) Establish policies governing all committees, including the length of service of committee members.
- (5) Enter into an employment agreement with the Executive Director-Treasurer.
- (6) Determine the compensation of the Executive Director-Treasurer and other employees not included elsewhere in these Bylaws.
- (7) Act on the recommendation of the Executive Committee for:
 - establishment of new and/or additional positions within the Executive Staff, and
 - appointments to Executive Staff as provided in Section 1B(2)c above.
- (8) Be the bargaining agent in negotiations with employees of the Association, and approve personnel policies.
- (9) Create, regulate, and terminate any MTA health and welfare plan, as appropriate under declarations of trust and the laws governing such plans.
- (10) Exercise the following duties in matters of real estate in the name of and for the purposes of the Association:
 - a. Acquire, hold, sell, convey, lease, exchange, transfer or otherwise dispose of real estate.
 - b. Mortgage, pledge, encumber or create a security interest in any or all of its real property, or any interest therein, wherever situated.
 - c. Issue mortgage loans, including construction loans, without limitation as to the amounts for the same, upon the security of such real estate.
 - d. Contract with others for maintenance and operation.
 - e. Rent to others space not needed for the Association's use.
 - f. Organize a corporation wholly owned by the Association which shall hold in trust any real estate acquired and administer the same.
 - g. Perform any acts customarily involved in the ownership of property.
 - h. Authorize the expenditure of available funds of the Association for these purposes.

The Board may delegate to the Executive Director-Treasurer the authority described in Section 2B(10) a-h above or any portion thereof, including, but not limited to, the power to sign leases and contract for maintenance.
- (11) Direct the expenditure of such funds as may be required to carry on the work of the Association.
- (12) Recommend the annual dues of active members and the budget of the Association to the Annual Meeting of Delegates for its approval.
- (13) Have appellate jurisdiction to review the procedure followed by the Executive Committee in accordance with Article XI, Section 1, Discipline and Disaffiliation.
- (14) Establish the procedures for the nomination and election of NEA Directors and Alternate NEA Director, which shall comply with the provisions of the *NEA Constitution and Bylaws*.



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- (15) Establish the procedures for the election of regional and Statewide Retired Electoral District ethnic minority delegates to the Annual Meeting of Delegates.
- (16) Establish the procedures for the election of NEA Convention delegates and successor delegates, which shall:
 - be based on electoral regions,
 - include statewide delegates, and
 - be in compliance with the *NEA Constitution and Bylaws*.
- (17) Ensure that the MTA is an equal opportunity employer.
- (18) Establish dues for MTA-Retired Life Members.
- (19) Elect an Interim Statewide Retired District director.
- (20) Approve the division of the Statewide Retired District to provide for the election of a second Statewide Retired District director.
- (21) Designate an Interim NEA Director.
- (22) Approve the designation of newly affiliated locals to vote within specific regions and districts.

C. Meetings

(1) Frequency

- a. Regular meetings of the Board shall be held a minimum of four times a year.
- b. Special meetings of the Board may be called either by the President or upon the written request of ten members of the Board to the Executive Director-Treasurer stating the reason for the meeting.

Notice of a special meeting shall be sent at least one week prior to the date fixed for such meeting and shall state the time, place and business for which it is called.

No business shall be transacted at a special meeting except that specified in the notice.
- c. All meetings of the Board shall be held within the Commonwealth of Massachusetts. In the event of a public health crisis or other emergency, meetings can be held virtually or hybrid – with participation virtual and in person – by electronic means using media conferencing technology, as determined by the President in consultation with the body.
- d. A special meeting called pursuant to section 2.C(1)(b) of this Article may be conducted virtually or hybrid by electronic means using media conference technology. The decision to conduct a special meeting by electronic means shall be made by the President.
- e. Voting at meetings that are conducted by electronic means is permissible and shall have the same status as votes conducted at a live meeting.

(2) Quorum

A majority of the Board shall constitute a quorum.

(3) Rules of Order

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the proceedings of the Board in all cases to which they are applicable provided they are not inconsistent with these Bylaws or with any special rules of order the Board may adopt.

Any motion for the Board of Directors to hold an executive session, other than to those agenda items listed as requiring executive session, must be decided by a roll call vote; the names of those voting for and against entering executive session shall be available to any member of the MTA.



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ARTICLE VII NOMINATIONS, ELECTIONS & TERMS OF OFFICE

Section 1. General Stipulations

- A. No person may be a candidate for more than one office.
- B. A local affiliate shall not be represented on the Board by more than one officer. If more than one officer is elected from the same local, the officer elected to the higher office shall prevail.
- C. All elections shall be held by Australian or machine ballot.
- D. When there is a contested election, each candidate may appoint a designee to observe the counting of the ballots.
- E. Elected candidates shall not be seated until they have filed a report with the Credentials and Ballot Committee giving a complete account of campaign expenditures. The Credentials and Ballot Committee shall certify the receipt of these reports.

Section 2. President and Vice President

A. Eligibility

- (1) Any active or retired member of the Association is eligible to be a candidate for President or Vice President.
- (2) To be a candidate, an active member must be employed, or considered to be employed, by a school committee or other governing board of an educational institution or education-related agency within the region from which they seek office.

B. Nomination

(1) Nomination by the General Membership.

- a. Nomination papers may be obtained:
 - in person or in writing
 - from the Executive Director-Treasurer
 - any time after July 1.

Requests must specify the office sought. The Executive Director-Treasurer shall forthwith provide nomination papers stating the candidate's name and office sought.

- b. Nomination papers must be signed by 200 active or retired Association members.
 - No more than 50 of those signatures may be obtained from any one local affiliate.
 - No more than 100 of those signatures may be obtained from any one electoral district.
- c. Nomination papers must be filed with the Executive Director-Treasurer and received prior to 5 p.m. on the first Friday of March.
- d. The Credentials and Ballot Committee will certify the nomination papers if they are in order. Once they are certified, the candidate's name shall be placed on the ballot for the office sought.

(2) Nomination at the Annual Meeting of Delegates

- a. Nomination papers may be obtained at the Annual Meeting from the Executive Director-Treasurer.
- b. Nomination papers must be signed by 200 of the registered delegates with the same limitations as described in Section 2B(1)b above.
- c. Nomination papers must be filed with the Credentials and Ballot Committee prior to the close of the first business session.



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- d. The Committee will certify that the nomination papers comply with the requirements in Sections 2B(1) b, 2B(2)b and 2B(2)c above. Upon certification, the candidate's name will be placed on the ballot for the office sought.

C. Election

- (1) The only candidates for election shall be those nominated in accordance with Sections 2B(1) or 2B(2) above.
- (2) The President and Vice President shall be elected by majority vote of the delegates at the Annual Meeting of Delegates. In the event that a majority is lacking on the first ballot, a second ballot shall be held between the two highest vote-getters.

D. Term of Office

- (1) The term of office shall be two years or until their successors have been chosen.
- (2) The officers shall be eligible for an additional two-year term in the same office.
- (3) If an officer has filled an unexpired term, they shall be eligible for election for two full terms.
- (4) The President and Vice President will serve co-terminously.
- (5) The term of office of the President and Vice President shall commence on July 15.

E. Vacancies - President

- (1) In the event of the death, resignation, absence or disability of the President, the Vice President shall serve as Acting President.
- (2) An Acting President shall serve until:
 - the next Annual Meeting of Delegates, or
 - the completion of that term in the event the unexpired term of President ends on the next July 14.

F. Vacancies - Vice President

- (1) The office of Vice President shall be declared vacant in the event:
 - the Vice President dies or resigns, or
 - the Vice President is elected to complete the second year of an unexpired term of President.
- (2) Interim vacancies for Vice President shall be filled by a mail balloting to the registered delegates to the previous Annual Meeting, provided such delegates continue to qualify for delegate status.
- (3) The Interim Vice President thus elected shall take office immediately upon election unless otherwise specified and shall complete the unexpired term.

G. Vacancies - President and Vice President

- (1) In the event of the death, resignation, absence or disability of both the President and the Vice President, the Board shall elect an Acting President.
- (2) Election of an Acting President shall proceed in the following manner:
 - a. At the next Board meeting, the chair of the meeting shall submit to the Board a list of candidates and their biographies.
 - b. The candidates shall have the opportunity to make a presentation to the Board at said meeting.
 - c. The Board shall elect an Acting President who shall take office immediately upon election unless otherwise specified and shall serve until:
 - the next Annual Meeting of Delegates, or
 - the completion of that term in the event the unexpired term ends on the next July 14.

H. Vacancies - President, Vice President and Executive Director-Treasurer

- (1) In the event that the offices of President, Vice President and Executive Director-Treasurer are



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simultaneously vacant, a special meeting of the Board shall elect an Acting President and Acting Executive Director-Treasurer.

- (2) Said meeting shall be called within 30 days by the chair of the Committee on Credentials and Ballot. If that chair is vacant, the meeting shall be called by the first available committee chair in the order in which the committees are listed in Article X.
- (3) The rules regarding notice and business to be transacted set forth in Article VI, Section 2 C (1) shall be observed.

Section 3. Regional, Statewide Retired and At-Large Executive Committee Members

A. Eligibility

- (1) Any active member of the Association is eligible to be a candidate for Regional Executive Committee member.
- (2) To be a candidate, an active member must be employed, or considered to be employed, by a school committee or other governing board of an educational institution or education-related agency within the region from which they seek office.
- (3) Any retired member is eligible to be a candidate for Statewide Retired Region Executive Committee member.
- (4) Any active member who is an education support employee is eligible to be a candidate for At-Large ESP Executive Committee member.

B. Nomination for Regional Executive Committee

- (1) Nomination papers may be obtained:

- in person or in writing
- from the Executive Director-Treasurer
- any time after July 1.

Requests must specify the office sought. The Executive Director-Treasurer shall forthwith provide nomination papers stating the candidate's name and office sought.

- (2) Nomination papers must be signed:

- by at least 100 active Association members from the candidate's region.
- no more than 25 of which may be from any one local affiliate within the region to be represented.

- (3) Nomination papers must be filed with the Executive Director-Treasurer and received prior to 5 p.m. on the first Friday of March.

- (4) The Credentials and Ballot Committee will certify the nomination papers if they are in order. Once they are certified, the candidate's name shall be placed on the ballot for the office sought.

C. Nomination for Statewide Retired Region Executive Committee

- (1) Candidates for Statewide Retired Region Executive Committee member may self-nominate after July 1.
- (2) A self-nominating letter must be filed with the Executive Director-Treasurer prior to 5 p.m. on the first Friday in March. The office being sought must be specified.
- (3) The Credentials and Ballot Committee will certify the self-nominating letter if it is in order. Once certified, the candidate's name shall be placed on the ballot for the office sought.

D. Election

- (1) The only candidates for election shall be those nominated in accordance with Section 3B above.



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- (2) Eight Regional Executive Committee members shall be elected at the Annual Meeting of Delegates
 - Seven (7) members shall be elected by the delegates from the geographical regions to be represented.
 - One member shall be elected from the public higher education membership.
 - The candidate receiving the highest number of votes shall be declared elected.
- (3) One Statewide Retired Region Executive Committee member shall be elected at the Annual Meeting of Delegates by the delegates representing the Statewide Retired District. The candidate receiving the highest number of votes shall be declared elected.
- (4) One At-Large ESP Executive Committee member shall be elected by majority vote of the delegates at the Annual Meeting of Delegates. In the event that a majority is lacking on the first ballot, a second ballot shall be held between the two highest vote-getters.
- (5) If there is only one (1) candidate for an open position, the election shall be waived and the candidate declared elected.

E. Term of Office

- (1) The term of office shall be for three years or until their successors have been chosen.
- (2) Members shall be eligible for not more than two consecutive terms provided that an Executive Committee member who has been elected to one two-year term under the previous bylaw shall nonetheless be eligible to serve two more three-year terms. Anyone elected to two two-year terms under the previous Bylaw shall be eligible to serve an additional three-year term.
- (3) If a member has filled an unexpired term, they shall be eligible for election to two full terms, provided, however, that the consecutive years served do not exceed nine.
- (4) The term of office shall commence on July 1.
- (5) After one year out of office, an Executive Committee member who has retired is eligible to serve as the Statewide Retired Region Executive Committee member.

F. Vacancies

- (1) The position of Regional Executive Committee member shall be declared vacant in the event:
 - a member is absent for two consecutive Executive Committee or Board meetings without prior notice to the President, or
 - a member dies or resigns, or
 - a member is elected to become an officer, or NEA Director, or
 - a member loses eligibility to serve as Regional Executive Committee member due to a change in employment status, including a leave of absence requested to serve in a position outside any MTA bargaining unit if said leave exceeds 90 calendar days, or
 - no member files papers to be a candidate or all candidates withdraw prior to the election, or
 - the annual election for this office does not take place.
- (2) Eligible members shall be notified of the vacancy and the election process.
- (3) The vacancy shall be filled by a mail balloting to the appropriate registered delegates to the previous Annual Meeting, provided such delegates continue to qualify for delegate status.
- (4) If there is only (1) candidate for the position, the election shall be waived and the candidate declared elected.
- (5) The Regional Executive Committee member thus elected shall take office immediately upon election unless otherwise specified and shall complete the unexpired term.



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- (6) All provisions of Paragraph F, with the exception of sub-paragraph 1, bulleted item 4, shall apply to the Statewide Retired Region Executive Committee member.

G. At-Large ESP Executive Committee Member

(1) Eligibility

Any active member of the Association who is an education support employee is eligible to be a candidate for At-Large ESP Executive Committee member.

(2) Nomination Process

- a. Nomination papers may be obtained:

- in person or in writing
- from the Executive Director-Treasurer
- any time after July 1.

Requests must specify the office sought. The Executive Director-Treasurer shall forthwith provide the nomination papers, stating the candidate's name and the office sought.

- b. Nomination papers must be signed by 200 active Association members:

- no more than 50 of those signatures may be obtained from one local affiliate.
- no more than 100 of those signatures may be obtained from one electoral district.

- c. Nomination papers must be filed with the Executive Director-Treasurer and received prior to 5 p.m. on the first Friday of March.

- d. The Credentials and Ballot Committee will certify the nomination papers if they are in order. Once they are certified, the candidate's name shall be placed on the ballot for the office sought.

(3) Election

- a. The only candidates shall be those nominated in accordance with the Section G(2) Nomination Process above.
- b. The At-Large ESP Executive Committee member shall be elected at the Annual Meeting of Delegates by all delegates.
- c. If there is only one (1) candidate for an open position, the election shall be waived and the candidate declared elected.

(4) Term of Office

- a. The term of office for At-Large ESP Executive Committee member shall be for three years or until a successor has been chosen.
- b. If a member has filled an At-Large Executive Committee unexpired term, they shall be eligible for election to two full terms, provided, however, that the consecutive years served do not exceed nine.
- c. The term of office shall commence on July 1.

(5) Vacancies

- a. The position of At-Large ESP Executive Committee member shall be declared vacant in the event:
- a member is absent for two consecutive Executive Committee or Board meetings without prior notice to the President, or
 - a member dies or resigns, or
 - a member is elected to become an officer, or NEA Director, or
 - a member loses eligibility to serve as At-Large ESP Executive Committee member due to a change in employment status, including a leave of absence requested to serve in a position outside any MTA bargaining unit if said leave exceeds 90 calendar days, or
 - no member files papers to be a candidate or all candidates withdraw prior to the election, or



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- the annual election for this office does not take place.
- b. Eligible members shall be notified of the vacancy and the election process.
- c. The vacancy shall be filled by a mail balloting to the appropriate registered delegates to the previous Annual Meeting, provided such delegates continue to qualify for delegate status.
- d. If there is only one (1) candidate for the position, the election shall be waived and the candidate declared elected.
- e. The At-Large ESP Executive Committee member thus elected shall take office immediately upon election unless otherwise specified and shall complete the unexpired term.
- f. All provisions of Paragraph (5) shall apply to the At-Large ESP Executive Committee member.

H. At-Large Ethnic Minority Executive Committee Member

(1) Eligibility

Any active member of the Association is eligible to be a candidate for At-Large Ethnic Minority EC Member. Ethnic minority for purposes of this paragraph only shall mean American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, Black, Hispanic, and Cape Verdean.

(2) Nomination Process

- a. Nomination papers may be obtained
 - in person or in writing
 - from the Executive Director-Treasurer
 - any time after July 1.

Requests must specify the office sought. The Executive Director-Treasurer shall forthwith provide nomination papers stating the candidate's name and office sought.

- b. Nomination papers must be signed by 200 active Association members:
 - No more than 50 of those signatures may be obtained from any one local affiliate.
 - No more than 100 of those signatures may be obtained from any one electoral district.
- c. Nomination papers must be filed with the Executive Director-Treasurer and received prior to 5 p.m. on the first Friday of March.
- d. The Credentials and Ballot Committee will certify the nomination papers if they are in order. Once they are certified, the candidate's name shall be placed on the ballot for the office sought.

(3) Election

- a. The only candidates shall be those nominated in accordance with Section H (2) above.
- b. The At-Large Ethnic Minority EC Member shall be elected by majority vote of the delegates at the Annual Meeting of Delegates. In the event that a majority is lacking on the first ballot, a second ballot shall be held between the two highest vote-getters.
- c. If there is only one (1) candidate for an open position, the election shall be waived and the candidate declared elected.

(4) Term of Office

- a. The term of office shall be for three years or until a successor has been chosen.
- b. Members shall be eligible for two consecutive three-year terms, unless a member has filled an unexpired term. No consecutive years served may exceed nine.
- c. The term of office shall commence on July 1.

(5) Vacancies

- a. The position of At-Large Ethnic Minority EC Member shall be declared vacant in the event:
 - the member is absent for two (2) consecutive Executive Committee or Board meetings without prior notice to the President, or



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- the member dies or resigns, or
 - the member is elected to become an officer or NEA Director, becomes a Regional Executive Committee member, or
 - the member loses eligibility to serve on the EC due to a change in employment status, including a leave of absence requested to serve in a position outside any MTA bargaining unit if said leave exceeds 90 calendar days, or
 - no member files papers to be a candidate or all candidates withdraw prior to the election, or
 - the annual election for this office does not take place.
- b. Eligible members shall be notified of the vacancy and the election process.
- c. The vacancy shall be filled by mail balloting to the appropriate registered delegates to the previous Annual Meeting, provided such delegates continue to qualify for delegate status.
- d. If there is only one candidate for the position, the election shall be waived and the candidate declared elected.
- e. The Ethnic Minority EC Member thus elected shall take office immediately upon election unless otherwise specified and shall serve until the term expires.
- f. All provisions of Paragraph (5) shall apply to the At-Large Ethnic Minority Executive Committee Member.

Section 4. Board of Directors

A. Eligibility

- (1) Any active member of the Association is eligible to be a candidate for District Director.
- (2) Said candidate must be employed, or considered to be employed, by a school committee or other governing board of an educational institution or education-related agency within the district from which the candidate seeks office.

B. Nomination Papers

- (1) Nomination papers may be obtained:
 - in person or in writing
 - from the Executive Director-Treasurer
 - any time after July 1.Requests must specify the office sought. The Executive Director-Treasurer shall forthwith provide the nomination papers, stating the candidate's name and the office sought.
- (2) Nomination papers must be signed by at least 50 active Association members from the candidate's district.
- (3) Nomination papers must be filed with the Executive Director-Treasurer and received prior to 5 p.m. on the first Friday of March.
- (4) The Credentials and Ballot Committee will certify the nomination papers if they are in order. Once they are certified, the candidate's name shall be placed on the ballot for the office sought.

C. Election

- (1) The only candidates shall be those nominated in accordance with Section 4B above.
- (2) The District Directors shall be elected at the Annual Meeting of Delegates by only those delegates from within the candidate's district. The candidate receiving the highest number of votes shall be declared elected.
- (3) If the number of candidates is equal to the number of seats to be filled, the election shall be waived and the candidate(s) declared elected.



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D. Term of Office

- (1) The term of office shall be for three years or until their successors have been chosen.
- (2) Members shall be eligible for election for two consecutive three-year terms.
- (3) The term of office shall commence on July 1.
- (4) If a member has filled an unexpired term, they shall be eligible for election to two full terms, provided, however, that the consecutive years served do not exceed nine.
- (5) After one year out of office, a member is again eligible to be a candidate for District Director.
- (6) In no event shall any reduction in electoral district representation or realignment of electoral districts prevent a director from completing the term of office.

E. Vacancies

- (1) The position of District Director shall be declared vacant in the event:
 - a member is absent for two consecutive Board meetings without prior notice to the President, or
 - a member dies or resigns, or
 - a member is elected to become an officer, NEA Director, or Regional Executive Committee member, or
 - a member loses eligibility to serve as a District Director due to a change in employment status, including a leave of absence requested to serve in a position outside any MTA bargaining unit if said leave exceeds 90 calendar days, or
 - no member files papers to be a candidate or all candidates withdraw prior to the election, or
 - the annual election for this office does not take place.
- (2) Eligible members shall be notified of the vacancy and the election process.
- (3) The vacancy shall be filled by a mail balloting to the appropriate registered delegates to the previous Annual Meeting provided said delegates continue to qualify for delegate status.
- (4) If there is only one (1) candidate for the position, the election shall be waived and the candidate declared elected.
- (5) The District Director thus elected shall take office immediately upon election unless otherwise specified and shall complete the unexpired term.

Section 5. At-Large Director for Ethnic Minority Membership

A. Eligibility

Any active ethnic minority member of the Association is eligible to be a candidate for At-Large Director for Ethnic Minority Membership. Ethnic minority for purposes of this paragraph only shall mean American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, Black, Hispanic, and Cape Verdean.

B. Nomination Papers

- (1) Nomination papers may be obtained:
 - in person or in writing
 - from the Executive Director-Treasurer
 - any time after July 1.

Requests must specify the office sought. The Executive Director-Treasurer shall forthwith provide nomination papers stating the candidate's name and office sought.



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- (2) Nomination papers must be signed by 200 active Association members:
 - No more than 50 of those signatures may be obtained from any one local affiliate.
 - No more than 100 of those signatures may be obtained from any one electoral district.
- (3) Nomination papers must be filed with the Executive Director-Treasurer and received prior to 5 p.m. on the first Friday of March.
- (4) The Credentials and Ballot Committee will certify the nomination papers if they are in order. Once they are certified, the candidate's name shall be placed on the ballot for the office sought.

C. Election

- (1) The only candidates shall be those nominated in accordance with Section 5B above.
- (2) The At-Large Director for Ethnic Minority Membership shall be elected by majority vote of the delegates at the Annual Meeting of Delegates. In the event that a majority is lacking on the first ballot, a second ballot shall be held between the two highest vote-getters.
- (3) If there is only one (1) candidate for an open position, the election shall be waived and the candidate declared elected.

D. Term of Office

- (1) The term of office shall be for three years or until a successor has been chosen.
- (2) Members shall be eligible for two consecutive three-year terms, and in no event shall a person hold this office for more than nine consecutive years.
- (3) The term of office shall commence on July 1.
- (4) After one year out of office a member is again eligible to be a candidate for At-Large Director for Ethnic Minority Membership.

E. Vacancies

- (1) The position of At-Large Director for Ethnic Minority Membership shall be declared vacant in the event:
 - a member is absent for two (2) consecutive Board meetings without prior notice to the President, or
 - a member dies or resigns, or
 - a member is elected to become an officer, or NEA Director, becomes a Regional Executive Committee member, or
 - a member loses eligibility to serve on the Board due to a change in employment status, or
 - no member files papers to be a candidate or all candidates withdraw prior to the election, or
 - the annual election for this office does not take place.
- (2) The vacancy shall be filled in the following manner:
 - a. Eligible members shall be notified of the vacancy and the election process.
 - b. At the next Board meeting, the President shall submit to the Board a list of candidates for the vacant position and their biographies.
 - c. The candidates or their designees shall have the opportunity to make a presentation to the Board at that meeting.
 - d. The Board shall then elect an At-Large Director for Ethnic Minority Membership who shall take office immediately upon election unless otherwise specified and shall serve until the next June 30, if the term expires then. Otherwise, the interim Director shall serve until the next election at which time they are eligible to be a candidate to fill the unexpired term.



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Section 6. Statewide Retired District Director(s)

A. Eligibility

Any retired member of the Association is eligible to be a candidate for Statewide Retired District Director(s).

B. Nomination Process

- (1) Candidates may self-nominate after July 1.
- (2) A self-nominating letter must be filed with the Executive Director-Treasurer prior to 5 p.m. on the first Friday in March. The office sought must be specified.
- (3) The Credentials and Ballot Committee will certify the self-nominating letter if it is in order. Once certified, the candidate's name shall be placed on the ballot for the office sought.

C. Election

- (1) The only candidates shall be those nominated in accordance with Section 6B above.
- (2) A maximum of two Statewide Retired District Director(s) shall be elected at the Annual Meeting of Delegates by the delegates representing the Statewide Retired District. The candidate(s) receiving the highest number of votes shall be declared elected.

If the number of candidates is equal to the number of seats to be filled, the election shall be waived and the candidate(s) declared elected.

D. Term of Office

- (1) The term of office shall be for three years or until a successor has been chosen.
- (2) Members shall be eligible for two consecutive three-year terms, and in no event shall a person hold this office for more than nine consecutive years.
- (3) The term of office shall commence on July 1.
- (4) After one year out of office a member is again eligible to be a candidate for Statewide Retired District Director(s).

E. Vacancies

- (1) The position of Statewide Retired District Director shall be declared vacant in the event:
 - a member is absent for two (2) consecutive Board meetings without prior notice to the President, or
 - a member dies or resigns, or
 - a member is elected to become an officer, or
 - a member loses eligibility to serve on the Board due to a change in employment status, or
 - no member files papers to be a candidate or all candidates withdraw prior to the election, or
 - the annual election for this office does not take place.
- (2) The vacancy shall be filled in the following manner:
 - a. Eligible members shall be notified of the vacancy and the election process.
 - b. At the next Board meeting, the President shall submit to the Board a list of candidates for the vacant position and their biographies.
 - c. The candidates or their designees shall have the opportunity to make a presentation to the Board at that meeting.
 - d. The Board shall then elect a Statewide Retired District Director who shall take office immediately upon election unless otherwise specified and shall serve until the next June 30, if the term expires



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then. Otherwise, the interim Director shall serve until the next election, at which time they are eligible to be a candidate to fill the unexpired term.

Section 7. NEA Directors and Alternates

A. Eligibility

- (1) Candidates for NEA Director or Alternate NEA Director shall be active members.
- (2) Said candidates must meet the educational position requirements as set forth in Article V, Section 1 of the NEA Constitution and the membership requirements set forth in Article V, Section 2D of the NEA Constitution.
- (3) An NEA Director may not hold statewide, regional or district office in MTA.
- (4) An Alternate NEA Director may hold statewide, regional or district office in MTA.
- (5) A person may not simultaneously be a candidate for NEA Director and Alternate NEA Director, or simultaneously serve as NEA Director and Alternate NEA Director.

B. Nomination, Election and Term of Office

- (1) The procedures for the nomination and election of NEA Director and Alternate NEA Director shall be established by the Board of Directors and shall comply with the provisions of the NEA Constitution and Bylaws.
- (2) The term for both offices shall be for three years.
- (3) The term of office shall commence on September 1.

C. Allocation

- (1) The number of NEA Directors is determined according to the provisions of Article V, Section 1 of the NEA Constitution.
- (2) In the event that MTA anticipates being required to reduce the number of NEA Directors pursuant to NEA Bylaw 5-1d, the reduction of one NEA Director may be achieved by the deletion of the NEA Director position, which terminates in August of said year; hence, there will be no election for this position in that specified year. In the event MTA is notified that it will be required to eliminate an NEA Director for the next membership year and has not opted to reduce by the method set forth in the previous sentence, the necessary reduction shall be achieved by removing the NEA Director elected at the previous annual election. When more than one Director was elected at such election, the position of the NEA Director who received the lower number of votes in such election shall be the one eliminated.
- (3) In the event that an increase in membership entitles the MTA to an additional NEA Director, said director shall be elected to a three-year term. If the additional position is created between annual election periods, it shall be treated as a vacancy and filled according to the procedure set forth in D(2) and (3) below.
- (4) The number of Alternate NEA Directors shall be equal to the number of NEA Directors for Massachusetts. The Alternate NEA Directors shall serve as alternates for the NEA Directors for Massachusetts at NEA Board meetings.

The Alternate NEA Directors shall be ranked according to which alternate received the highest number of votes at the annual election at which the alternates were elected.

Any alternate elected to fill an unexpired term will be ranked below the alternates elected to fill full three-year terms.



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D. Vacancies

(1) The position of NEA Director shall be declared vacant in the event they:

- die or resign, or
- are elected to an MTA or other NEA office, or
- lose eligibility to serve on the NEA Board due to a change in employment status.

In addition, a position shall be deemed vacant in the event no member files papers to be a candidate or all candidates withdraw prior to the election.

(2) In the event of a vacancy in the position of NEA Director between annual election periods, the Board shall designate the first Alternate NEA Director to serve as Interim NEA Director until August 31 following the next annual election. If any alternate declines to serve as Interim NEA Director, the Board shall designate the next ranking alternate. An Interim NEA Director may continue to hold statewide, regional or district office in MTA, but shall have only one vote on the MTA Board.

(3) In the event the positions of Alternate NEA Director are vacant and an additional director position is created or a vacancy occurs among the directors, the additional position or vacancy shall be filled in the following manner:

- a. At the next MTA Board meeting the President shall submit to the Board a list of candidates for the vacant position and their biographies.
- b. The candidates or their designees shall have the opportunity to make a presentation to the Board at that meeting.
- c. The Board shall elect an Interim NEA Director who shall take office immediately upon election unless otherwise specified and shall serve until the next annual election.

(4) In the event the position of Alternate NEA Director is vacant, the position shall be filled for the remainder of the unexpired term at the next annual election; provided, however, that if at the time of the next annual election there would be less than one year remaining in the unexpired term, the position shall not be filled for the remainder of that term.

Section 8. At-Large Director for Education Support Professionals

A. Eligibility

Any active member who is an Education Support employee is eligible to be a candidate for At-Large Director for Education Support Professionals.

B. Nomination Papers

(1) Nomination papers may be obtained:

- in person or in writing
- from the Executive Director-Treasurer
- any time after July 1.

Requests must specify the office sought. The Executive Director-Treasurer shall forthwith provide nomination papers, stating the candidate's name and office sought.

(2) Nomination papers must be signed by 200 active Association members:

- no more than 50 of those signatures may be obtained by one local affiliate.
- no more than 100 of those signatures may be obtained from any one electoral district.

(3) Nomination papers must be filed with the Executive Director-Treasurer and received prior to 5 p.m. on the first Friday of March.



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- (4) The Credentials and Ballot Committee will certify the nomination papers if they are in order. Once they are certified, the candidate's name shall be placed on the ballot for the office sought.

C. Election

- (1) The only candidates shall be those nominated in accordance with Section 8B above.
- (2) The At-Large Director for Education Support Professionals shall be elected by majority vote of the delegates at the Annual Meeting of Delegates. In the event that a majority is lacking on the first ballot, a second ballot shall be held between the two highest vote-getters.
- (3) If there is only one (1) candidate for an open position, the election shall be waived and the candidate declared elected.

D. Terms of Office

- (1) The term of office shall be for three years or until a successor has been chosen.
- (2) Members shall be eligible for two consecutive three-year terms, and in no event shall a person hold this office for more than nine consecutive years.
- (3) The term of office shall commence on July 1.
- (4) After one year out of office, a member is again eligible to be a candidate for At-Large Director for Education Support Professionals.

E. Vacancies

- (1) The position of At-Large Director for Education Support Professionals shall be declared vacant in the event:
 - a member is absent for two (2) consecutive Board meetings without prior notice to the President, or
 - a member dies or resigns, or
 - a member is elected to become an officer, or NEA Director, becomes a Regional Executive Committee Member, or
 - a member loses eligibility to serve on the Board due to a change in employment status, or
 - no member files papers to be a candidate or all candidates withdraw prior to the election, or
 - the annual election for this office does not take place.
- (2) The vacancy shall be filled in the following manner:
 - a. Eligible members shall be notified of the vacancy and the election process.
 - b. At the next Board meeting, the President shall submit to the Board a list of candidates for the vacant position and their biographies.
 - c. The candidates or their designees shall have the opportunity to make a presentation to the Board at that meeting.
 - d. The Board shall then elect an At-Large Director for Education Support Professionals who shall take office immediately upon election unless otherwise specified and serve until the next June 30, if the term expires then. Otherwise, the interim Director shall serve until the next election at which time they are eligible to be a candidate to fill the unexpired term.

Section 9. Executive Director-Treasurer

The Executive Director-Treasurer shall be employed by the Board under terms of a contract not to exceed four years in length.



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ARTICLE VIII ELECTORAL DISTRICTS & REGIONS

Section 1. Representation

- A. Each electoral district shall have one District Director on the Board, with the exception of the Statewide Retired District, the Massachusetts Community College Council District, and the Massachusetts State College Association District.
- B. Each electoral region shall have one Regional Executive Committee member.

Section 2. Assignment/Review

- A. It shall be the responsibility of the Electoral Review Committee to:
 - (1) Designate newly affiliated locals to vote within specific regions and districts, subject to the approval of the Board.
 - (2) Make a temporary assignment to an electoral district and an electoral region of any local that is affiliated between the time of the last Board meeting and the Annual Meeting. Such placement will be subject to final approval of the Board of Directors at its first meeting following the Annual Meeting of Delegates.
 - (3) Determine the delegate allocation for locals affiliated after the membership cut-off date.
 - (4) Divide the Statewide Retired District to provide for the election of the second Statewide Retired District Director, subject to the approval of the Board.
 - (5) Review electoral districts and regions prior to the Annual Meeting every third year or any year when there is a loss or gain in total Active membership of 5 percent or greater. Total Active membership on June 30 will be compared to June 30 figures of the previous year.

Section 3. Criteria

Electoral districts and regions shall be based on the following criteria:

- A. Electoral districts and regions shall be drawn and based on mathematical compliance with the one-person, one-vote principle, with the exception of the Dukes-Nantucket District, the Massachusetts Community College Council District, the Massachusetts State College Association District, and the Statewide Retired District.
- B. A ratio of 1:1900 or major fraction thereof shall be used in drawing up districts with the exception of the Dukes-Nantucket District, the Massachusetts Community College Council District, the Massachusetts State College Association District, and the Statewide Retired District.
- C. There shall be an identifiable constituency for each Board and Executive Committee member.
- D. There shall be eight electoral regions:
 - (1) Seven regions shall be drawn based on geographical considerations, including contiguity.
 - (2) Public higher education shall be a separate region.
- E. Statewide bargaining units, with the exception of public higher education, shall each constitute an electoral district, provided they shall meet the membership ratio requirements of an electoral district. Otherwise they shall be made part of a contiguous electoral district.
- F. Dukes-Nantucket shall constitute an electoral district.
- G. Retired Members:
 - (1) Retired members shall constitute a statewide electoral district. Based on the membership figures as of the prior June's membership list, the Statewide Retired District shall be entitled to a maximum of two director seats, with the following provisions:
 - a. One director seat for the first 6,000 members.



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b. An additional director seat for any increase in membership beyond 6,000.

(2) The Statewide Retired District shall become a separate ninth region in the event that the district achieves a membership of 9,000 retired members based on the membership figure taken from the prior June's membership list.

H. Members represented by the Massachusetts Community College Council and the Massachusetts State College Association District shall constitute statewide electoral districts.

The number of directors to which each of the districts shall be entitled shall be determined by using the ratio of 1:1900 or major fraction thereof.

I. Integrity of regional school districts shall be maintained.

Section 4. Process/Timeline

Electoral districts and regions will be reviewed in accordance with the following process and timelines:

- A. The membership figures to be used shall be taken from the prior June's membership list.
- B. The committee shall hold at least one hearing for membership input prior to initial review of the plan.
- C. At least one additional hearing shall be held for membership input prior to finalizing the proposed revisions.
- D. The proposed plan shall be finalized by March 1.
- E. The Electoral Review Committee shall make a report to the March meeting of the Board and shall make its recommendations for action by the delegates to the next Annual Meeting of Delegates.
- F. The plan shall be adopted by a majority of delegates present and voting at the Annual Meeting. At the Annual Meeting next following the Annual Meeting at which the plan is adopted, delegates shall be seated and shall vote in the district and region to which they are assigned under the new plan. In all other respects, the plan shall be implemented July 1 of the calendar year following the Annual Meeting at which it is adopted.

ARTICLE IX DELEGATE MEETINGS

Section 1. Frequency and Notice

A. Annual Meeting of Delegates

- (1) This meeting shall include any Saturday from the last weekend in April through the last weekend in May, except for the Saturday of Memorial Day weekend, unless otherwise ordered by a two-thirds vote of the Board, at such an hour and place as may be determined.
- (2) At least two weeks' notice shall be sent to the presidents and the secretaries of the affiliated associations, to the delegates, to the Board and to the chairs of committees.

B. Special Meetings of Delegates

- (1) Special meetings of the delegates may be called by vote of the Board or by written petition of 50 delegates stating the reason for the meeting.
- (2) Notice of a special meeting shall be sent at least two weeks prior to the date fixed for such a meeting and shall state the time, place, and business for which it is called.
- (3) No business shall be transacted at a special meeting except that borne upon the notice.

Section 2. Delegates

A. Official Number of Delegates

The number of delegates shall be:

- (1) Determined by the current year's paid membership and based on the official number of members,



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established as of March 1 for active membership and January 15 for retired membership; and

- (2) Communicated to each local by the first week in March.

B. Allocation

- (1) Each local affiliate and the Statewide Retired Electoral District shall be entitled to two delegates and one additional delegate for every fifty members over fifty, or major fraction thereof.
- (2) Each region and the Statewide Retired Electoral District shall be entitled to ethnic minority representation of delegates equal to the number of district directors from that region. No more than one delegate from each district within a region shall be elected to fulfill this allocation.
- (3) Each state and county affiliate shall be entitled to two delegates, provided that such affiliates require MTA membership where such membership is available.
- (4) Members of the Board of Directors shall be delegates.
- (5) The Electoral Review Committee shall determine the delegate allocation for locals affiliated after the membership cut-off date.
- (6) Each affiliated chapter of the Student Education Association of Massachusetts (SEAM) shall be entitled to two delegates.

C. Qualifications

Delegates except for those representing the Statewide Retired Electoral District and the affiliated chapters of the Student Education Association of Massachusetts (SEAM) must be active members of the Association.

D. Ethnic Minority Representation

Each local association shall ensure that whenever possible, the delegation of the local association shall reflect its ethnic minority population.

E. Election

- (1) Affiliated associations shall elect delegates and alternate delegates annually and shall submit the names and addresses of such delegates to the Association office.
- (2) Active members of affiliated local associations shall have the opportunity to be nominated and then to be elected by secret balloting of the membership as delegates to the Annual Meeting of Delegates.
If the number of nominees is equal to or less than the number of seats allocated, the local governing board may elect.
- (3) The procedures for the election of regional ethnic minority delegates and successor delegates shall be established by the Board of Directors and shall be based on electoral regions.
- (4) The procedures for the election of the statewide retired electoral district delegates and successor delegates shall be established by the Board of Directors.

F. Term of Office

Delegates shall be registered at the Annual Meeting for a term of one year.

G. Duties

The delegates to the Annual Meeting shall in accordance with the procedures set forth in these Bylaws:

- (1) Have jurisdiction over the accreditation of delegates and alternates at the Annual Meeting.
- (2) Adopt the agenda and the rules governing the meetings.
- (3) Elect the President, Vice President, Regional Executive Committee members, the At-Large ESP Executive Committee member, the Statewide Retired Region Executive Committee member, the Board



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of Directors, the At-Large Director for Ethnic Minority Membership, the At-Large Director for Education Support Professionals, the Statewide Retired District Director(s), and the members of the Candidate Recommendation Committee as is provided in these Bylaws.

- (4) Fill interim vacancies that have occurred in the positions of Vice President, Executive Committee members, Board of Directors, in accordance with Article VII, Sections 2F, 3E, and 4E.
- (5) Adopt the annual budget of the Association.
- (6) Establish the level of annual dues.
- (7) Amend the Bylaws of the Association.
- (8) Act on new business items brought before it.
- (9) Enact all other such measures as may be necessary to achieve the goals and objectives of the Association which are not in conflict with the Bylaws.
- (10) Exercise final authority in all matters of the Association, except as otherwise provided in these Bylaws or by statute.

Section 3. Seating

- A. The delegates to the Annual Meeting determine the eligibility of a member to be seated as a delegate.
- B. Delegates, members and guests may be unseated for unprofessional conduct by a majority vote of the delegates.

Section 4. Quorum

The number of members to constitute a quorum of the delegates shall be one-fifth of the total number of delegates entitled to be present.

Section 5. Voting

- A. Only official delegates shall be entitled to vote.
- B. Each delegate shall have one vote.
- C. Delegates shall vote in the district and region in which they are employed.
- D. Delegates for the Statewide Retired Electoral District shall vote in that district.

Section 6. Rules of Order

- A. The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the proceedings of the Association in all cases to which they are applicable provided they are not inconsistent with these Bylaws or with any special rules of order the Association may adopt.
- B. There shall be Standing Rules governing the operation of the Meeting(s) of Delegates, and said rules shall be subject to amendment by a majority vote of the Meeting of Delegates. The Standing Rules shall not be in conflict with the MTA Bylaws.
- C. Amendments to the Standing Rules must be submitted in writing to the Bylaws and Rules Committee prior to the opening session of the Meeting of Delegates.



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ARTICLE X COMMITTEES

Section 1. General Requirements

- A. The committees not required by these Bylaws shall be subject to action by the Board in accordance with Article VI, Section 2B(3) of these Bylaws.
- B. The chairs of all committees shall submit for approval of the Board a program of their work, stating plans and objectives.
- C. The chairs of committees shall submit their annual reports to the June meeting of the Board of Directors. A copy of any of these reports will be available to any member upon request.
- D. All MTA standing committees shall include ethnic minority representation.

Section 2. Advisory Budget Committee

A. Composition

This committee shall consist of two members from the Executive Committee elected by the Executive Committee, two members of the Board elected by the Board, and five members of the Association who are not members of the Board or the Executive Committee, appointed by the President, and the Vice President, who shall serve as chair of the committee.

B. Duties

The Advisory Budget Committee shall report to the Executive Committee its assessment of the financial needs of the Association and assist the Executive Committee in the preparation of the budget.

Section 3. Bylaws and Rules Committee

The Committee on Bylaws and Rules shall make a report to the March meeting of the Board and subsequently make its recommendations to the next Meeting of Delegates for action by the delegates.

Section 4. Credentials and Ballot Committee

A. Composition

The Committee on Credentials and Ballot shall consist of not less than three members.

B. Duties

- (1) At Meetings of Delegates, this committee shall give to the delegates proper identification in exchange for credentials and shall perform such other duties as may be assigned to it.
- (2) At each meeting of the delegates, the chair shall report the number present and entitled to vote and conduct and report the results of any balloting assigned to it.

Section 5. Electoral Review Committee

A. Composition

The Electoral Review Committee shall consist of not less than nine (9) members and shall reflect public higher education and regional representation.

B. Duties

It shall be the responsibility of the committee to establish electoral districts for directors and regions for Executive Committee members in accordance with Article VIII.



MTA BYLAWS

Section 6. Hearing Committee

A. Composition

(1) The Hearing Committee shall:

- be composed of nine (9) members appointed by the President with the approval of the Board of Directors;
- be restricted to those who have been active members of the Association for at least five (5) consecutive years prior to appointment and maintain active membership;
- be restricted to members who hold no other elective or appointive office in MTA or NEA.

(2) A local affiliate shall not be represented by more than one member.

B. Terms

(1) Appointment shall be for three years.

(2) No member of the Hearing Committee shall serve for more than two consecutive terms.

(3) The term of office shall commence on July 1.

(4) In the event of a vacancy, the person appointed to fill the vacancy shall be considered to be in the first year of a three-year term commencing the July 1 preceding the appointment.

C. Duties

It shall be the sole responsibility of the Hearing Committee to conduct removal proceedings for President and Vice President, District Directors, and Regional Executive Committee members, except where the basis of such removal is a complaint filed by an employee under the MTA policy on harassment.

Section 7. Professional Standards and Ethics Committee

A. Composition

The Committee on Professional Standards and Ethics shall be composed of not less than five (5) members who are engaged in work of a professional nature in the field of education.

B. Duties

It shall inform the membership of the existence of the Code of Ethics of the Education Profession, as adopted by the NEA Representative Assembly, and undertake reasonable efforts to familiarize the membership with its provisions. It shall have the discretion to render informal advisory opinions upon inquiry by a member or local affiliate.

C. Power of the Professional Standards and Ethics Committee to Resolve Disputes

It shall be an objective of the committee to resolve disputes between members over ethical matters within the scope of the Code of Ethics by offering, where appropriate, to advise and/or mediate in any such dispute. The committee will take such steps as it deems necessary to effectively and expeditiously encourage the members in an ethical dispute to participate in mediation and conciliation of the matter. The committee shall seek the agreement of the members involved on the method or procedure that shall be used to resolve an ethical dispute.

D. Rules of the Professional Standards and Ethics Committee for Resolving Disputes

The committee shall promulgate rules and procedures for state implementation of the Code of Ethics of the Education Profession subject to the approval of the Board of Directors.

The committee may recommend to the Executive Committee that a member(s) be disciplined pursuant to the Executive Committee authority under Article XI, Section 1 of these Bylaws for refusal to participate in good faith in the committee's dispute resolution procedures or for other such conduct as may warrant such a recommendation.



MTA BYLAWS

Section 8. Resolutions Committee

The Committee on Resolutions shall make a report to the March meeting of the Board and subsequently make its recommendations for action by the delegates at the next Meeting of Delegates.

Section 9. Retired Members Committee

A. Composition

The Retired Members Committee shall consist of the following members: The Statewide Retired District Director(s); the Executive Committee retired member (when established); eight (8) retired members elected statewide by retired delegates to the Annual Meeting of Delegates; two (2) active members not members of the Board or Executive Committee appointed by the President; one (1) member of the Board of Directors elected by the Board; and the President or designee. The President shall appoint as chair a retired member of the committee.

B. Duties

The Committee will:

- (a) Establish opportunities for retired members to address and pursue issues of common concern.
- (b) Create avenues to safeguard and strengthen retirement benefits and make recommendations to the Association on such issues.
- (c) Provide forums for information sharing.
- (d) Establish involvement in the election of pro-education candidates to public office and lobby for educational measures in support of public education.
- (e) Coordinate communications with Retired District Delegates and retired members.
- (f) Make a report to the Annual Meeting.

C. Nomination, Election, Term of Office

The procedures for election of the committee shall be established by the Board of Directors.

Section 10. Candidate Recommendation Committee

A. Composition

The Candidate Recommendation Committee shall consist of two (2) members elected from each congressional district by mail ballot to the delegates to the Annual Meeting of Delegates who reside within the districts to be represented.

B. Duties

It shall be the responsibility of the committee to recommend support of candidates for state and federal office.

C. Nomination, Election, Term of Office

Committee members must reside in the congressional district they represent. The procedures for election to and operation of the committee shall be established by the Board of Directors.

Section 11. Workplace Equity Committee

A. Composition

The Workplace Equity Committee shall be comprised of fifteen (15) members, three (3) members elected by the Board, two (2) members elected by the Executive Committee and ten (10) members appointed by the President with the approval of the Board of Directors.

B. Duties

It shall be the responsibility of the committee to receive and adjudicate complaints of harassment filed by an employee against any member, officer, Board or Executive Committee member.



MTA BYLAWS

ARTICLE XI DISCIPLINE, DISAFFILIATION AND RECALL

Section 1. Discipline/Disaffiliation by Executive Committee

A. Cause

- (1) Members and/or affiliates that fail to comply with standards and procedures as set forth in these Bylaws shall be subject to admonishment, censure, suspension, expulsion or disaffiliation as prescribed in these Bylaws.
- (2) Members who fail to comply with the standards and procedures as set forth in the constitution and Bylaws of the affiliated local may be excluded by the local from membership as long as those documents do not conflict with the MTA Bylaws.

B. Procedure

- (1) The Executive Committee may admonish, censure, suspend or disaffiliate members or affiliates except as otherwise provided in these Bylaws.
- (2) The Board shall have appellate jurisdiction to review the procedure followed by the Executive Committee, but the facts as found by the Executive Committee shall be final and binding on the Board of Directors and not subject to review.

The affirmative vote of two-thirds (2/3) of those present and voting at a meeting of the Board of Directors shall be necessary to reverse a decision of the Executive Committee with respect to procedural irregularities only.
- (3) In the event of a reversal by the Board of the Executive Committee's decision, the case shall be remanded to the Executive Committee for further hearings consistent with the Board's decision and these Bylaws.

C. Reinstatement

- (1) The Executive Committee may reinstate members or affiliates except as otherwise provided in these Bylaws (see Section 2 below).
- (2) When members or units have been excluded from membership for failure to comply with the constitution and Bylaws of the local affiliate, MTA and NEA membership may not be offered except when:
 - the local approves, and
 - the local offers membership.

Section 2. Recall

A. Cause

The President, Vice President, a member of the Board of Directors or a member of the Executive Committee may be removed by the Hearing Committee during the term of office for cause after notice and a hearing, except where the basis of such removal is a complaint filed by an employee under the MTA policy on harassment.

B. Procedure

- (1) Removal proceedings shall be heard by the MTA Hearing Committee except as otherwise provided in these Bylaws (see Section 3 below).
- (2) All petitions for removal shall be submitted in accordance with the rules of procedure promulgated by the Hearing Committee. Removal petitions must set forth with specificity the nature of the conduct for which removal is sought.



MTA BYLAWS

(3) All decisions of the Hearing Committee shall:

- be in writing
- state whether a petition for removal has been approved or dismissed
- make findings of fact in support of its decision
- state the vote on such petition
- be signed by all members of the Hearing Committee who voted on the petition.

(4) The affirmative vote of at least six (6) members of the Hearing Committee shall be required for removal.

(5) If a petition for removal is approved by the Hearing Committee, the person sought to be removed may appeal the decision to the Board of Directors.

The Board shall have appellate jurisdiction to review the procedure followed by the Hearing Committee, but the facts as found by the committee shall be final and binding and not subject to the Board's review.

The affirmative vote of two-thirds (2/3) of those present and voting at a meeting of the Board of Directors shall be necessary to reverse a decision by the Hearing Committee.

In the event of such an affirmative vote by the Board, the petition shall thereupon be remanded to the Hearing Committee for further hearings consistent with the Board's decision and these Bylaws.

(6) If a petition for removal is denied after a hearing by the Hearing Committee, there shall be no right of appeal to the Board of Directors and the person shall remain in office.

(7) All vacancies created by the removal of an officer, a member of the Board of Directors or a member of the Executive Committee shall be treated in the same manner as vacancies created by death or resignation.

Section 3. Discipline by Workplace Equity Committee

A. Cause

A member, officer, Board or Executive Committee member who violates the MTA policy on harassment shall be subject to admonishment, censure, suspension, expulsion, removal or other requirement or fulfillment of other requirements, as prescribed in the Bylaws.

B. Procedure

(1) Based on a finding that a member, officer, Board or Executive Committee member has violated the MTA policy on harassment, the committee may admonish, censure, suspend or remove from office, suspend or expel from membership, or set requirements consistent with the goal of providing a workplace free of harassment.

(2) The procedures for operation of the committee, and a provision for an appeal to the Board of Directors, shall be established by the Board of Directors.



MTA BYLAWS

ARTICLE XII AMENDMENTS

Section 1. Amendment of Bylaws by a Meeting of Delegates

- A. Proposed amendments of Bylaws shall have been appended to the call for the meeting, which shall have been given at least two weeks in advance.
- B. A two-thirds (2/3) vote of those present and voting is required for amendment of the Bylaws.
- C. The power to act on amendments proposed at said meeting may be delegated to the Board by a vote of three-fourths (3/4) of those present and voting.

Section 2. Amendment by Direct Vote of the Membership

The requirements and procedures for such amendments shall be set by the Board by three-fourths (3/4) of those present and voting.



MTA STANDING RULES



MTA STANDING RULES

RULE 1: Certification and Registration

Section 1. Composition of Credentials and Ballot Committee - A Credentials and Ballot Committee shall be appointed by the President for rotating terms of three (3) years.

Section 2. Duties:

The Credentials and Ballot Committee shall be responsible for the supervision of the accreditation of delegates and alternates at meetings of the delegates and for the seating of delegates. The decisions of the Credentials and Ballot Committee shall be final unless overruled by the Meeting(s) of Delegates.

The chair of the Credentials and Ballot Committee shall give a preliminary report at the first business session of the delegates and a final report when the registration is complete. The final report shall include the number of local associations in attendance and the number of eligible local associations not in attendance.

The committee shall be responsible for the conduct of the annual elections held at the Annual Meeting of Delegates. Any other items on which votes are taken by electronic ballot printed ballot, by hand, standing count, electronic vote or roll call vote will be managed by the Division of Governance in concert with the committee.

The chair of the Credentials and Ballot Committee shall present the report of the balloting to the final business session of the Meeting(s) of Delegates.

RULE 2: Delegates and Alternates

Section 1. Certification of Delegates – Via the system provided, each local association shall file with the Executive Director-Treasurer the list of its elected delegates and alternates, by 5 p.m. on the Friday that is one week prior to the start of a Meeting. No changes to the list of elected delegates and alternates shall be accepted after that date. For the purposes of these rules, the term “local” shall be deemed to include all local associations.

Section 2. Alternates

Only an elected alternate who has been reported as an alternate to MTA in accordance with the above deadline (by 5 p.m. one week prior to a meeting) may take the place of an absent delegate and only as authorized by the local president.

RULE 3: Registration and Online Meeting Access

Section 1. Registration procedures at a Meeting of Delegates shall be under the immediate direction of the Credentials and Ballot Committee.

Section 2. At a Meeting of Delegates where candidates are running for election, delegate registration shall begin on the first day of the meeting and shall be closed at the closing of the polls.

Section 3. At a Meeting of Delegates where no candidates are running for election, delegate registration shall be closed two (2) hours after the meeting has been called to order.

Section 4. Only registered delegates will be provided access to participate in the meeting, be recognized to speak, and to vote.

Section 5. For in-person delegates, delegate identification badges shall be worn around the neck in the holder provided in order to be clearly visible.

Section 6. Quorum shall be established based on the number of delegates present in the designated meeting room in addition to delegates verified by the AV professionals, connected to the meeting through the virtual meeting platform.

Section 7. Individual connectivity issues shall not be the basis for a Point of Order or a challenge to the results of any votes or elections.



MTA STANDING RULES

RULE 4: Seating

Section 1. Non-Delegates

- (a) Meetings of delegates shall be open to members of the Association insofar as seating arrangements permit, and remote access will also be offered. Registration is required.
- (b) With the consent of the Meeting(s) of Delegates, a member, guest, or MTA staff may address the meeting.

Section 2. Seating Arrangements

- (a) The business session room seating plan shall be arranged to provide sections for delegates, members, guests and MTA staff.
- (b) Proper identification shall determine admittance to the proper section.
- (c) Members of the press shall be given appropriate identification and admitted to the area reserved for their use.
- (d) MTA staff members who need access to the floor of the meeting shall wear appropriate identification.
- (e) The chair and members of each delegation shall assume responsibility for permitting only certified delegates to sit in the section designated for delegates.
- (f) A separate seating area shall be provided specifically for those delegates who prefer to wear masks, and only delegates wearing masks shall be permitted in said area.

RULE 5: Local Delegations

Section 1. Each local delegation shall elect a chair and vice chair as appropriate.

Section 2. If a roll call is requested, the AV platform can report individual delegate voting.

RULE 6: Order of Business and Debate

Section 1. The President and Executive Director-Treasurer will have time on the agenda to add to the printed reports and to respond to questions from the floor.

Section 2. The first item of business of the Meeting(s) of Delegates shall be the Preliminary Credentials Report. Awards will be presented on the first day following the Preliminary Credentials Report.

Section 3. The first item of business on the second meeting day shall be new business items with budgetary implications. The next item of business on the second meeting day shall be the budget.

Section 4. The Meeting(s) of Delegates shall be conducted in accordance with the provisions of the MTA Bylaws.

Section 5. There shall be an official parliamentarian appointed by the President.

Section 6. Delegates who wish to speak or make a motion shall follow this color-coded system: Yellow for a question or point of order, Green to speak in favor, and Red to speak against. Points of order pertaining to a violation of the rules shall also be recognized and shall take priority over other matters.

No member shall speak in debate more than twice to the same question during the same meeting, nor longer than two (2) minutes at one time, unless permission is granted by majority vote of the meeting(s). No delegate shall speak using a yellow position for more than one (1) minute at one time unless permission is granted by majority vote of the meeting(s).

Upon recognition, all delegates shall identify themselves by stating their name and local association, student or retired member. A delegate debating a motion may not conclude their remarks by moving to close debate.

Section 7. All motions made by delegates participating remotely requiring a second shall be deemed to be seconded.

Section 8. A member may yield the microphone or speaking time to another delegate only for the unused portion of their allotted time except when using a yellow position. A member speaking on a yellow position may not yield the microphone or speaking time to another delegate.

Section 9. Questions on the determination of whether or not an item is one of new business or a resolution shall



MTA STANDING RULES

be channeled through the Presiding Officer for a decision.

Section 10. New Business Items

- (a) New business items without budgetary implications will be followed by Resolutions.
- (b) No later than 4 p.m. on the first meeting day, the delegates shall commence consideration of any new business items submitted to the President by 5 p.m. on the Monday prior to the Meeting of Delegates. Thirty minutes will be designated to consideration of new business items with budgetary implication, and thirty minutes will be designated to consideration of new business items without budgetary implications.
- (c) New business items with budgetary implications must be submitted to the Presiding Officer by 5:00 p.m. on the Monday prior to the Meeting of Delegates and shall be considered by the delegates before the budget is adopted.
- (d) New business items that have a policy implication must be submitted to the Presiding Officer by 5 p.m. on the Monday prior to the Meeting of Delegates.
- (e) Other new business items without budgetary implications shall be submitted to the Presiding Officer prior to 5 p.m. of the first day of a Meeting of Delegates.
- (f) On the second day of the Meeting of Delegates, new business items without budgetary implications will be considered for a minimum of 90 minutes. New business items may be alternated with other agenda items.
- (g) New business items not acted upon or referred prior to the adjournment of the Meeting of Delegates will be referred to the Board of Directors.
- (h) Solidarity Actions planned on either the first or second day will commence after 5:00 p.m. or the close of business, whichever comes first.

Section 11. No delegate speaking in debate may move the previous question.

Section 12. With the exception of items on the agenda, all substantive motions shall be submitted in writing to the Presiding Officer.

Section 13. Delegates need to enter the speaking queue by adding their name to the speaker list at the microphone stations throughout the meeting room, and by using the color-coded system listed above, Yellow, Green, or Red.

The Meeting shall use an online platform for delegates participating remotely that will allow for recognition of delegates wishing to speak, opportunity for questions and debate, and online voting (for motions and elections). Delegates participating using the remote platform who wish to speak or make a motion shall use the recognition feature of the virtual platform to indicate Yellow, Green, or Red.

When debate begins, yellow positions will be recognized in order, up to a maximum of three (3) yellow positions, followed by rotation of red/green/yellow or green/red/yellow, and so on. If at any time there are no yellow positions, the standard green/ red or red/green progression will continue until more yellow positions are raised, at which time the yellow/green/red or yellow/red/green order will resume.

Section 14. Executive Session will not be possible in hybrid Meetings of Delegates.

Section 15. Debate on a motion shall not be closed until there have been at least two (2) speakers for and two (2) speakers against on any motion, with the exception that debate may be closed if there are no speakers for or against the motion in the speaker queue.

Section 16. Points of personal privilege shall not be recognized until the conclusion of the adopted order of business.

RULE 7: Resolutions

Section 1. Proposed resolutions to be acted upon at a Meeting of Delegates shall be submitted in writing, signed by the maker, to the Resolutions Committee prior to 5 p.m. on the second Friday in January. Any proposed resolution approved by a majority vote of the Resolutions Committee shall be recommended to the Meeting(s) of Delegates, after having been presented to the March meeting of the MTA Board of Directors for its recommendation. If disapproved by the Resolutions Committee,



MTA STANDING RULES

the maker shall be notified prior to 5 p.m. on March 1.

Any proposed resolution not approved by the Resolutions Committee may be resubmitted to the committee for consideration in the following year.

- Section 2. All proposed resolutions, insofar as possible, shall be printed in the official publication of the Association and shall be made available to delegates before action is scheduled thereon by the Meeting of Delegates.
- Section 3. Resolutions that have been adopted at a previous meeting and are not amended or deleted pursuant to a submission under Section 1, shall continue in effect.
- Section 4. All resolutions adopted by the Meeting(s) of Delegates shall be printed as official Association resolutions, as provided for in Rule 13 and as part of the document containing Bylaws and Standing Rules.
- Section 5. Any proposed resolutions pending at adjournment of the Meeting of Delegates will be referred to the Resolutions Committee for consideration under Section 1 above.

RULE 8: Amendments to Bylaws and Standing Rules

- Section 1. Proposed amendments to the Bylaws to be acted upon at the Annual Meeting of Delegates shall be submitted in writing prior to 5 p.m. on the second Friday in January to the Committee on Bylaws and Rules.
- Section 2. Proposed amendments to the Standing Rules shall be presented to the Committee on Bylaws and Rules prior to the opening of a Meeting of Delegates.
- Section 3. Proposed amendments to the Bylaws and the Standing Rules, submitted by individual members or local association, shall be reviewed and, if necessary, combined and/or edited without substantive changes by the Committee on Bylaws and Rules and then submitted to a Meeting of Delegates.
- Section 4. (a) The Committee on Bylaws and Rules shall, within 30 days of taking action on a proposed amendment, issue a report of its action to the submitter of the amendment.
(b) Prior to the January deadline, the committee will make a reasonable effort to assist interested members in achieving their intent so that proposals are legally worded and are consistent with other sections of the Bylaws and Standing Rules.
- Section 5. The Committee on Bylaws and Rules shall recommend to the Annual Meeting of Delegates procedures for consideration of amendments to the Bylaws and Standing Rules.
- Section 6. Unless otherwise specified, all amendments to the Bylaws affirmatively adopted by the delegates shall take effect on the first day of the fiscal year next following.

RULE 9: Nominations and Elections

- Section 1.
- In the first report of the Credentials and Ballot Committee, the Executive Director-Treasurer shall cause to be announced to the Annual Meeting the names of those candidates nominated under Article VII, Sections 2B, 3B, 4B, 5B, 6B.
 - Each candidate for President or Vice President, or designee, shall be given an opportunity to speak for five (5) minutes as the last item of business on Friday at the Annual Meeting.
 - Each candidate in a contested election for Statewide, At-Large, or District Director; or Statewide, At-Large, or Regional Executive Committee member, or designee, shall be given three (3) minutes to speak to the respective delegates.
 - Candidates will also have the opportunity to provide recorded speeches, same length as above, for posting on the MTA website.
 - The committee shall report to the Annual Meeting Delegates, prior to any nominations or elections, whether any candidate has in any manner violated the election rules and regulations prior to voting. These violations shall be reported to the Annual Meeting of Delegates by the Chair of the Credentials and Ballots Committee on the first day of Annual



MTA STANDING RULES

Meeting and entered in the official record of the Annual Meeting.

Section 2. Elections

- (a) Election shall be held at the Meeting(s) of Delegates on the second meeting day.
- (b) The election of candidates will be scheduled to begin at 11 a.m. on the second meeting day, after action on the proposed budget, and voting will take place within the business session (in person and virtual). If action on the budget goes beyond 11 a.m., elections will begin immediately after.
- (c) No other business will be transacted during the elections. Election results will be presented at the conclusion of whichever item of business is being transacted at the time when the tabulations have been completed and certified.
- (d) Retired Members Committee members shall be elected at the Annual Meeting of Delegates by the Statewide Retired District delegates. The candidates receiving the highest number of votes shall be declared elected.
- (e) In the event of a tie vote by two (2) or more candidates in an election, a runoff election will be held between or among the tied candidates to fill the available seats.
- (f) The order of candidates' names on a runoff election ballot for majority and plurality elections will be listed by the same order as the initial ballot.

Section 3. Campaign Expenditures

- (a) All candidates shall be required to file with the Credentials and Ballot Committee a complete account of campaign expenditures within twenty-one (21) days after the Annual Meeting, on a form provided by the Association.
- (b) The Credentials and Ballot Committee shall certify the receipt of these reports.

RULE 10: Distribution of Campaign Materials

- Section 1. All campaign materials shall be properly identified by source and sponsorship.
- Section 2. No campaign literature or related materials may be distributed or posted within the seating area of the business session room or registration areas or where such materials are visible from these areas.
- Section 3. At Meetings of Delegates, the Credentials and Ballot Committee is authorized to remove campaign materials and prohibit practices that are inconsistent with the committee's guidelines.
- Section 4. Candidates shall be responsible for the removal of all campaign materials at the termination of the Meeting of Delegates.

RULE 11: Electioneering

- Section 1. No electioneering shall be allowed during the time specified for the election.
- Section 2. At a special delegate assembly, the Credentials and Ballot Committee will have the final decision on whether and to what extent campaigning for elective office may take place.

RULE 12: Sergeant-at-Arms

The Presiding Officer of the Meeting(s) of Delegates shall appoint a Sergeant-at-Arms.

RULE 13: Distribution of Bylaws, Standing Rules and Resolutions

A copy of the Bylaws, Standing Rules and Resolutions of this Association shall be available upon request to any MTA member as soon as possible after the Annual Meeting of Delegates.

RULE 14: Non-Sexist Terms

All Bylaws, Standing Rules and Resolutions shall be written in non-sexist terms.



MTA RESOLUTIONS



MTA RESOLUTIONS

PREAMBLE

The Massachusetts Teachers Association, as an advocate for education, should advance the cause of education for all individuals, promote excellence among all educational personnel, gain recognition of the basic importance of the professional educators in the learning process, secure professional autonomy, protect the rights of educational personnel and advance their interests and welfare, unite educators for effective citizenship, promote and protect human and civil rights, and obtain for its members the benefits of an independent, united teaching profession. Therefore, the following resolutions are adopted by the Annual Meeting of Delegates as its formal expression of opinion, intent, belief or position to guide the MTA, its members, Board of Directors, Executive Committee and other groups within the MTA structure.

A. SERVE AS AN ADVOCATE FOR EDUCATION

A-1 QUALITY PUBLIC EDUCATION IN A DEMOCRATIC SOCIETY

The Massachusetts Teachers Association believes that without a quality public education system as its foundation, a free democratic society is not possible. The MTA believes that a participatory democracy is dependent upon a shared commitment to public education, and that the nation, its communities, parents, and individuals must express that commitment through economic and moral support.

Furthermore, the MTA believes that all of its members are dedicated to quality education and that cooperation among all educational personnel is essential. Quality education means freedom to teach, diversity of education, and the education of students to become productive and active members of a democratic society.

The MTA further believes that parents and/or legal guardians are essential to the success of public education and must be supported in working as partners in their children's development.

The MTA also believes that a necessary role of public education is to promote democratic principles, including a fair and just legal system, the protection of individual rights and the common good, and the use of democratic processes to effect change. The MTA believes that education must seek the elimination of structural inequality and systemic discrimination. (95, 99, 19)

A-2 AMERICAN EDUCATION WEEK

The Massachusetts Teachers Association believes that American Education Week is an important observance during which positive attention should be focused on the contributions of public education and education employees. (07)

A-3 MASSACHUSETTS BOARD OF ELEMENTARY AND SECONDARY EDUCATION

The Massachusetts Teachers Association believes that the Massachusetts Board of Elementary and Secondary Education is entrusted with providing the supervision and direction for Massachusetts public schools. The MTA also believes it is crucial that individuals who are appointed demonstrate a record of commitment to public education and not have a vested interest in organizations that would benefit from the dismantling of public education.

The MTA further believes that the constitution of the Massachusetts Board of Elementary and Secondary Education must reflect the racial and ethnic diversity of our public school students and include other historically marginalized groups. (99, 09, 21)

A-4 EDUCATION REFORM

The Massachusetts Teachers Association believes that education reform programs must provide an excellent education for every student and include equity, equal educational opportunity, innovation, authentic accountability, meaningful parental involvement, educator empowerment and school improvement for all.

The MTA further believes the Massachusetts Board of Elementary and Secondary Education must be a constructive force for the improvement of public education in Massachusetts and must work with educators, teacher unions, parents and community members in order to create a positive educational environment. (99, 19)



MTA RESOLUTIONS

A-5 SEPARATION OF CHURCH AND STATE

The Massachusetts Teachers Association believes in the basic American doctrine of the separation of church and state.

Therefore, the MTA condemns any legislative or legal devices which would impose prayer in any form or the teaching of creationism upon the public school system and its professional staff. (80, 82)

A-6 FINANCING OF PUBLIC EDUCATION

The Massachusetts Teachers Association urges the state and federal governments to properly fund all public education on an equitable basis and opposes unfunded education mandates.

The MTA believes that public education should be financed largely by the state through equitable taxes, thereby lowering local taxes and ensuring the availability of quality education to all students. The state should build a reserve fund through existing and new revenue sources as a means of protecting public schools and children from inevitable economic downturns. The MTA condemns all state and local agencies that, under the guise of economy, use budgetary practices and procedures that result in the reduction of the quality of education from preschool through graduate studies. Furthermore, the MTA strongly opposes any effort to impose an unrealistic budgetary limit.

The MTA believes that public education should receive the highest priority during any municipal or state fiscal crisis. Therefore, the MTA opposes the closing of schools and/or the reduction of staff during any such crises and urges the Legislature to meet its constitutional responsibilities by providing sufficient funds to any school district faced with severe financial problems. (74, 77, 78, 80, 81, 82, 88, 07, 15)

A-7 ACCESS AND FUNDING FOR HIGHER EDUCATION

The Massachusetts Teachers Association believes that all qualified individuals are entitled to equal access to a debt-free college education. The MTA urges that the state Legislature fund public higher education at a level that will guarantee access to a quality community college, state college, or state university education for all qualified residents of Massachusetts.

The MTA believes that increases in tuition and fees should not be substituted for adequate state funding.

Furthermore, the MTA opposes any federal or state cutbacks which would reduce the amount of financial aid to students and which would limit access to higher education for middle- and low-income families.

The MTA believes that no financial aid from the Commonwealth should be provided toward tuition for any for-profit colleges or universities. (85, 89, 99, 18)

A-8 FUNDING PHYSICAL FACILITIES

The Massachusetts Teachers Association believes that the physical facility is critical to the educational process.

The MTA believes that many educational facilities are in a state of decay, neglect and/or deterioration. The MTA urges that state funding be allocated to modernize, expand, replace and/or maintain these facilities in order to provide a safe and effective teaching and learning environment for students and educational employees.

The MTA further believes that the state should provide sufficient funds to guarantee that classroom space is available so that each K-3 student can be in a class with no more than 15 students.

The MTA also believes that the community, parents/guardians, students and education employees must be effectively involved in the development of plans to modernize, expand and/or replace facilities. (89, 01)

A-9 PARENTAL OPTION/CHOICE PLANS

The Massachusetts Teachers Association believes that parental option or choice plans compromise the Association's commitment to free, equitable, universal and quality public education for every student.

The MTA further believes local districts, in partnership with the state and federal government, must provide a quality education for every student by securing sufficient funding to maintain and to enhance excellence in each local public school district.

The MTA continues to support alternative programs in the public schools for specific purposes.

The MTA opposes state or federally mandated parental option or choice plans. (89)



MTA RESOLUTIONS

A-10 PRIVATIZATION OF PUBLIC INSTITUTIONS

The Massachusetts Teachers Association opposes the privatization of the institution of public education or any component therein. The MTA recognizes that privatization takes many forms, such as outsourcing Education Support Professionals (ESP) services, auxiliary services and online program management; entering into public-private partnerships for early childhood education, public childcare, early college, and capital construction; filling school/college positions for multiple years with contract employees and temporary agency employees; and heavily relying on management consultants for school/college operations.

The MTA specifically opposes private-sector contracts and partnerships if it determines that such contracts have a negative impact on public education or reduce or eliminate the number of staff providing or could be providing that educational service. The MTA opposes any efforts that undermine institutions of public education by diverting funds and/or weakening their democratic autonomy. The MTA stands strongly against the transformation of educational institutions from a public good to profitable commodities and believes anti-privatization legislation is needed. (75, 77, 80, 17, 24)

A-11 VOUCHER PLANS AND TUITION TAX CREDITS

The Massachusetts Teachers Association believes that voucher plans, tuition tax credits or other funding arrangements that use tax monies to subsidize pre-K through 12 private school education can undermine public education, reduce the support needed to fund public education adequately, weaken the wall of separation between church and state, and cause racial, economic and social segregation of students.

The MTA opposes voucher plans, tuition tax credits, or other such funding arrangements that pay for students to attend sectarian schools. The MTA also opposes any such arrangements that pay for students to attend nonsectarian pre-K through 12 private schools in order to obtain educational services available to them in public schools to which they have reasonable access. (01)

A-12 CHARTER SCHOOLS

The Massachusetts Teachers Association supports innovation within public education, including the establishment of alternative public school programs, magnet schools and Horace Mann Charter Schools.

However, the MTA believes that Commonwealth Charter Schools negatively impact the regular public education program. The MTA further believes that all charter schools should be bound by all laws and regulations that pertain to regular public schools.

The MTA believes that charter schools must not divert funds at either the local or state level from the regular public school programs. MTA further believes that charter schools must contain procedures for regular periodic assessment and evaluation both fiscal and academic. (97, 00)

A-13 COMMONWEALTH CHARTER SCHOOLS

MTA believes that Commonwealth Charter Schools have produced highly uneven results and are by no means a panacea. In light of the impact that charter schools have on district public schools, the MTA believes that local school committees should have the authority to grant or deny charter applications and renewals following a process that is open to the public and provides for input from all stakeholders. In addition, charter schools should have the same degree of transparency as any other taxpayer-funded schools, including public access to curricula, teaching methods, enrollment practices, governance practices and finances.

The following tenets should guide current policies or any expansion of Commonwealth Charter Schools.

- (a) The funding system should not inequitably divert resources from district public schools.
- (b) Charter schools should be required to fairly serve all students, including special needs children, English language learners, low-income students and those at risk of dropping out of school.
- (c) Every charter school should be required to offer a demonstrably innovative educational experience that is different from what is available in district public schools.
- (d) Charter schools with high student attrition rates should be closed.
- (e) Charter schools should be prohibited from employing “push-out” strategies to retain students who test well while sending others back to district public schools. (10)



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A-14 EQUALITY OF EDUCATION IN STATE INSTITUTIONS

The Massachusetts Teachers Association, realizing the existence of varying degrees of educational neglect in the state institutions, strongly urges that the state Departments of Elementary and Secondary Education, Mental Health, Public Health, Corrections and all other related agencies take immediate steps to improve their services and thereby guarantee total educational opportunity for those persons under their jurisdiction. (75, 77)

A-15 COMMUNITY EDUCATION

The Massachusetts Teachers Association believes that the goal of education is to provide lifelong learning opportunities and experiences for all citizens. Therefore, the MTA urges all local public school systems to provide comprehensive pre-K through adult educational programs for their respective communities. (77, 02)

A-16 USER FEES

The Massachusetts Teachers Association believes that user fees in the elementary and secondary public schools are inequitable and undermine the very basis of a system of universal, free public education. Therefore, the MTA opposes user fees to finance educational programs and services. (90)

A-17 SCHOOL TO WORK/CAREER EDUCATION

The Massachusetts Teachers Association believes that the goal of public education is to provide all individuals, preschool through adult, opportunities to become effective, responsible, productive citizens. To achieve this goal, career education must be interwoven into the total educational system and should include programs in gender-free career awareness and exploration to aid students in career course selection. These programs should be combined with cooperative efforts on the part of educators and leaders from labor, business, and the community to provide school-to-work experiences that meet rigorous academic standards and are accorded the same level of accreditation as other education programs. (07)

A-18 BUSINESS SUPPORT FOR PUBLIC EDUCATION

The Massachusetts Teachers Association believes that the business community should play a cooperative role with the Association in support of public education.

The MTA urges local associations to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the MTA welcomes supplementary activities such as cooperative programs, resource assistance and release of employees for parent/teacher conferences. (91)

A-19 PUBLIC SCHOOL EVALUATION

The Massachusetts Teachers Association recognizes the importance of fair and impartial public school evaluation and accreditation in the Commonwealth. Accordingly, the MTA supports educationally sound criteria for the selection of evaluators used by the New England Association of Schools and Colleges.

The MTA also opposes school accountability measurements, especially those tied to high-stakes standardized testing, that perpetuate systemic racist and socioeconomic discrimination in the form of state receiverships, which often deny communities of color and economically disadvantaged communities democratic local control of school systems. (74, 18)

A-20 SCHOOL ACCOUNTABILITY AND IMPROVEMENT

The Massachusetts Teachers Association supports effective and fair school accountability systems. The MTA believes that these systems must promote high levels of student achievement and ensure that the best teaching practices are supported and utilized.

The MTA also believes that the focus of the accountability system must be on the school as the unit of evaluation and improvement of student learning. Development and implementation of the accountability system must ensure that the stakeholders at the school district and state levels share the responsibility for establishing clear goals, adopting high standards for student achievement, and providing the necessary resources and support systems.

MTA further believes that such a system should use multiple assessment tools and sources of data, including periodic evaluations of school quality by external evaluators; provide professional development for all education employees to promote the achievement of school improvement goals; and provide for the timely dissemination of assessment data to all stakeholders.



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The MTA also believes that, in institutions of public higher education, faculty and staff should be an integral part of governance procedures and decision-making processes. (01, 10)

A-21 HOME SCHOOLING

The Massachusetts Teachers Association believes that home schooling programs cannot provide the student with a comprehensive education experience.

The MTA believes that instruction should be performed by persons who are licensed by the Massachusetts Department of Elementary and Secondary Education and that a curriculum approved by the Massachusetts Department of Elementary and Secondary Education should be used.

The MTA believes that if parental preference home schooling study occurs, students enrolled must meet all state requirements. Students schooled at home must be required to take all local, state and national assessments required of public school students.

The MTA also believes that such home schooling programs should be limited to the children of the immediate family, with all expenses borne by the parents.

The MTA further believes that local public school systems must have the authority to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public school setting from a home school setting. (00, 09)

A-22 EARLY CHILDHOOD EDUCATION

The Massachusetts Teachers Association believes that high quality early childhood/preschool programs and full-time kindergarten programs provide all students with solid foundations for their educational experience. The MTA also believes that the state Legislature must fully finance such programs in all public school systems in the Commonwealth. (02)

B. ADVOCATE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1 EQUAL EDUCATIONAL OPPORTUNITY

The Massachusetts Teachers Association continues to support equal educational opportunity for all. The MTA, therefore, strongly condemns all governing bodies in the Commonwealth of Massachusetts that jeopardize equal educational opportunity for all students. In addition, the MTA demands the enactment of legislation that will provide adequate funding for equal educational opportunity.

The MTA further recognizes the importance of fair housing practices as a factor in providing equal educational opportunity and urges its members to develop and promote practicable programs to implement fair housing practices in every community and to support legislation that will ensure that all persons will have the opportunity to reside in the communities or neighborhoods of their choice. (76, 77, 89, 90, 00, 19)

B-2 EQUITY FOR RACIAL AND ETHNIC MINORITY AND ECONOMICALLY DISADVANTAGED STUDENTS

The Massachusetts Teachers Association recognizes that many racial and ethnic minority and economically disadvantaged students and communities are burdened by inequitable distribution of resources and opportunities. Therefore, the MTA encourages school districts and local affiliates to research, analyze and take steps to correct this injustice.

Furthermore, the MTA supports all efforts concerning the establishment of policies and practices that ameliorate racial and economic inequities and support equitable educational opportunities. The MTA opposes policies and practices that exacerbate racial and economic injustices. (89, 99, 00, 17)

B-3 LANGUAGE ACQUISITION SUPPORT

The Massachusetts Teachers Association believes that children from all cultures should have equal opportunity to a complete education and that each district should provide necessary language acquisition support and resources. MTA opposes any prohibition on teaching students in their native language. (02)

B-4 SCHOOL ATTENDANCE

The Massachusetts Teachers Association, recognizing that regular school attendance is essential to a successful educational experience, believes that students and families should receive the support they need to



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cooperate with attendance policies. (79, 81, 89, 99, 19)

B-5 HIV/AIDS AND HEPATITIS B

The Massachusetts Teachers Association recognizes the serious health hazards and complexities in dealing with HIV (Human Immunodeficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome) and Hepatitis B. Therefore, the MTA urges that every school district, college and university establish guidelines and procedures for dealing with these health problems, including the adoption of OSHA regulations pertaining to blood-borne pathogens and bodily fluids.

The MTA further urges that all recognized employee organizations be involved in the development of these guidelines, and that any dispute as to their meaning or application be subject to the appropriate grievance/arbitration procedure. Such guidelines should be reviewed periodically and revised as necessary to reflect current medical information regarding HIV/AIDS and Hepatitis B.

Furthermore, the MTA supports state and local policies that ensure a free, appropriate public education in a least restrictive environment for all students with HIV/AIDS and Hepatitis B. The MTA believes that the placement of such students in schools is a medical decision that should be made on a case-by-case basis by qualified health care professionals. (86, 94, 99)

B-6 LEAD POISONING

The Massachusetts Teachers Association, recognizing the hazard of lead poisoning, which frequently leads to learning disabilities in children, urges all school systems to undertake appropriate community educational programs to help eliminate this serious health hazard.

Furthermore, MTA recommends that the Commonwealth establish testing programs that identify children at risk for lead poisoning. (76, 81, 94, 99)

B-7 IMPROVEMENT OF READING SKILLS

The Massachusetts Teachers Association believes that a child's success at reading is critical to overall student achievement.

The MTA, therefore, urges that all local school districts establish diverse strategies in every elementary school with the goal of ensuring that all students are reading independently by the end of Grade 3.

Furthermore, the MTA urges that local districts and the state provide adequate resources needed for achievement of reading skills essential for promoting reading as a lifelong activity. (76, 00)

B-8 OCCUPATIONAL EDUCATION AND TECHNOLOGY EDUCATION

The Massachusetts Teachers Association recognizes the importance of Occupational Education and Technology Education and urges the Board of Elementary and Secondary Education, the state Department of Elementary and Secondary Education and the Legislature to continue their endeavors to coordinate, develop, finance and assist in the maintenance and establishment of such programs in schools throughout the Commonwealth. (73, 77, 94, 02, 09)

B-9 HEALTH AWARENESS AND EDUCATION

The Massachusetts Teachers Association recognizes that sensitive and comprehensive health education can be a positive force in promoting physical, mental and social health.

The MTA urges school systems to assume an important role in developing and implementing courses in this area.

The MTA believes that school systems should establish and support quality comprehensive health programs including sex education programs that are medically accurate and gender-affirming and that include information on birth control and family planning, parenting skills, prenatal care, communicable and infectious diseases, sexually transmitted diseases, HIV/AIDS prevention, incest and sexual abuse, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies; as well as other programs that include information on violence and mental health.

The MTA further recommends the continued development and implementation of programs designed to cultivate respect for the human mind and body and the full range of sexualities and gender expressions. Teachers must be qualified and licensed to teach health and must be legally protected from censorship and lawsuits. (69, 75, 79, 81, 85, 87, 94, 99, 09, 17, 21)



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B-10 ENERGY EDUCATION

The Massachusetts Teachers Association believes that the implementation of energy education programs in schools throughout the Commonwealth will contribute to energy conservation, to the development of cost-effective alternative energy sources, and to the creation of new employment opportunities. Therefore, the MTA strongly urges school committees, boards of trustees, and the governing boards of higher education to seek funds that will allow well-designed energy education programs to be incorporated into the curriculum. (80, 81)

B-11 THE ENVIRONMENT, NATURAL RESOURCES AND CLIMATE CHANGE

The Massachusetts Teachers Association believes that preservation of natural resources is vital to the future quality of life. The MTA also recognizes the importance of all matter within the life cycle and urges the establishment of programs to teach students the concepts of and appreciation for the interdependence of all living organisms.

The MTA urges its members to support and teach educational programs that develop in students an understanding of their responsibilities to all living and non-living things, positive behaviors toward the environment, and an understanding of the need to protect the earth's resources. The MTA also recognizes the importance of programs designed to improve the ecological balance and shall actively support federal, state and local programs that seek to combat the pollution of the environment.

The MTA believes that global climate change causes significant measurable damage to the Earth and its inhabitants. The MTA further believes that students should be taught about the impact of human behavior and our political-economic system on global climate change and about ecologically sound practices and social and economic systems that lessen that impact.

Therefore, the MTA demands that the Commonwealth of Massachusetts and its cities and towns actively pursue and promote the use of alternative energy resources and shift to entirely carbon-free, renewable energy as quickly as possible. (70, 79, 80, 85, 88, 89, 91, 99, 02, 15, 16, 19)

B-12 METRIC SYSTEM

The Massachusetts Teachers Association reaffirms the National Education Association's position in urging the adoption of the International System of Units (SI Metric System) and further urges that the Massachusetts Board of Elementary and Secondary Education, the governing boards of higher education, and boards of trustees of the Commonwealth continue to take appropriate steps to educate all citizens in the use of this international system. (75, 86, 09)

B-13 LABOR EDUCATION

The Massachusetts Teachers Association recognizes the study of labor history as an integral part of learning American history, with special emphasis on the right of workers to organize and to bargain for wages, hours and working conditions. American history curricula need to recognize the centrality of labor history in order to offer a complete understanding of our country's past. (81, 17)

B-14 MULTICULTURAL/GLOBAL EDUCATION

The Massachusetts Teachers Association recognizes that multicultural/global education develops an awareness of cultures and an appreciation of the interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including world languages), the study of geography, and the cooperation among the diverse groups in our nation and world.

The MTA urges school systems to develop comprehensive educator professional development in multicultural/global education. (79, 81, 82, 85, 88, 99, 13, 19)

B-15 BUSINESS EDUCATION

The Massachusetts Teachers Association recognizes the importance of business education in providing the skills and knowledge necessary for all people to successfully compete in an information-oriented society.

The MTA urges that school committees and boards of trustees provide the funding necessary to maintain or expand business programs within their schools. (89)



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B-16 PERSONAL FINANCIAL LITERACY

The Massachusetts Teachers Association believes that it is in the best interest of all students to be proficient in financial literacy and supports the development and offering of instruction in personal finance at all levels in our public schools and colleges. (10)

B-17 VOCATIONAL/TECHNICAL EDUCATION

The Massachusetts Teachers Association recognizes the importance of vocational/technical education for the individual student and for communities throughout the Commonwealth and, therefore, supports vocational/technical education as a major component of education. The MTA affirms the need for appropriate funding, qualified personnel, and continual updating of existing programs, equipment and facilities, and for the development of high-technology programs in order to effectively prepare students to meet the challenges and changes of a global job market.

The MTA supports innovative programs that encourage vocational/technical students to further their education at postsecondary institutions. Furthermore, the MTA believes in the concept of lifelong learning through vocational/technical education and supports the development of human resources through continuing education, training and retraining for citizens, which will assist individuals, family units and communities to achieve their goals. (85, 86, 94)

B-18 USE OF ANIMALS IN ACADEMIC ENVIRONMENT

The Massachusetts Teachers Association believes that educational personnel at all levels should implement and follow guidelines concerning the humane treatment and use of animals in all academic environments. (90, 99)

B-19 CONSTITUTION EDUCATION

The Massachusetts Teachers Association supports the United States Constitution and believes that educators must help students understand the practice, ideals, principles and rights embodied therein. (90, 02)

B-20 PHYSICAL EDUCATION

The Massachusetts Teachers Association believes that physical activity is essential to good health. Therefore, a comprehensive program of physical education – one that is developmental, sequential, cooperative in nature and culturally sensitive – should be provided daily in grades pre-kindergarten through 12 in or on a facility designed for that purpose.

The MTA further believes that such programs should be planned, directed and taught by licensed physical education teachers. (92, 99, 09)

B-21 STUDENTS WITH DISABILITIES

The Massachusetts Teachers Association recognizes the professional responsibility implicit in its role in accordance with federal and state laws that govern the education of students with disabilities. The MTA also recognizes the need for training and professional development for regular and special education teachers and education support professionals, especially during periods when laws governing education are changing. Therefore, the MTA insists upon adequate and appropriate education and re-education as a condition for implementing any new professional roles, rights or responsibilities as a function of changing laws or policies.

The MTA believes that federal and state governments and local communities must fully finance their share of the cost of implementing the provisions of these laws. (74, 78, 01)

B-22 GIFTED, TALENTED AND CREATIVE STUDENTS

The Massachusetts Teachers Association believes that gifted, talented and creative students should receive appropriate instruction suited to their needs and potentials and supports federal, state and local funding for gifted education.

The MTA also believes that there must be well-developed criteria and guidelines for identifying and teaching these students. Such identification must not discriminate on any basis other than the exceptionality of being identified.

Therefore, the MTA urges the state Department of Elementary and Secondary Education, the governing boards



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of higher education and boards of trustees of the Commonwealth to provide leadership by establishing policies and developing teacher training models that will ensure that local school systems establish programs that meet the needs of gifted, talented and creative students.

The MTA urges its affiliates to promote the development and implementation of such services to gifted children and support for all educators working with this special population. (78, 80, 81, 01)

B-23 FINE ARTS EDUCATION

The Massachusetts Teachers Association believes that artistic expression is basic to an individual's intellectual, aesthetic and emotional development, and therefore must be included as a component of education at all levels. The MTA urges its local affiliates to become involved in the promotion, expansion and implementation of a fine arts program in the curriculum.

The MTA supports the efforts of the state Board of Elementary and Secondary Education, the Massachusetts Council for the Arts and Humanities and the National Endowment for the Arts in their efforts to vitalize and infuse the arts into preschool through graduate curricula.

The MTA further urges local school systems to implement fine arts programs in accordance with the Commonwealth's Arts Curriculum Frameworks. (78, 79, 81, 84, 99, 09)

B-24 DISCRIMINATORY TRACKING

The Massachusetts Teachers Association believes that the use of discriminatory academic tracking based on socioeconomic status, race or gender must be eliminated in all public school settings. The MTA urges its local associations to oppose these practices. (89)

B-25 OPENNESS IN TESTING

The Massachusetts Teachers Association supports the right of students and/or their parents, where the law applies, to examine tests that the students have taken and their corrected responses.

The MTA believes that this right applies to any test administered in public and private schools in Massachusetts, including state-mandated tests, such as prospective teacher tests, and those tests used as a basis for high school graduation and/or admission to college or professional school. (80, 83, 88, 00)

B-26 SPECIALIZED INSTRUCTIONAL MATERIALS

The Massachusetts Teachers Association recognizes that instructional materials often do not meet the needs of all learners, including students with disabilities, English learners, and gifted students. The MTA therefore believes that funds should be made available for the creation and acquisition of classroom materials that aid differentiated instruction. (19)

B-27 SCHOOL LIBRARIES/MEDIA PROGRAMS

The Massachusetts Teachers Association believes that a comprehensive library/media program –including print, non-print and electronic resource materials, instruction in library research and information literacy skills, and licensed library/media specialists/library teachers – should be provided for each elementary and secondary school in Massachusetts. (87, 01, 09)

B-28 TRANSFER OF STUDENT RECORDS

The Massachusetts Teachers Association believes that the current mobility of society dictates the need to expedite confidential informational exchanges between schools.

The MTA encourages that steps be taken to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education. (88)

B-29 ADOLESCENT PREGNANCY AND PARENTING

The Massachusetts Teachers Association believes that special efforts must be made by school districts to meet the needs of adolescent parents to live productive lives in our society. The MTA recommends that special programs be implemented to include:



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- (a) Flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education.
- (b) Adequate guidance in continuing education and productive employment.
- (c) Promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning and parenting skills.
- (d) Establishment of child-care services.

The MTA further believes that adolescent parents should not be discriminated against or denied equal educational opportunities. (89, 02, 21)

B-30 TECHNOLOGY IN EDUCATION

The Massachusetts Teachers Association recognizes that access to new technology is essential to the expansion of knowledge and the development of new skills. Therefore, the MTA supports the appropriate use of technology in education and urges school committees and governing boards of higher education to bargain with local associations and chapters to develop policies regarding the use of such technology.

The MTA believes that educators and students should be given the opportunity to explore and use the potential of emerging technologies under conditions that ensure their health and safety. Filtering of Internet websites must maintain a balance between the protection of students and the open flow of information.

The MTA also believes that every student should have the opportunity to experience technology education and that all educational professionals should have the opportunity for training in their schools in utilizing educational technology in their classrooms. Furthermore, the MTA believes that instructional technology should be used to support, but not to supplant, the classroom educator.

The MTA believes that the use of digital technology in classrooms cannot be addressed in isolation from students' home use. The MTA encourages a holistic approach in which educators and administrators work with parents or guardians wishing to protect children from the dangers of excessive screen use, including health effects, gaming addiction and screen-related anxiety and depression.

The MTA encourages districts to enact policies that result in limiting the distractions caused by smartphones and other digital devices, including school-issued devices, in schools.

The MTA also encourages schools to moderate the use of online homework and online textbooks in order to help students avoid excessive screen exposure (93, 94, 96, 99, 13, 19)

B-31 HIV/AIDS PREVENTION

The Massachusetts Teachers Association recognizes the responsibility of schools to respond to the HIV/AIDS crisis in today's society. The MTA urges the establishment of comprehensive HIV/AIDS prevention programs in schools, colleges and universities. These programs must include education about prevention options, including abstinence and medically accepted protective devices. In response to the need to prevent the spread of HIV/AIDS, the MTA supports making condoms available to students in colleges and universities and, with parental knowledge of the procedure, making condoms available to students in Massachusetts secondary schools (grades 7-12). (87)

B-32 STANDARDIZED TESTING OF STUDENTS

The Massachusetts Teachers Association believes that the primary purpose of standardized tests should be to improve the quality of education and instruction for students. Standardized tests are most useful when selected or developed by educational professionals closest to the classroom and integrated with assessment information specific to district programs.

The MTA urges locals to advocate developmentally appropriate assessment techniques that are bias-free, reliable and valid.

The MTA also believes that when a test is mandated at the state or national level it should only be used to evaluate programs toward meeting state or national standards and/or goals. The MTA opposes any use of standardized tests when scores are:

- used as criteria for the reduction or withholding of any educational funding;



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- used inappropriately to compare students, educators, programs, schools and communities;
- used as a single criterion for high-stakes decision-making;
- used to evaluate educators;
- used to design programs for “teaching to the test” rather than to the content measured by the test.

The MTA further believes that the administration of a standardized test includes the responsibility to educate the stakeholders in the purpose of the test, the meaning of test results and the accurate interpretation of conclusions, while protecting the privacy rights of students and educators. (99, 15)

B-33 TIME TO LEARN

The Massachusetts Teachers Association believes that an excessive focus on high-stakes tests and other mandated assessments has a negative effect on the quality and breadth of the education provided to students. This excessive focus constrains the curriculum that districts can provide and limits students’ time to learn. (15)

B-34 PROGRAMS BEFORE AND AFTER SCHOOL

The Massachusetts Teachers Association recognizes the need for programs to provide children with adequate, nurturing adult supervision and guidance before and after school hours.

The MTA believes that such programs should be supported by local, state and federal funds, staffed by qualified and trained personnel, and should include, but not be limited to, opportunities for study sessions, counseling and guidance in addition to recreational activities and free unstructured time.

The MTA also believes no currently employed educational personnel should be required to work in such programs, and all personnel who do work in these programs should be fairly and adequately compensated. (99)

B-35 CLASS SIZE

The Massachusetts Teachers Association believes that excellence in the classroom can best be obtained by small class size.

The MTA also believes class-size maximums must be based on the type of students, subject area content, physical facilities and other criteria. Weighted class-size formulas should be implemented to reflect the inclusion of exceptional students. The MTA further believes the Massachusetts Department of Elementary and Secondary Education should collect and report class-size data. (00, 09)

B-36 HOMEWORK

The Massachusetts Teachers Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.

The Association believes that the type and amount of homework assigned should be determined by the classroom teacher and be appropriate to a student’s development level.

The Association also believes that, when homework is assigned, school districts should provide the resources and materials required to complete the assignment. (07, 19)

B-37 EDUCATION OF IMMIGRANTS

The Massachusetts Teachers Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education in an environment free from harassment.

The Association also believes that all parents should have equal access to all services provided by the school system regardless of their immigration status. The Association opposes Immigration and Customs Enforcement (ICE) operations on school property.

The Association supports access to higher education for undocumented students and access to financial aid and in-state tuition to state colleges and universities in the states where they reside. The Association also believes that neither educational systems nor their employees are responsible for the determination and enforcement of legal residency status. (16)



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C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS

C-1 CONCERN FOR CHILDREN OF THE WORLD

The Massachusetts Teachers Association encourages its members to promote student activities that support and show concern for children throughout the world, particularly those children who, due to war, internal repression or other disasters, are being denied their basic rights and freedoms. (87,93)

C-2 EDUCATION FOR HOMELESS CHILDREN

The Massachusetts Teachers Association believes that education must be provided for all children, including those without a permanent legal address.

The MTA advocates the right of all students to an education, adequate housing and health care.

The MTA recognizes the need for cooperation among school and community groups in meeting the needs of homeless children, including the need for a stable education environment.

The MTA recognizes the disproportionate rate of homelessness among LGBTQ+ children, children of color and low-income children.

The MTA seeks and supports legislation to ensure equal educational opportunities for all children.

The MTA believes that the state must fully finance the cost of implementing these programs. (89, 94, 21)

C-3 EQUAL OPPORTUNITY IN EXTRACURRICULAR PROGRAMS

The Massachusetts Teachers Association believes that at all educational levels each student must have an equal opportunity to participate in extracurricular programs. The MTA urges that school committees and boards of trustees provide funding for equity in facilities, equipment and staff for students regardless of sex, gender identity or gender expression.

The MTA further believes that students who participate in intercollegiate athletics should receive compensation. In cases where the financial impact of the student's participation has a notable impact on the revenue of the institution, compensation may extend beyond alleviation of tuition and fees. Students receiving such compensation should have the right to unionize under relevant labor laws. The MTA urges intercollegiate athletic associations to alter their rules accordingly. (79, 01, 19, 21)

C-4 BENEFITS OF RECESS

The Massachusetts Teachers Association believes that elementary school children benefit from having recess. Recess is an unstructured time that allows children to play and to release energy and stress. Daily recess provides children the opportunity to develop and improve social skills and it provides them a break from the academic rigors placed on them. The MTA recommends daily recess of at least 20 minutes for children in grades K-5. (05, 21)

C-5 GUIDANCE AND COUNSELING SERVICES

The Massachusetts Teachers Association believes that school counselors play an important role in the education of the children of Massachusetts and that high-quality guidance and counseling services should be available to all children of the Commonwealth. The MTA further believes that guidance programs that emphasize the developmental needs of children and that are preventive in nature offer invaluable assistance to students and their parents.

The MTA recognizes the need for low student-to-counselor ratios and urges school systems to achieve a ratio of 250-to-1 or lower.

The MTA further believes that these programs are best provided by school counselors who are members of the regular school faculty.

The MTA strongly urges that all school systems take immediate steps to implement the Massachusetts model, a comprehensive planned system of counseling, beginning at the elementary level. (85, 87, 88, 89, 05)

C-6 HEALTHY AND SAFE SCHOOLS

The Massachusetts Teachers Association believes that staff and students deserve to be in a healthy and safe learning environment. The MTA believes that measures should be taken to guarantee that physical conditions



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of buildings are maintained so as to conform to the highest possible standards for health and safety, in full compliance with all building codes and safety regulations of the state.

The MTA urges that school committees and boards of trustees must improve school mechanical ventilation systems to assure that school spaces' air quality is sufficient to diminish as much as possible the risk of airborne infections from indoor pathogens from any source (viral, bacterial and molds), and bring them in line with best practices and current scientific recommendations. This would require mechanical ventilation systems (Heating Ventilation and Air Conditioning, HVAC), which must be mechanically driven from Air Handling Units (AHU) that provide a supply of clean outside air. At least five Air Changes per Hour (5 ACH) must be achieved in each school space. The outside air could be complemented by recycled air filtered through at least MERV 13 rated filters to achieve the minimum 5 ACH. Appropriate exhaust flows out of each school space must be balanced with the supply air into the rooms. Portable HEPA Ventilation units could also be provided to complement and maximize air cleansing.

The MTA recommends that contract bargaining language require formation of Health and Safety Committees composed of school personnel, parents and school committee members and that they have regularly scheduled meetings designated to improve the health and safety of the school environment.

The MTA further urges that school committees provide for safe usage, proper storage and transfer and disposal of all toxic and/or hazardous substances used in school buildings and on school grounds.

The MTA strongly supports the enforcement of the Occupational Safety and Health Act (OSHA) on behalf of all employees in the public sector.

The MTA believes that all educational facilities must be safe from all environmental and chemical hazards, including lead from water pipe systems within schools, inadequate ventilation and climate control, particulate pollution, mold and sick-building syndrome.

The MTA urges that dangerous asbestos be removed immediately from the schools and that the Commonwealth provide funds for its removal and other related expenses.

The MTA also strongly supports the state's school immunization requirements. These requirements exist to protect students, staff and members of the wider community from serious diseases that can be prevented by vaccines. (75, 77, 79, 82, 84, 85, 88, 01, 03, 07, 19, 24)

C-7 SCHOOL FACILITIES: DESIGN, CONSTRUCTION AND FUNCTION

The Massachusetts Teachers Association believes that school facilities must be conducive to teaching and learning. The physical environment must allow for a variety of needs, including the number of students, physical characteristics of students, changes in teaching methods, presentation of instruction, and an increased use of school facilities. The MTA also believes that all school facilities must be well constructed, safe, energy-efficient, aesthetically pleasing, accessible, functional and adaptable to persons with disabilities. The MTA supports building designs that prioritize the safety, dignity and privacy of students and student athletes of all sex, gender, gender identities and expressions.

The MTA supports ecologically conservative facility designs including heating, ventilation and air conditioning systems.

The MTA believes that the community, parents/guardians and education employees should play an advisory role in designing these facilities.

The MTA also believes that stable and sufficient funding must be provided for the design, construction, maintenance and operation of the school facility.

The MTA believes that one of the most effective means to prevent the risk of airborne infections to students and educators (viral, bacterial and molds) is a well-designed mechanical ventilation system that is in line with best practices and current scientific recommendations. This would require a system that provides for at least 5 Air Changes per Hour (5 ACH) based on outside clean air. Well-tempered outdoor supply air should be designed-in for every school indoor space. Temperature and relative humidity extremes should be avoided — by design — in new schools while conforming with at least 5 ACH ventilation rates as a design criterion as described in MTA Resolution C-6 Healthy and Safe Schools.

These principles should apply equally to preK-12 schools and buildings used by public higher education institutions. (11, 21, 24)



MTA RESOLUTIONS

C-8 ADMINISTRATION OF MEDICATION AND NURSING PROCEDURES

The Massachusetts Teachers Association urges all school committees to establish policies and procedures for students who must use prescribed and/or over-the-counter medication or who need other nursing services during school hours.

The MTA believes that only registered nurses or other properly trained and authorized staff should administer such medication or perform such nursing services.

The MTA further believes that non-nursing school personnel have the right to refuse without fear of disciplinary repercussions to administer or to delegate to others the administration of medications and/or other nursing services in non-emergency situations.

The MTA also urges the Massachusetts Legislature to enact into law appropriate legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (89, 94, 09)

C-9 PROMOTING APPROPRIATE SCHOOL BEHAVIOR

The Massachusetts Teachers Association believes that a safe and orderly environment in which students are treated with dignity will provide them with a positive learning experience. Effective strategies in socialization enhance high expectations and quality instruction, thereby promoting self-control and responsible behavior in students while ensuring the right of all students to due process and an orderly learning environment.

The Association promotes the study, development and funding of a variety of effective disciplinary procedures. The Association also believes that its local affiliates, in conjunction with other stakeholders, should develop guidelines for effective disciplinary techniques. The Association further believes that governing boards, in conjunction with local affiliates, parents/guardians, students, education employees and community members, should develop policies and standards that provide the necessary administrative support to education employees for the maintenance of a positive, safe school environment.

The Association also believes that school and district outreach to parents should include information about expectations for appropriate student behavior in school.

The Association condemns the misuse of discipline as a means of excluding students from the school setting until other methods of behavioral intervention have been exhausted. This does not preclude the removal of the offender from the school setting to protect other students and education employees. Disruptive students should not be placed in vocational, technical, unified arts or special education classes solely for the purpose of solving disciplinary problems. The Association believes that corporal punishment should not be used as a means of disciplining students. (07)

C-10 PROTECTING THE LEARNING ENVIRONMENT

The MTA recognizes that students learn best in a safe and orderly environment. The MTA, therefore, believes that students who exhibit chronically disruptive behaviors should be provided the necessary supports and resources to be successful and, in some cases, may need to be placed in alternative programs that can meet their individual needs and protect the learning environment for all students and staff.

The MTA further believes that new state funds must be allocated for these programs. (00, 18)

C-11 DISCIPLINARY POLICIES AND RESTORATIVE PRACTICES

The Massachusetts Teachers Association believes that students learn best in a safe and peaceful environment. Safe and peaceful learning environments need to be supported by consistent and effective disciplinary procedures in combination with preventive and restorative practices built through strong community relationships.

The MTA believes that frequent disruptions can only be effectively addressed by comprehensive approaches that dedicate sufficient resources for the development of systemwide solutions involving multiple stakeholders. These solutions must balance protecting the learning environment from disruption, protecting students and staff from risks posed by students who have a history of violent or threatening behavior, and protecting the rights of all students to dignity and fair treatment. This should include proper notification to school staff of the risks posed by students with a demonstrated history of violent or threatening behavior.



MTA RESOLUTIONS

The MTA opposes disproportionately relying on punitive and zero-tolerance measures that contribute to the “school-to-prison pipeline” in which children are funneled out of public schools and into the juvenile and criminal justice systems. Policies that criminalize or excessively penalize students for minor infractions have disparate impacts on students of color, low-income students, students with disabilities, transgender, gender nonconforming and other LGBTQ+ students. (76, 77, 78, 81, 89, 99, 08, 18, 21)

C-12 DIGITAL TECHNOLOGY SAFETY

The Massachusetts Teachers Association strongly urges that education governing bodies throughout Massachusetts take appropriate steps to ensure the health and safety of students and school personnel in using computers in classrooms and offices.

The MTA believes that measures should be taken to avoid the potential of harmful effects of using digital technology, including radiation, eye strain and muscular and neurological disorders, as well as social, emotional and psychological impacts.

Whenever public school or higher education systems require substantial use of electronic screen devices, such requirements should be widely publicized and debated by educators, school health officials, parents or guardians, and education governing bodies. (85, 02, 19)

C-13 CHILD ABUSE AND EXPLOITATION OF CHILDREN

The Massachusetts Teachers Association condemns child abuse. The MTA strongly urges the continued adoption of programs that will educate all educational personnel in the detection, reporting and elimination of child abuse.

The MTA further urges the enactment and enforcement of state legislation banning exploitation of children and specifically providing severe penalties for those who exploit children for profit or other advantages to the detriment of the children, including physical and psychological abuse, unfair advertising practices aimed at children, pornography and prostitution.

Further, the MTA strongly urges all school staff to comply with the mandated reporting procedures in the current child abuse law. (78, 82, 85, 95)

C-14 MEDIA, GAMES, PRODUCTS AND CHILDREN

The Massachusetts Teachers Association recognizes that children are an especially vulnerable and easily exploited audience who must be protected from exposure to violence, prejudice, sexual content and stereotyping by mass media, the Internet and products that are accessible to children.

The MTA encourages the producers of mass media and managers of media platforms to select and use age-appropriate subject matter in their products targeted at children and for owners of media platforms to closely monitor content being developed for children. The MTA also encourages all radio and television programming executives, when determining the appropriateness of program subject matter and the development of broadcasting schedules, to consider children’s ages. The MTA further encourages advertisers and media professionals to use standard grammar and correct spelling and to refrain from the use of stereotypical and/or discriminatory terminology and profanity.

The MTA encourages the producers of games and toys to make explicit to consumers, prior to purchase, the nature of a product’s content through specific labeling. The MTA believes that regulations restricting the purchase of games and toys based on age appropriateness should be developed and enforced. The MTA deplores exposing children as consumer test groups to violent interactive games and products in order for manufacturers to determine how to increase or refine the violent content for the express purpose of increasing sales.

The MTA also believes that, through media literacy education, education employees, parents/guardians and children must become critical users of mass media, the Internet and other products accessible to children. The MTA further encourages its local associations to provide means for education employees to assist parents/guardians in the selection of appropriate media, games and products for their children. (03, 18)

C-15 ADVERTISING IN THE SCHOOL

The Massachusetts Teachers Association believes that schools provide an educational setting that should not be influenced by outside commercial interests. Therefore, the MTA is strongly opposed to providing access to public school facilities for commercial gain.



MTA RESOLUTIONS

The MTA believes that any introduction of technology must be undertaken in ways that limit commercial access to students and their data wherever and whenever possible. (89, 19)

C-16 STUDENT RIGHTS AND RESPONSIBILITIES

The Massachusetts Teachers Association believes that students should be made aware that in addition to their basic rights under the law, there are equally important responsibilities inherent in those rights. (77, 81, 82, 85)

C-17 YOUTH DETENTION AND INCARCERATION

The Massachusetts Teachers Association believes that youth in detention centers must be provided structured educational programs, which will enable them to become contributing members of society. Therefore, the MTA believes that these youths must be provided instruction in life skills and learning skills. (78, 82, 02)

C-18 FOSTER CARE

The Massachusetts Teachers Association believes that children are entitled to live in a caring, non-abusive and nurturing environment.

The MTA urges that foster care placement be based on the needs of the child as determined by those professionals working with that child.

The MTA further believes that no individual should be prohibited from becoming a foster parent based on race, ethnicity, color, national origin, religion, gender, sexual orientation, gender identity and expression, immigration status, age, physical and mental ability, marital status or social class.

The MTA opposes any policy or legislation that would threaten quality foster care to children by mandating such prohibitions. (91, 21)

C-19 RIGHTS OF THE CHILD

The Massachusetts Teachers Association believes that children in all societies should enjoy basic fundamental human rights and educational opportunities. The MTA urges all its members and affiliates to adhere to and expand on the principles in the United Nations' Declaration of the Rights of the Child.

The right:

- to affection, love and understanding.
- to adequate nutrition and medical care.
- to free education.
- to full opportunity for play and recreation.
- to a name and nationality.
- to special care for differences in physical and mental ability.
- to be among the first to receive relief in times of disaster.
- to be a valued member of society and to develop individual abilities.
- to be brought up in a spirit of peace and universal fellowship.
- to enjoy these rights regardless of race, ethnicity, color, gender, gender identity and expression, sexuality, religion, national origin or social class. (79, 80, 86, 21)

C-20 QUALITY HEALTH CARE FOR CHILDREN

The Massachusetts Teachers Association firmly believes that all children have the right to quality health care regardless of their parents' employment status or income level.

The MTA advocates universal access to quality comprehensive health care for all children of the Commonwealth to promote their optimal health and well-being. The MTA recognizes the importance of gender- and sexuality-affirming medical care and culturally proficient medical providers to address the specific health needs of marginalized student populations. The MTA will work in partnership with parents, health care professionals and members of statewide and community organizations in providing health education, community service programs and public health initiatives. (99, 21)



MTA RESOLUTIONS

C-21 NUTRITION

The Massachusetts Teachers Association believes that proper nutrition is essential to student development and success. Food service programs should be provided by employees of the local district or campus. School food service programs must be nutritionally sound, appealing, affordable and appropriately sized. A choice of nutritious beverages and plant-based foods should be available.

The MTA also supports nutrition programs that are regulated by uniform standards, readily accessible, are medically correct for students and employees who have special, documented dietary needs, and are supported by public funds.

The MTA believes that the way public funds are allocated for school food service programs must maintain quality and appropriate levels of service. (15, 18)

C-22 HUMANE LUNCH BREAKS

The Massachusetts Teachers Association believes that students and educators should be provided a break of at least 30 minutes for lunch. A break of this duration is needed to promote holistic well-being. (17)

C-23 CHILD LABOR

The Massachusetts Teachers Association recognizes that many of our students feel obligated to neglect schoolwork for wage labor and, therefore, urges employers and school officials to fulfill their obligations diligently under Massachusetts labor laws.

Furthermore, the MTA deplors the use of child labor anywhere in the world and abhors forcing any child to work for wages rather than exercising the right to attend school. (00, 21)

C-24 CRISIS INTERVENTION PROGRAMS

The Massachusetts Teachers Association believes that crisis intervention programs must be developed and implemented at the state and local levels. The MTA also believes that such programs must have detailed written procedures for each emergency category, such as accidental death, death by suicide, natural death, hostile intruders or natural disasters.

The MTA further believes that all school personnel must be provided the resources and training to become familiar with such procedures in principle and in practice. (01)

C-25 CRITICAL MEDIA LITERACY

The Massachusetts Teachers Association believes that learning to analyze and evaluate information, discern fact from fiction and contextualize sources is essential to educating our students to be responsible citizens. The MTA supports the development and implementation of units and programs in all schools and academic institutions, especially those created in collaboration with certified teacher librarians and academic librarians, which will support the growth and application of information and media literacy skills as students advance through their lives. (17)

D. PROMOTE EXCELLENCE AMONG EDUCATIONAL PROFESSIONALS AND SUPPORT PERSONNEL

D-1 THE EDUCATION PROFESSION

The Massachusetts Teachers Association believes that the education profession is a cornerstone of society. The goal of the profession must be to provide the highest-quality education to all students. To achieve this goal, the profession must be composed of individuals who meet the highest standards. These standards must be established, maintained and governed by the members of the profession and must apply to recruitment, educator preparation, induction, professional development, evaluation, practice and accountability. (08, 19)

D-2 EDUCATOR PARTNERSHIPS

The Massachusetts Teachers Association believes that its members should initiate programs and activities between education organizations in the United States and Education International to develop realistic perceptions of other systems: educational, social and political. (88, 19)



MTA RESOLUTIONS

D-3 TEACHER PREPARATION PROGRAMS

The Massachusetts Teachers Association believes teacher preparation programs are necessary and should be supported.

The MTA believes student teaching programs do an excellent job of preparing future teachers when the programs include strong, positive interactions and partnerships between preK-12 schools and higher education institutions, and when cooperating teachers are equal partners with college and university supervisors from teacher training programs.

Furthermore, the MTA, recognizing that teachers have a responsibility for assisting in the preparation of those entering the profession, believes that teachers who supervise students should be adequately and directly prepared and compensated. Acceptance of student teachers, interns or residents by preK through adult education classroom practitioners should be voluntary.

The MTA also believes that all parties have rights and responsibilities within their respective roles and, therefore, urges its affiliates to obtain contractual language which includes all aspects of student-teacher involvement in the schools. (75, 79, 85, 86, 00, 13)

D-4 PUBLIC EDUCATION AS A CAREER CHOICE

The Massachusetts Teachers Association encourages all members to promote teaching and other occupations within the field of public education as attractive career choices.

The MTA will seek to develop programs to attract new educators and to make prospective educators aware of key issues within the profession.

The MTA supports the establishment of organizations involving students interested in the field of education as a profession. The MTA believes that its local affiliates should promote the establishment of such organizations at the secondary and higher education levels and encourage its members to serve as advisors.

The MTA advocates the preservation and expansion of the state's teacher education loan forgiveness program and other incentives. (86, 02, 19)

D-5 RACIAL AND ETHNIC DIVERSITY IN THE EDUCATION PROFESSION

Recognizing the importance of having an education profession that reflects the racial, ethnic and linguistic diversity of the student population in Massachusetts, the MTA encourages efforts to recruit, retain and support prospective ethnic minority candidates as well as those continuing in the field of education at both the preK-12 and higher education levels. (14,18)

D-6 QUALIFIED PERSON IN EVERY PROFESSIONAL POSITION

The Massachusetts Teachers Association believes that all education professionals must have the knowledge and skills necessary to perform their duties. Therefore, the MTA insists that every professional position, including specialized positions, must be filled by an individual holding the appropriate credentials.

The MTA also believes in the importance of employing licensed teachers and/or retired Massachusetts public school teachers who have held appropriate licensure to fulfill the critical role of substitute teachers, especially for long-term absences. Long-term absences for licensed specialists, such as librarians, counselors, nurses and music specialists, must be filled by substitutes who hold or who have held the required specialty licenses. (77, 81, 93, 09)

D-7 CODE OF ETHICS

The Massachusetts Teachers Association reaffirms its support for the Code of Ethics of the Education Profession and urges members to familiarize themselves with the code and adhere to its principles. (73, 76, 09)

D-8 TEACHER EDUCATION

The Massachusetts Teachers Association supports efforts for the improvement of teacher education on both undergraduate and graduate levels. The MTA also recognizes the need to establish new programs within higher education to meet the in-service and professional growth needs of its members. (73, 86, 93, 01)



MTA RESOLUTIONS

D-9 MENTOR AND INDUCTION PROGRAMS

The Massachusetts Teachers Association believes that professional peer support systems, such as mentor and induction programs, must be utilized solely for the development of professional expertise.

The MTA believes that the planning, implementation and evaluation of such programs must be cooperatively developed and negotiated with the local association.

Qualifications of mentor licensed educators and Education Support Professionals and the duties and responsibilities of all parties must be clearly defined and uniformly administered.

The criteria and process for selection of mentor licensed educators and ESPs must be negotiated with the local association. Participation must be voluntary. The state and local school committees and boards of trustees also have the obligation to provide hold-harmless protection.

The MTA believes that mentor licensed educators and ESPs must be compensated for all additional responsibilities and that the program must be fully funded by the state.

The MTA also believes that mentor licensed educators and ESPs must be given release time during the regular school day to fulfill their mentor-related activities.

The MTA further believes that the formative assistance provided by such programs must be independent of any summative evaluation. Any documentation or discussion that results from the mentoring relationship must be confidential and must not be included in the participant's personnel files. (89, 02, 21)

D-10 TESTING PRACTICING EDUCATORS

The Massachusetts Teachers Association opposes any law or regulation that would require practicing educators to pass a test in order to remain licensed or employed. (99, 09, 19)

D-11 EVALUATION OF PERSONNEL

The Massachusetts Teachers Association accepts the concept of educator accountability for the provision and maintenance of high quality education when and where educators have a significant role in the formulation of goals, policies and procedures.

It is imperative that local associations bargain educator evaluation instruments appropriate to the roles of the individual educators and their use for the improvement of instruction, professional growth and education personnel accountability. The MTA believes that the primary goal of evaluation should be improvement of instruction.

The MTA believes that the establishment of performance criteria within evaluation must ensure that objectives are attainable and that evaluation takes into account all community and environmental factors that affect the learning process, including adequate funding.

Evaluations should not be used to adversely affect an educator's license.

The MTA further believes that education support professionals should be evaluated consistently and comprehensively, including observation and feedback by a contractually designated evaluator who understands the role of the ESP.

The MTA further believes that state education associations must be integral to the establishment of any performance criteria promulgated by the Commonwealth. (73, 85, 90, 10, 15, 18)

D-12 TEACHER STATUS LANGUAGE

The Massachusetts Teachers Association believes that it is incumbent on policymakers and the full education community to recognize the value and expertise of those new to the profession or new to a school system.

MTA urges that all laws, regulations, policies, guidelines, communications and other official documents avoid the use of disrespectful and/or demeaning language; that includes, but is not limited to, the use of the term "non-professional teacher" to describe an employee who has yet to obtain permanent status, known in the law as "professional teacher status."

MTA urges all local affiliates to remove such language from their documents, including collective bargaining agreements, at the earliest opportunity. (02)



MTA RESOLUTIONS

D-13 REQUIREMENTS FOR VOCATIONAL/TECHNICAL INSTRUCTORS

The Massachusetts Teachers Association recognizes the advancements made in industry and technology which are reflected in vocational/technical programs throughout the state. The MTA urges the Board of Elementary and Secondary Education to maintain stringent requirements for vocational/technical instructors. (81, 86, 09)

D-14 APPOINTMENT OF COACHES

The Massachusetts Teachers Association believes that the essence of interscholastic sports is to promote the growth, health, character and participation of all students. The MTA supports the concept that all athletic coaches who are responsible for this facet of education shall be educators licensed by the Massachusetts Department of Elementary and Secondary Education, or Education Support Professionals, and that they shall be subject to the provisions of the collective bargaining agreement in the system in which they are employed as coaches. (84, 09, 21)

D-15 PROFESSIONAL DEVELOPMENT

The Massachusetts Teachers Association believes the Commonwealth should provide adequate funding for professional development activities in each district and assist districts in providing high-quality, no-cost professional development activities.

The MTA also believes the Massachusetts Department of Elementary and Secondary Education should carefully monitor and enforce appropriate use of state professional development funds provided to all districts.

The MTA encourages local associations to work in partnership with districts in the creation of mechanisms to ensure that their members are full participants in developing their district and school professional development activities. (00)

D-16 EDUCATOR LICENSURE

The Massachusetts Teachers Association believes that the Commonwealth of Massachusetts, or an independent standards board governed by members of the profession, if one is established, is the only entity that should have the authority to award or deny educator licenses in Massachusetts. Licensing criteria should reflect the pedagogical demands of the field and be linked to building the skills and experience of the practitioner, not to student testing outcomes.

Professional development required to maintain an educator license should be relevant, practicable and respectful of educators' professionalism and time. (00, 09, 16, 17)

D-17 NATIONAL LICENSURE

The Massachusetts Teachers Association supports voluntary professional national licensure by which the profession grants recognition to an individual who has met qualifications specified by the profession.

The MTA supports the establishment of appropriate assessment procedures by which individuals demonstrate exemplary practice in pedagogy and in subject matter areas, supports the establishment of appropriate standards for the issuance of licenses to all individuals who meet these standards, and supports national professional organizations, such as the National Board for Professional Teaching Standards (NBPTS), which is composed of a majority of practicing public school educators and which maintains a roster of those who have been certified/licensed.

The MTA further supports the periodic evaluation of such licensure procedures to ascertain whether discrimination is perpetuated based on race, ethnicity, color, national origin, religion, gender, sexual orientation, gender identity and expression, immigration status, age, disability or social class by the requirements for licensure. (01, 21)

D-18 PROFESSIONAL DEVELOPMENT AND ACCESS TO INFORMATION FOR PARAPROFESSIONALS

The Massachusetts Teachers Association recognizes that paraprofessionals play a critically important role in supporting the education of students in our public schools.

The MTA strongly supports paraprofessionals being provided with high-quality professional development to ensure that they have the knowledge, skills and ability they need to assist and educate the students who are assigned to them.

Furthermore, the MTA believes that paraprofessionals should be informed about the educational goals of their students and should receive all relevant information needed to help their students meet those goals. (12)



MTA RESOLUTIONS

D-19 RETIRED MEMBER PARTICIPATION

The MTA believes that retired members are a valuable asset and should be active participants within the association at the national, state and local levels. The expertise of retired members should be utilized in all areas of the association. The MTA encourages all who are eligible to join the MTA and NEA retired member programs. (14)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF EDUCATIONAL PERSONNEL IN THE EDUCATIONAL PROCESS

E-1 ACADEMIC FREEDOM

The Massachusetts Teachers Association believes that academic freedom is essential to teaching and learning.

The MTA supports critical theories of education, which acknowledge that schools are instruments of political power. The MTA supports approaches to education that go beyond teaching adaptation to power and that encourage questioning, contesting and transforming government and market authorities and cultural norms.

The MTA further believes that academic freedom includes the right of educational professionals to determine the content, sequence and organization of programs of learning (curriculum and/or syllabi).

Therefore, the MTA opposes any attempt to restrict or legislate the selection of educational materials for classroom and library use. (92, 11, 18)

E-2 EDUCATIONAL PERSONNEL INVOLVEMENT IN STATEWIDE EDUCATIONAL POLICY

The Massachusetts Teachers Association believes that educational personnel from all levels should be involved in the establishment of statewide educational policy. Therefore, the MTA encourages the Massachusetts Department of Elementary and Secondary Education and the governing boards of higher education to include MTA designees on its task forces and committees, including those that deal with curriculum frameworks, statewide student testing programs and teacher licensure and evaluation.

The MTA also supports the inclusion of a significant number of preK-12 educators as voting members of the Board of Elementary and Secondary Education. (77, 78, 85, 86, 89, 99, 09, 15)

E-3 INNOVATIVE EDUCATION

The Massachusetts Teachers Association encourages experimentation with innovative education concepts, provided that such experiments are conducted with full involvement of educational personnel, adequate funding and careful evaluation.

To ensure the effectiveness of such innovations, MTA believes that union representatives must be engaged in the planning of such processes from their inception and that, wherever possible, all pertinent details should be developed via the collective bargaining process and incorporated into collective bargaining agreements. (71, 81, 90, 08)

E-4 TIME TO TEACH

The Massachusetts Teachers Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching, but also applies to those conditions that contribute to the student-teacher relationship. There should be a reasonably defined workload and unencumbered planning time during the student day for employees to meet their responsibilities.

The MTA also believes that, at all levels and in all disciplines, additional common planning time should be provided during the student day for employees to meet for such purposes as, but not limited to, planning interdisciplinary activities/units, team planning times and coordinating with special education and support professionals.

The MTA also believes that education support professionals should have time to meet with teachers and specialists when students are not present to coordinate academic plans and expectations, which may include discussing Individual Education Plans, daily lessons and behavior plans.

The MTA further believes that, in order for the educator to spend adequate time on instructional duties, the paperwork and electronic communication burden on the practitioner must be taken into consideration in defining a reasonable workload. (07, 11, 18)



MTA RESOLUTIONS

E-5 SAFEGUARDING EDUCATIONAL COMMONS

The MTA recognizes that educators contribute to the public good through the development of an educational commons. Therefore, the work of educators must be steadfastly guarded from commercialization by state and market forces that expropriate their intellectual labor. (18)

F. PROTECT THE RIGHTS OF EDUCATIONAL PERSONNEL AND ADVANCE THEIR INTERESTS AND WELFARE

F-1 SUBCONTRACTING OF TEACHING AND SUPPORT SERVICES

The Massachusetts Teachers Association deplores the subcontracting of professional education positions and support services to persons or agencies outside the local collective bargaining unit. (77, 85)

F-2 RESPECTFUL WORK ENVIRONMENT

The Massachusetts Teachers Association supports a respectful work environment, one that is free from bullying, retaliation and harassment. (11)

F-3 CONTINGENT FACULTY PROTECTION

The Massachusetts Teachers Association believes that contingent faculty are valuable and, in many cases, necessary to the programs of colleges and universities. Therefore, they should be treated no differently from full-time, tenure-track or permanent faculty for purposes of employment conditions.

The MTA also actively supports creating new full-time, tenure-track faculty positions within colleges, universities and community colleges, and, in doing so, giving priority to contingent faculty seeking full-time positions.

The MTA further believes that the excessive use of academic appointments on contingent, temporary, non-tenure track, and/or multiple-year contracts may undermine academic and intellectual freedom, opportunity for tenure and participation in the governance structure. Institutions often fail to fulfill their responsibility to provide even basic resources and educational support when contingent faculty have no office space, no office supplies and no workload credit for office hours. When the state of working conditions forces contingent faculty to teach at multiple institutions, educational quality is undermined.

Equitable treatment of contingent faculty must include—

- Salary and benefits proportionate (pro-rata pay and benefits) to their work, including course preparation time, office hours, advising, committee assignments and involvement in shared governance.
- Equal treatment with tenure system faculty regarding issues of resource allocation, including office space, access to phone and computer equipment, library facilities, secretarial support, fee waivers and required professional development.
- Conversion from contingent positions to full-time tenure positions in programs that need or will benefit from more full-time positions due to growth, reassignment or retirement.
- Full-time tenure-track positions for contingent faculty who have demonstrated competence in the field and the institution. Such measures of competence should be determined by the appropriate bargaining unit and governance structures in collaboration with one another.

The MTA believes that equitable policies and practices must be in place so that contingent faculty are treated as peers and professionals and can better serve students as an integral and valued part of these institutions of higher education. (11)

F-4 TEACHER COMPENSATION

The Massachusetts Teachers Association believes that teacher salary schedules should provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and should be structured to provide compensation levels necessary to attract and retain highly qualified teachers.

The MTA further believes that placement on the salary schedule should be based on preparation, academic degrees, experience, professional growth, responsibilities and length of service.



MTA RESOLUTIONS

The MTA supports adequately funded initiatives to provide additional pay to:

- (a) experienced, qualified teachers who agree to work in hard-to-staff schools; and,
- (b) experienced, qualified teachers who take on additional instructional leadership or educational management roles.

The MTA opposes paying teachers at different rates based on:

- (a) the subjects they teach; or,
- (b) student test scores.

The MTA believes that such differential pay for individual teachers can never be implemented equitably, undermines teamwork in a school and is ineffective at improving student achievement. (10)

F-5 EDUCATION SUPPORT PROFESSIONALS' COMPENSATION

The Massachusetts Teachers Association believes that education support professionals perform a vital function in the continuity of daily education, are essential to the maintenance of daily operations, and should be accorded the same rights and respect as all other members of the teaching staff.

The MTA recognizes that current levels of compensation and existing working conditions for many education support professionals are inadequate, unrealistic, and often demeaning. Therefore, the MTA strongly urges the adoption of competitive compensation and appropriate working conditions for all education support professionals.

The MTA supports adequately funded initiatives to provide additional pay to:

- (a) experienced, qualified education support professionals who agree to work in hard-to-staff programs or schools; and,
- (b) experienced, qualified education support professionals who take on additional instructional leadership or educational management roles.

Compensation for education support professionals should be sufficient to provide them with a living wage. A living wage is the lowest salary level required to enable a family to be economically self-sufficient based on the cost of living in the community. (18)

F-6 COMPENSATION FOR SUBSTITUTES

The Massachusetts Teachers Association believes that substitutes perform a vital function in the continuity of daily education, are essential to the maintenance of daily operations, and should be compensated fairly and treated with respect.

The MTA further encourages the use of experienced, qualified educators as both per-diem and long-term substitutes. Compensation should be commensurate with the substitute's responsibility and experience and with the duration of the assignment. (18, 21)

F-7 COLLECTIVE BARGAINING AND FISCAL RESPONSIBILITY

The Massachusetts Teachers Association reaffirms its continuous support of the collective bargaining process establishing wages, hours, and conditions of employment and strongly condemns those school committees and boards of trustees that are consciously undermining the concepts of collective bargaining by failing to live up to the letter and spirit of the laws of the Commonwealth of Massachusetts dealing with good-faith bargaining.

The MTA opposes the use by school committees or the Commonwealth of Massachusetts of fiscal limitations as a reason not to bargain concerning wages or other economic issues or as an affirmative defense when charged with an Unfair Labor Practice because of such refusal to bargain.

The MTA condemns any attempt by the state Legislature to decrease the scope of or to eliminate the collective bargaining process for all public employees.

The MTA strenuously supports legislation which provides that all school committee budgets shall be submitted as presented by the school committee to the city council or town meeting members for approval or increase, and appropriation. (76, 77, 82, 84, 94, 10)



MTA RESOLUTIONS

F-8 FINAL AND BINDING ARBITRATION

The Massachusetts Teachers Association supports amendments to the collective bargaining law that permit local employee organizations to resolve disputes arising during the bargaining process through the use of final and binding arbitration. (87)

F-9 COMPENSATION ON A PRORATED BASIS

The Massachusetts Teachers Association believes that all professional employees who, outside the school day, perform educative and/or administrative activities in their field of expertise should be compensated on a prorated basis. (77, 89, 95)

F-10 REORGANIZATION AND REDUCTION IN FORCE

The Massachusetts Teachers Association strongly condemns those school committees and boards of trustees in the Commonwealth of Massachusetts that are jeopardizing the education of young people and adults by unilaterally and arbitrarily reducing staff, resulting in increasing class sizes and decreasing or eliminating relevant educational programs.

The MTA insists that no plan for the regionalization or reorganization of any public educational system, including colleges and universities, should be put into effect unless the plan has had the full participation of the faculty and Association of the institutions affected.

Additionally, the MTA recognizes that many educational personnel who are not of an age or inclination to apply for early retirement continue to hold positions as teachers primarily because they believe changing careers to be impractical or impossible. When reduction-in-force occurs, the MTA believes that state and local authorities should provide programs that assist personnel to develop new careers. (78, 79, 81, 84, 86, 88, 91, 09, 19)

F-11 RIGHT TO STRIKE

The Massachusetts Teachers Association (MTA) reaffirms its position that all PreK - Higher Education public school workers should have the legal right to strike. The MTA condemns the jailing of its members and the imposition of coercive fines and arbitrary restitution for strike-related activities. The MTA also strongly encourages all of its members to support their colleagues who have been forced by the extreme stalling tactics and unwillingness of their employers to bargain in good faith to strike in order to improve working and learning conditions. (79, 85, 09, 24)

F-12 HIGHER EDUCATION HEALTH BENEFITS

The Massachusetts Teachers Association recognizes the importance of securing full health benefits for part-time faculty members who teach at least two courses per semester at institutions of higher education. Such benefits must be equal to those of other employees of the Commonwealth who work 20 or more hours per week. (89)

F-13 HEALTH CARE BENEFITS FOR EDUCATIONAL PERSONNEL

The MTA believes that all educational personnel, their spouses or domestic partners, and their children are entitled to quality and affordable health care benefits. The MTA further believes that these benefits should include prescription, dental and wellness care. (99)

F-14 EQUAL EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES

The Massachusetts Teachers Association supports the Americans with Disabilities Act and other related laws and regulations that outlaw employment discrimination against qualified individuals with disabilities. Equal employment opportunity should be available to all educational personnel. (75, 85, 86, 09)

F-15 RETIREMENT

The Massachusetts Teachers Association shall continue to seek improvement in the Massachusetts Teachers Retirement System and strongly disapproves of any action by the state Legislature or by the Congress of the United States or local governing bodies which would reduce retirement rights and benefits of Massachusetts educators.

The MTA supports a retirement system that provides for:

- retirement security for retirees through a defined-benefit pension plan that is guaranteed for life,



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including cost-effective disability and survivor benefits;

- automatic cost-of-living adjustments for retirees and beneficiaries that reflect actual increases in the cost of living;
- purchase of credit for all approved leaves; and
- full funding of the pension liability by the state.

The MTA believes that provisions must be made for comprehensive health insurance for all retired education employees and their spouses or domestic partners and that the state and/or local community contribute at least 50 percent of the premium costs.

The MTA further believes that domestic partners should have available to them the same retirement benefit options as are available to married individuals. (90, 99, 01, 09, 19)

F-16 SOCIAL SECURITY

The Massachusetts Teachers Association supports any Congressional action that would permit educational personnel to voluntarily join the federal Social Security retirement system, but is unalterably opposed to any action that would mandate the inclusion of public employees under the system.

MTA further believes that public employees who have contributed to the federal Social Security retirement system are entitled to collect their full benefits. (72, 76, 78, 79, 81, 86, 90, 03)

F-17 HUMANITARIAN SERVICES

The Massachusetts Teachers Association believes that service in humanitarian service organizations represents a contribution to the nation. The MTA strongly urges local school committees and the governing boards to grant to all educational personnel who have served in such groups educator service credit for purposes of salary and other related benefits. (69, 87, 89, 07)

F-18 ENERGY CRISIS

The Massachusetts Teachers Association believes that public education should receive high-priority status during any energy crisis. The MTA strongly urges that governmental agencies make adequate financial provisions to cover the escalating costs of energy without diminishing educational personnel or programs. (95)

F-19 PUBLIC EMPLOYEE COALITIONS

The Massachusetts Teachers Association recognizes that educational organizations and organizations representing other public employees often face similar problems and pursue similar objectives, and that experience indicates that by acting collectively in such matters, these organizations can, in many cases, accomplish more than they can by acting individually. Therefore, the MTA supports the establishment of coalitions to coordinate the legislative, political, financial, legal and public relations power of various public employee organizations at state and local levels in Massachusetts. (73, 85, 93)

F-20 ADMINISTRATOR RIGHTS

The Massachusetts Teachers Association supports the contractual and statutory rights of school administrators represented in collective bargaining and will continue to assume a leadership role in protecting and advancing these rights. (77, 97, 09)

F-21 TESTING PROSPECTIVE TEACHERS

The Massachusetts Teachers Association believes prospective teachers should be knowledgeable in their fields, have strong literacy and communication skills and be well trained in teaching methods.

The MTA supports requiring prospective teachers to pass fair, valid and reliable tests in content, literacy and communication in order to become licensed. Independent assessment experts should periodically evaluate whether the tests used in Massachusetts meet these criteria.

The MTA further believes that preference should be given to prospective teacher tests that are administered in multiple states to increase the supply of potential teacher applicants in Massachusetts.

The MTA also believes higher education, district-based and independent teacher preparation programs should assess literacy and communication skills of students enrolled in teacher preparation programs early enough so



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that those students who need support receive it. (00, 09)

F-22 RESIDENCY REQUIREMENTS

The Massachusetts Teachers Association believes that all educational personnel shall have the right to live in the community of their choice. (85, 09)

F-23 EMPLOYEE ASSISTANCE PROGRAM

The Massachusetts Teachers Association recognizes that substance abuse, mental health problems, family problems and smoking affect education personnel both in the workplace and in their personal lives. The MTA strongly urges the adoption of education programs about these issues for all school personnel.

The MTA further urges all school committees and the governing boards of higher education to establish confidential employee assistance programs for all personnel and that all educational employees be represented in the establishment of such programs. (85, 88, 94, 11)

F-24 RIGHT TO PRIVACY AND ACCESS

The Massachusetts Teachers Association believes that all educational personnel must be guaranteed rights of privacy under state and federal legislation. The MTA urges its members, affiliates, school committees and the governing boards of higher education institutions to respect and advance rights that include the following:

- (a) The right of an employee to access their own personnel records.
- (b) The right to be notified of any addition to an employee's personnel records prior to placement of those materials in the personnel records.
- (c) The right to respond to any record, and to challenge inaccurate, distorted or misleading records.
- (d) The right to provide or withhold consent on the release of such records.
- (e) The right to be notified of these rights by educational institutions.
- (f) The right to be guaranteed the existence of only one personnel file per employee.
- (g) The right to confidentiality of medical records.
- (h) The right to refuse any type of test for drugs.
- (i) The right to refuse any type of test for HIV/Acquired Immune Deficiency Syndrome (AIDS)/sexually-transmitted disease.
- (j) The right to be free from fingerprinting as a condition of employment.
- (k) The right to refuse any type of polygraph or lie detector test.
- (l) The right to bargain over the employer's use of any electronic surveillance technologies, including computer monitoring software. (88, 89, 90, 09, 21)

F-25 ELECTRONIC COMMUNICATION

The Massachusetts Teachers Association strongly urges all school districts and public higher education bargaining agents to engage in collective bargaining with local affiliates over electronic communications, including addressing acceptable-use policies for school and higher education e-mail systems and Internet access using school district and public higher education servers. Any collective bargaining agreement should include a grievance-arbitration procedure, especially in cases of discipline of employees for electronic communications-related abuses. (99, 09)

F-26 INVASION OF PRIVACY

The Massachusetts Teachers Association believes that every individual has a right to privacy. The MTA is concerned about the indiscriminate gathering of data on citizens or groups by private and public agencies, organizations and businesses.

The MTA condemns the use, exchange or sale of information gathered and stored without explicit release from the person or persons involved.

The MTA recognizes that such rights to privacy and confidentiality must be guaranteed through state and federal legislation. (91)



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F-27 EMPLOYEE RIGHTS PENDING COURT ACTION

The Massachusetts Teachers Association believes that the right of due process is a cornerstone of a free society and a just education system.

If an employee is suspended from a position due to pending court action, all legally mandated rights of the employee shall remain in force, including the right to be reinstated with back pay if the employee is exonerated.

The MTA urges local associations to negotiate contract provisions covering procedures to be followed until final disposition of a case. (89, 09)

F-28 UNION PARTICIPATION

The Massachusetts Teachers Association affirms the right of all educational personnel in all nations to participate in union activities. (90)

F-29 EQUITABLE SUPPORT FOR COLLECTIVE BARGAINING

The Massachusetts Teachers Association believes that solidarity among all members of a bargaining unit is integral to supporting and defending public educators through collective bargaining. The MTA strongly encourages all members of a bargaining unit to become dues-paying members of that unit to sustain the benefits that all members receive under the collective bargaining agreement. The MTA opposes any measure that undermines this solidarity. (16, 17, 21)

F-30 RELEASE TIME FOR LOCAL PRESIDENTS

The Massachusetts Teachers Association believes that the role of the local president requires time during the regular workday. The MTA urges locals to negotiate provisions in their contracts which would free local presidents on a regular basis during the workday to participate in and perform association activities. (01)

F-31 PAY EQUITY/COMPARABLE WORTH

The Massachusetts Teachers Association believes that all educational personnel should be paid on the basis of the requirements, skills and worth of their jobs and that factors such as ethnicity, color, national origin, religion, gender, sexual orientation, gender identity and expression, immigration status, age, disability, marital status or social class should never play a role in determining salary.

The MTA encourages efforts by collective bargaining units to gain salary levels appropriate to the skills, value, responsibility and requirements of their jobs.

The MTA further believes that all efforts should be made to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. (95,99, 21)

F-32 DIVERSITY

The Massachusetts Teachers Association believes that the diversity of our society enhances the lives of all individuals. The similarities and differences among people in regard to race, color, ethnicity, national origin, religion, language, gender, sexual orientation, gender identity and expression, immigration status, age, physical and mental ability, size, occupation, marital or parental status or social class form the fabric of our society.

The MTA also believes that education should raise the awareness and understanding of the qualities that individuals and members of diverse groups possess. The MTA urges that inaccuracies and biases be identified and corrected.

The MTA further believes that basic education should reflect our multicultural society. In addition, the MTA believes that the contributions of historically marginalized groups should be recognized and become a part of the established curriculum. (00, 07, 11, 21)

F-33 NON-DISCRIMINATORY PRACTICES

The Massachusetts Teachers Association believes that discrimination because of race, color, creed, size, national origin, religious belief, residence, physical disability, mental disability, political activity, professional association activity, age, marital status, family relationship, gender, gender identity or sexual orientation should be eliminated. The MTA supports the development and implementation of programs to eliminate such discrimination in public education at all levels. (79, 80, 11)



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F-34 RIGHT TO A CIVIL MARRIAGE

The Massachusetts Teachers Association believes in the right to civil marriage for people regardless of gender, gender identity or expression. The MTA opposes any efforts at the local, state or national level to deny or restrict this right. (05, 21)

F-35 RESTRUCTURING OF THE SCHOOL DAY AND/OR SCHOOL YEAR

The Massachusetts Teachers Association believes that local associations must participate fully in the design, authorization, implementation and evaluation of any state or district plans to restructure the school day and/or school year, including plans for block or intensive scheduling, trimester plans, time extensions of the class day and/or school year, teaming and other innovations to improve student learning through the reorganization of time.

The MTA also believes that all policies governing these plans must take into consideration the impact on the community and must be in accordance with collective bargaining rights and agreements including, but not limited to, fair and equitable compensation. Education employee participation in these plans must include an equitable process for selection. (99)

F-36 SINGLE-PAYER HEALTH CARE FINANCING SYSTEM

The Massachusetts Teachers Association recognizes the importance of quality health care for all. The MTA, therefore, believes everyone would be best served through a single-payer health care financing system. (00)

F-37 USE OF TECHNOLOGY

The Massachusetts Teachers Association believes that its members and locals are best served by the utilization of efficient and contemporary communications vehicles. Furthermore, the MTA is committed to the increased use of information technology in the conduct of its operations. Therefore, MTA should promote the use of technology to improve communication among and between the MTA, its locals and its members. (02)

G. SECURE PROFESSIONAL AUTONOMY

G-1 PRIVATE TECHNICAL AND VOCATIONAL SCHOOLS

The Massachusetts Teachers Association urges that the Department of Elementary and Secondary Education and the commissioner of education establish and enforce high standards of licensure for teaching personnel and accreditation of all private technical and vocational schools. (75, 77, 94)

G-2 SCHOOL NURSES

The Massachusetts Teachers Association believes that the adequate delivery of school health services is essential in helping students realize their maximum educational potential.

The MTA recognizes that school nurses act as health care providers, advocates, change agents, health counselors, instructors and community resources collaborators.

Therefore, the MTA urges that school systems establish safe and adequate school nurse/student ratios based on the recommended national standards.

The MTA believes that school nurses are professional members of the educational system and should be included in master agreement contracts with other regularly employed professionals.

The MTA insists that every local school district be the sole employer of school nurses. (87, 94)

G-3 SCHOOL ADJUSTMENT COUNSELORS/SOCIAL WORKERS

The Massachusetts Teachers Association believes that school adjustment counselors/social workers are an important link between school, home and community, and their role is to enhance the social, emotional and academic development of children.

The MTA further believes that the school adjustment counselor/social worker, using casework and group work techniques, provides preventive, crisis intervention, direct and referral services to students and families, as well as collaborates and consults with school personnel.



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The MTA supports school adjustment counselors/social workers in their efforts to maintain high professional standards. (89, 02)

G-4 SCHOOL PSYCHOLOGISTS

The Massachusetts Teachers Association believes that school psychologists play an integral role in the creation and delivery of programs that meet the cognitive, psychosocial and academic needs of all students in the public schools.

The MTA further believes that these programs are best provided by school psychologists who are licensed by the Commonwealth and are members of the regular school faculty.

The MTA further believes that school psychologists must not be used to replace school adjustment and guidance counselors. (90, 02, 09)

H. UNITE THE EDUCATIONAL COMMUNITY FOR EFFECTIVE CITIZENSHIP

H-1 LEADERSHIP FOR SCHOOL REFORM

The Massachusetts Teachers Association believes that educators are the responsible leaders for school reform. The MTA commits itself to assuring a leadership role for educators in efforts to achieve excellence and equality in the schools in Massachusetts. (83, 85, 86, 93)

H-2 ORGANIZING PUBLIC EDUCATION PERSONNEL

The Massachusetts Teachers Association, recognizing the need to be the organization identified as the voice for education from preschool through graduate studies, shall continue to develop and implement an active program to organize and service public education personnel throughout the Commonwealth. (75, 81)

H-3 PUBLIC UNDERSTANDING

The Massachusetts Teachers Association urges all locals to actively promote local public understanding of the importance of public schools to our society, the successes the local systems have achieved, and the challenges that face public education. (77, 01)

H-4 POLITICAL INVOLVEMENT AND SOCIAL ACTION

The Massachusetts Teachers Association recognizes that most decisions affecting public education from preschool through graduate school, students and educators are political decisions and that educational problems are often related to other political, economic and social issues. Therefore, the MTA urges its members and affiliates to participate actively in the political process to ensure the election and/or appointment of individuals who will make sound and progressive decisions on educational matters.

The MTA also encourages its members to become involved in citizen-based community organizations and to influence those organizations to address issues of common concern to their local, state and national education associations.

The MTA also urges its local affiliates to organize members through a process of listening, asking, educating and mobilizing members to lead the development of policy as the recognized voices of public education.

In addition, the MTA believes that local government units should be prevented from restricting the rights of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement or seniority rights, or carry out jury duty without personal financial loss. (73, 75, 76, 82, 85, 95, 07, 14)

H-5 FINANCIAL SUPPORT OF CANDIDATES

The Massachusetts Teachers Association fully recognizes that individual involvement in politics requires a substantial amount of time, energy and money.

The MTA urges its members and affiliates to make every effort to ensure such support is provided to candidates who are friends of education. (76)

H-6 CENSUS

The Massachusetts Teachers Association recognizes the importance of accurate census information in order to



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provide for a fair share of resources and representation for all communities. The MTA, therefore, encourages educators to assist in the gathering of census information. (00)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1 SEXUAL HARASSMENT

The Massachusetts Teachers Association believes that sexual harassment is a form of sex discrimination or abuse. Therefore, the MTA will not tolerate any form of sexual harassment.

The MTA further believes that educators, staff and students should be protected from sexual harassment. The MTA encourages its locals to work with local school committees or boards of trustees and institutions of higher education to:

- a) Continually review and refine strong policies defining and prohibiting sexual harassment.
- b) Develop educational programs designed to help people recognize, understand, prevent and combat sexual harassment.
- c) Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (89, 97, 01)

I-2 BULLYING

The Massachusetts Teachers Association believes that the school environment must be free from all forms of bullying and retaliation. Bullying is the repeated and chronic infliction of physical harm and/or psychological distress on one or more individuals. The Association recognizes that bullying and retaliation in schools are not limited to students but can include members of the entire school community.

The MTA encourages its affiliates to work with their school districts and institutions of higher education to develop comprehensive schoolwide programs including all stakeholders to address bullying. Such programs should:

- a) Establish strong policies prohibiting bullying that include the definition, consequences and procedures for reporting and appeals.
- b) Develop and implement educational programs designed to help students and staff recognize, understand, prevent, oppose and eliminate bullying.
- c) Provide training for all school employees in bullying prevention and intervention.
- d) Provide professional development materials and resources.

These programs should be reviewed, revised and updated to reflect changing needs. (07, 11)

I-3 HATE-MOTIVATED VIOLENCE

The Massachusetts Teachers Association believes that hate-motivated violence, including but not limited to physical and verbal violence, as well as digital and technology-based violence, against individuals and groups because of their race, ethnicity, color, national origin, religion, language, gender, sexual orientation, gender identity and expression, immigration status, age, physical and mental ability, size, marital status or social class, is unconscionable. The MTA also believes that the threat or promotion of such violence is similarly reprehensible.

The MTA opposes any act that infringes upon the civil and human rights of any person. The MTA supports all efforts to make schools sanctuaries for vulnerable groups, in addition to the creation of communities that support those efforts. The MTA further believes the federal, state and local governments and community groups must oppose and eliminate hate-motivated violence and that current events and/or economic conditions should not diminish such opposition. (07, 17, 21)

I-4 CONFLICT RESOLUTION

The Massachusetts Teachers Association supports the adoption and use, at all educational levels, of proven conflict-resolution strategies, materials and activities by school districts, education employees, students, parents, guardians and the school community to encourage nonviolent resolution of interpersonal and societal conflicts.



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The MTA recognizes the importance of students having the appropriate social skills necessary to participate in a democratic society. Strategies that promote the skills of positive social interaction should be incorporated into academic instruction. (11)

I-5 GLOBAL DISCRIMINATION AND EXPLOITATION

The Massachusetts Teachers Association opposes all governments that practice a system of discrimination and exploitation of their citizenry. (85)

I-6 THE MTA, AN EQUAL OPPORTUNITY EMPLOYER

The Massachusetts Teachers Association, an equal opportunity employer, shall continue its practice of recruiting, hiring, training and retaining persons from historically marginalized groups through the implementation of affirmative action practices. (95, 21)

I-7 ADVANCEMENT OF WOMEN IN EDUCATION

The Massachusetts Teachers Association supports non-discriminatory policies toward women in education in recruiting, hiring, job postings, salary and wage determinations, and promotion procedures, and it endorses equal opportunity employer practices. (74, 76, 79, 88)

I-8 ADVANCEMENT OF TRANSGENDER AND NONBINARY EDUCATORS

The Massachusetts Teachers Association supports gender diversity and affirming policies and practices toward transgender, non-binary and agender people in education in recruiting, hiring, job postings, salary and wage determinations, and promotion procedures, and it endorses equal opportunity employer practices. (21)

I-9 MARTIN LUTHER KING JR. DAY

The Massachusetts Teachers Association urges its members and all school systems to plan observances of Martin Luther King Jr. Day that will promote good will among all persons. (78)

I-10 DESEGREGATION

The Massachusetts Teachers Association opposes attempts to delay or impede the implementation of desegregation orders. (78, 81)

I-11 USE OF NAMES, SYMBOLS, CARICATURES, EMBLEMS, LOGOS AND MASCOTS

The Massachusetts Teachers Association deplores prejudice based on race, ethnicity, religion, sexual orientation, gender, age, disability, size, marital status or economic status.

The MTA recognizes that the use of names, symbols, caricatures, emblems, logos and mascots, in and of themselves, may be prejudicial and lead to misunderstanding.

Therefore MTA urges public schools to remove names, symbols, caricatures, emblems, logos and mascots that are based on race, ethnicity, religion, sexual orientation, gender, age, disability, size, marital status or economic status. (91, 96)

I-12 NUCLEAR WEAPONS MORATORIUM

The Massachusetts Teachers Association, recognizing the danger of nuclear proliferation, urges all nations to declare a moratorium on nuclear weapons. (82, 01)

I-13 EDUCATION FOR PEACE

The Massachusetts Teachers Association believes that the United States and all other nations need to take a stand for peace. The development of educational programs is a first step in that direction.

The MTA urges its affiliates to work with other organizations to develop age-appropriate materials for all levels.

These materials should encourage the development of skills in peaceable methods of conflict resolution and address appropriate methods to be used to influence national policy to achieve peace. (83, 85, 86, 93)

I-14 GUN-FREE SCHOOLS AND THE REGULATION OF DEADLY WEAPONS

The Massachusetts Teachers Association believes that all students and education employees must be allowed



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to learn and work in an environment free of unauthorized guns and other deadly weapons. Severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale, importation and distribution of these weapons. The Association also believes that individuals who bring guns or deadly weapons to school should be excluded from school and school grounds until such time as the mandated prescribed intervention under both the Individuals with Disabilities Education Act and Massachusetts law has been conducted.

The Association further believes that strict prescriptive regulations are necessary for the manufacture, importation, distribution, sale and resale of handguns and ammunition magazines. The possession by the private sector of automatic weapons and military-style semiautomatic assault weapons should be illegal, except for historical and collection purposes, which must be strictly regulated. A mandatory waiting period for a background check should occur prior to the sale of all firearms. The Association believes that minors shall not be allowed to buy, own or sell firearms.

The Association also believes that gun owners should participate in educational programs that stress responsible ownership, including safe use and storage of guns. (82, 99, 01)

I-15 WORLD HUNGER

The Massachusetts Teachers Association deplores those conditions that result in gross inequities in the distribution of food supplies.

The MTA believes educators must teach the facts of world hunger and malnutrition in order to help students develop the capacity and the commitment to resolve these problems.

Therefore, the MTA encourages school committees to expand social studies and health curricula to include materials to end world hunger.

Further, the MTA recognizes its obligation to help inform its members of appropriate educational curricula, conferences, professional development and youth activities that relate to ending world hunger. (85, 86)

I-16 HUMAN AND CIVIL RIGHTS

The Massachusetts Teachers Association is committed to the achievement of a totally integrated society. The MTA also believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The MTA deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. The MTA calls on the world community of educators to lead in a cooperative effort with other organizations to prevent any encroachment on basic civil and human rights and urges the United States government to withhold any and all forms of military aid to governments that violate these rights.

The MTA deplores terrorism, piracy or any like act that endangers human life. Furthermore, MTA recognizes the importance of national security. MTA believes that national security should not be used to erode the rights given to all citizens by the Constitution. Therefore, the MTA reaffirms its commitment to due process for all. (85, 02, 03, 07)

I-17 THE RIGHT TO VOTE

The Massachusetts Teachers Association recognizes the right of citizen participation in the democratic process, and therefore supports simplified uniform registration, voting, absentee-voting provisions, and publicly verifiable ballot counting for all eligible citizens on a nondiscriminatory basis. (89, 07)

I-18 RECREATIONAL SAFETY

The Massachusetts Teachers Association believes in the importance of safety for all, both in and out of school. Therefore, the MTA strongly recommends the use of safety equipment for recreational activities. Furthermore, the MTA supports legislation requiring the wearing of safety equipment for such activities. (95)

I-19 FREEDOM IN THE ARTS

The Massachusetts Teachers Association supports freedom of expression in the creative arts and therefore deplores any efforts by government to suppress, directly or indirectly, such expression.

The MTA further supports the present freedom of publicly funded agencies to exercise judgment in the awarding



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of grants to individuals and organizations. (90)

I-20 RESPECT FOR AND SUPPORT OF ALL FAMILIES

The Massachusetts Teachers Association recognizes that the composition of families in our society has changed. The MTA believes that the long-term, committed, stable relationships of families are of fundamental importance to children. The MTA encourages, supports and acknowledges the inclusion of all types of families and family structures in our schools, regardless of race, ethnicity, color, national origin, religion, gender, sexual orientation, gender identity and expression, immigration status, age, physical and mental ability, marital status or social class. (99, 21)

I-21 THE RIGHT TO A LIVING WAGE

The Massachusetts Teachers Association recognizes that many of our students live below the poverty level, with resulting damage to their academic achievement.

As such, the MTA supports the efforts of local and statewide coalitions to achieve a living wage, defined as the wage required to raise a family of four above poverty for that location.

Furthermore, the MTA urges that the Commonwealth and municipalities within the Commonwealth adopt a living wage standard for their own employees. (01)

I-22 USE OF UNION-MADE PRODUCTS AND SERVICES

The Massachusetts Teachers Association recognizes the historical role of organized labor in its struggle for economic and social justice. The MTA advocates the use of union-made products and services. (11)



MTA BYLAWS,
STANDING RULES
& RESOLUTIONS