

PITTSBURGH FEDERATION OF TEACHERS



Resources for PFT Building Representatives 2026-27 School Year

**PFT Building Representatives Meeting
August 22, 2026**



PITTSBURGH FEDERATION OF TEACHERS



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PFT Building Representative/Committee Checklist for September/October 2026

___ Building Representative Election and Representation:

PFT Building Representatives are selected by a democratic process at the building/worksite/group level. There is not a set "term" for a Building Rep. It is recommended that a selection process occurs periodically and not longer than every three (3) years. There must be a single "main" Building Rep. for each school/worksite. Contact your PFT Staff Rep Robert Mitchell or Melanie Williams if you want support for PFT Building Representative elections.

___ Outreach:

Introduce yourself to all new staff members and offer assistance to all new professionals, paraprofessionals, and technical-clerical employees with completing a membership application/commit form. PFT Internal Organizer Chris George is available to assist with knowing which PFT-represented employees in your building/work group are not PFT members.

___ PFT Staff Involvement:

Contact your PFT Staff Rep (Robert Mitchell or Melanie Williams). Plan and schedule a meeting with your school/worksite staff & your PFT Staff Rep Consider scheduling a building meeting with your PFT Staff Rep and the PFT President.

___ Labor Day Parade and Picnic:

We're marching with Labor in Pittsburgh and returning to the PFT for a post-march catered picnic with Italian ice, fantastic barbeque and tons of raffle prizes including a new Apple iPad.

___ PFT Building Committee:

Schedule your PFT Building Committee meetings. PFT Building Reps. are responsible for organizing and convening union-member only Building Committee meetings. The school administrator/group supervisor must meet with representatives of the PFT Building Committee at least one (1) time per month if requested. Review the PFT Building Committee document and contact your PFT Staff Rep for support if needed.

___ Instructional Cabinets and Discipline Committees:

The main Building Rep is part of the Instructional Cabinet in every school. A Building Rep should be a member of the Discipline Committee. Contact your PFT Staff Rep if your school does not have an Instructional Cabinet and/or a Discipline Committee. Immediately contract your PFT Staff Rep if administration is interfering with PFT Building Rep participation on the Instructional Cabinet or Discipline Committee.

___ Distribution:

Please distribute the materials you receive at the August 23rd meeting. Some items are timely.

___ PFT Bulletin Board:

Set up and update the PFT bulletin board in your building. List a date, time, and place for your building committee meetings.

___ Plan for PFT Building Rep Meetings and Workshops:

Check out the PFT calendar for upcoming events and plan on attending as many Building Rep meetings as you can or arrange for another member to attend for your school. Notify your staff about upcoming events and let them know how to sign up.

Pittsburgh Federation of Teachers



Recommended Procedures for the PFT Building Committee

1. PFT building committees are provided for in both the Professional Agreement (Union Matters — Article 3, Section 5c)

"The principal of a school shall meet, if requested, at least once a month with the Federation Building Committee to discuss professional concerns and recommendations, such meetings to be held at mutually agreeable times. "

and the Paraprofessional Agreement (Union Recognition and Dues Deduction — Article 2, Section 10).

"The principal of a school shall meet at least once a month, if requested, with the Federation Building Committee to discuss related concerns within the scope of their responsibilities, such meetings to be held at mutually agreeable times. These meetings shall include discussions of professional and, where applicable, paraprofessional concerns. "
2. **The primary purpose of the Federation Building Committee is to develop and maintain lines of communication between staff and administration within each school.** This does NOT mean that the only function of the PFT building committee is to channel discipline matters and/or other types of complaints to the school's administration. However, during the course of the committee's operation, such items may very well be subjects for particular meetings.

3. **Those matters of concern to professional and paraprofessional staff are proper subjects for discussion by the PFT Building Committee with the school administration.** These may include, but are not necessarily limited to, the enforcement (or failure to do so) of the PFTnegotiated Agreements, school operations, discipline procedures and enforcement, matters related to scheduling, and others. **The PFT Building Committee's function is one of expressing the staff's concerns, problems and ideas, with the goal of seeking adjustments and/or implementation where and when required.**
4. **The PFT Building Committee must be as representative as possible.** This means that the composition of the committee should include, for example, representatives of various grade levels and/or departments, and, where possible, both professional and paraprofessional personnel. In short, this committee should reflect generally a cross section of the school's staff. All members of the PFT building committee must, of course, be PFT members.
5. The methods of establishing a committee may vary. It may be an elected committee or one developed from a list of interested Federation volunteers. It is recommended that a PFT building meeting be held in order to determine the procedures to be utilized in the establishment of a PFT building committee, and also to discuss the functions of such a committee.
6. **It is recommended that the PFT Building Committee request, as a minimum, regular monthly meetings with the school principal.** These meetings should be scheduled irrespective of whether there are any major items to be discussed. **Such a practice establishes and reinforces a pattern of meetings between staff and administration.**
7. Each committee should have a chairperson and someone designated to take minutes at each meeting. **These minutes should be kept on file for future reference and/or follow-up purposes.**
8. Prior to any meetings with the principal, the PFT building committee should meet in order to discuss and prepare an agenda. After each such meeting, the committee should conduct its own followup discussion.
9. Both the PFT building representative and paraprofessional representative (where the latter position is in effect) are permanent members of any PFT building committee.
10. It is the responsibility of the PFT building representative to initiate the establishment of the PFT building committee, and to see to it that this committee becomes and remains an active force within each school. **The importance of the PFT Building Committee cannot be overemphasized.**





**Pittsburgh Board of Public Education
and
Pittsburgh Federation of Teachers**



Guidelines for the Instructional Cabinet

PITTSBURGH TEACHER PROFESSIONALISM PROJECT

COMMITTEE ON EXPLORATION OF THE DEVELOPMENT OF AN INSTRUCTIONAL CABINET AT EACH SCHOOL

In the third year of the Teacher Professionalism Project (TPP)¹, a very important part of that undertaking was completed, the Report on the School Building Instructional Cabinet.

The TPP is a joint venture by the Pittsburgh School System and the Pittsburgh Federation of Teachers to restructure the teaching profession in Pittsburgh, in order to give teachers more authority and responsibility for the education of students. An integral part of this restructuring of authority and responsibility is power sharing through collaborative decision making. The vehicle for this power sharing is the School Building Instructional Cabinet.

The Instructional Cabinet Sub-Committee of the TPP completed its work during the previous school year, and the TPP Steering Committee finished its final review of the Sub-Committee Report in October, 1987. School Instructional Cabinets were to be established in all schools last year while the Report was being worked on by the Sub-Committee and the Steering Committee. This completed Report gives general direction, yet it has enough flexibility for each school to make necessary adaptations.

In the high schools and middle schools, the department heads and team leaders will now be called Instructional Teacher Leaders (ITLs). Instructional Teacher Leaders are automatically on the School Building Instructional Cabinet. The Report recommends that other teachers also serve on the Cabinet.

In the elementary schools, the Instructional Teacher Leader role is still being developed ('87 & 88 school year). This is a transition year for elementary schools, so the Cabinets in elementary schools this school year will be formed primarily with volunteer teachers. Instructional Teacher Leaders in elementary schools will be formally selected in the spring of 1988 and will begin serving next school year. Just as in the middle schools and high schools, they will all automatically be members of the Cabinet.

¹ Now named the Professionalism and Education Partnership (PEP)

THE INSTRUCTIONAL CABINET AT EACH SCHOOL

The development of an instructional cabinet at each school provides an opportunity for teacher and other professional staff involvement in school management. A "shared decision making" process at the school level can enrich educational programs for students by broadening teacher levels of understanding of the school's educational philosophy. A greater degree of teacher job satisfaction can be achieved through participation in matters vital to the total educational process. "Shared decision making" expands the professionalism of all educators by promoting a common sense of purpose.

The primary charge of the committee was to develop a model for the introduction of instructional cabinets at each school, including a clear definition of the purpose and the function for the instructional cabinet at all levels (K-12).

The committee offered the following recommendations which were approved by the Steering Committee of TPP.

I. Form of the Instructional Cabinet at all school levels.

The instructional cabinet should be structured as a school-based task force representing the diversified school professional staff.

Cabinet members should include the following:

1. All instructional teacher leaders at the school
2. Additional teachers, who are representative of instructional programs which reflect various levels, curriculum areas, and leadership positions
3. School principal; other administrator(s)
4. Processional support services personnel (i.e., pupil services staff, school psychologists, etc.)
5. The PFT building representative may attend cabinet meetings if he/she is not already a member by virtue of the above criteria.

The size of the cabinet should be set by the principal and be proportionate to the size of the faculty.

II. The primary purpose of the instructional cabinet:

The instructional cabinet should be a group of professionals charged with the responsibilities of:

1. Reviewing existing policies, programs, plans or procedures in matters relevant to the school instructional program and related issues.
2. Developing new policies, programs, plans or procedures for the school.

The cabinet should be active in the development, implementation, follow through, and evaluation of new plans and policies as they relate to the instructional program of the school.

III. Issues relevant to the instructional cabinet:

The instructional cabinet should address issues including but not limited to the following:

Curriculum and student evaluation issues; other school evaluation studies

1. Appropriate use of standardized tests and other student evaluation methods.
2. Relative amount of emphasis on different curricular areas.
3. Reviewing supplemental instructional materials.
4. The use of materials, audiovisual equipment, or other school resources that impact upon the

school budget.

Student and staff issues

1. Some staff development activities.
2. Scheduling of school activities.
3. Articulation between grade levels, between elementary and middle schools, between middle and high schools.

Each instructional cabinet should determine the issues to be discussed.

IV. Membership of the Instructional Cabinet:

1. All instructional teacher leaders are members of the school instructional cabinet.
2. The cabinet at the middle and secondary schools should be structured according to the guidelines in Section I.
3. In the elementary schools, the principal should communicate the number of volunteer seats available on the cabinet and provide a sign-up sheet available to interested teachers. Filling of such volunteer seats shall be on the basis of first-come first-served, according to the guidelines in Section I.

V. Relationship of the individual professional to the Instructional cabinet:

1. Each individual teacher and other professional should be knowledgeable about and involved in the work of the cabinet. This involvement can be accomplished through the teacher representatives to the instructional cabinet.
2. Each professional staff member should be able to express his or her ideas and concerns to the instructional cabinet and provide possible solutions for development and implementation in the school.

VI. Determining agenda, meeting times, and communications of the Instructional Cabinet:

1. A successful Instructional Cabinet means positive communication among the professionals in the school. Items to be considered by the cabinet should be submitted in writing to a representative on the cabinet. There should be a certain time scheduled for submissions (except in emergencies). There should be a rotation of the person or persons in charge of the agenda and the chairing of the cabinet meetings.
2. The meeting time and location is to be posted for viewing by all professionals in the building.
3. The results of the meeting shall be shared with professional staff and other staff as appropriate by the cabinet members.

VII. Further recommendations or considerations:

1. Thorough in-service preparation is essential to the smooth implementation of an instructional cabinet at all school levels.
2. Time during the regular school/work day must be allocated at all school levels for the meeting of an instructional cabinet. Cabinets may elect to meet beyond the workday if they choose or find it necessary.
3. ITLs should be appointed at the elementary school level to formalize the focus of the teacher as an instructional leader. Whenever the total number of staff permits, ITLs should be designated at this level to focus on primary (K,1,2), intermediate (3,4,5), and special subject areas.

"Exploration of the Development of a School Instructional Cabinet at Each School"

Committee Members:

Faith Baker, Friendship
 Kathy (Seder) Blaney, Westwood
 Francis Barnes, Allegheny
 James Daugherty, Brashear
 Lawrence Davis, West Liberty Center
 Saul Diamond, Reizenstein
 Nancy Ewing, Oliver
 Joseph Fabus, Schenley
 Patricia Fisher, Linden (*Co-Chairperson*)
 Mary Kardos, Fort Pitt

Al Markowski, Boggs Avenue Center
 Jerry Minsinger, Reizenstein
 Richard Nicklos, East Hills
 Patricia Rose, Brookline (*Co-Chairperson*)
 Ed Schuerle, South
 Frank Smizik, Martin Luther King
 Janet Thompson, West Liberty Center
 Amanda Walters, Fort Pitt
 George Witkovich, Carmalt

Steering Committee Members (1987) of the "Teacher Professionalism Project" (TPP)*

Pittsburgh School District

Dr. Richard Wallace,
Superintendent of Schools

Dr. Stanley Herman,
*Associate Director
 Department of Curriculum and
 Program Management*

Mr. James Angevine,
*Director of Planning and
 Support Services*

Mrs. Lee Nicklos,
*Director of Personnel and
 Employee Relations*

Mrs. Jody Spolar,
*Associate Director of
 Employee Relations*

Mr. Vincent Carr,
*Co-Principal,
 Westinghouse High School*

Dr. Delphina Briscoe,
*Principal,
 Milliones Middle School*

Mr. Richard Nicklos,
*Principal,
 East Hills Elementary School*

Mrs. Marsha Ekunfeo,
*Teacher,
 Reizenstein Middle School*

Pittsburgh Federation of Teachers

Albert Fondy,
President

Paul Francis
Vice President

Rufus Jordan
Vice President

Mary Van Horn
*Vice President
 and Teacher at
 Brookline Teacher Center*

Joseph Zunic
Executive Secretary

Sylvia Wilson
*Secretary
 and Teacher at
 Miller Elementary School*

Nancy Ewing
*Trustee
 and Teacher at
 Oliver High School*

Sherman Shrager
*Middle Schools Representative
 and Teacher at
 Greenway Middle School*

Ex Officio Members

Dr. Jake Milliones,
School Board President

Mr. Bruce Campbell,
*School District's
 Special Labor Counsel*

Mr. Louis Kushner
PFT's Legal Counsel

* TPP was Renamed the
 Professionalism and
 Education Partnership (PEP)



**PITTSBURGH BOARD OF PUBLIC EDUCATION**

and

PITTSBURGH FEDERATION OF TEACHERS**GUIDELINES for the BUILDING DISCIPLINE COMMITTEE****BUILDING DISCIPLINE COMMITTEE GUIDELINES**

**Developed from the Subcommittee's Report
of the District-wide Discipline Task Force**

Composition of the Building Discipline Committee

The Building Discipline Committee may consist of school personnel from the following areas. (All employee groups must be given the opportunity to be represented.)

1. Principal Chairperson
2. Teachers
3. Support Personnel
4. Dean and/or Assistant or Vice Principal
5. Paraprofessional
6. Custodial Staff
7. Security
8. Cafeteria Staff
9. Activities Director and/or Bus Coordinators

Length of service on the Committee:

1. Initial full year term
2. Rotation of a portion of the group annually

Formation of the Discipline Committee

The Building Discipline Committee shall be formed as follows:

Large Schools (50 or more personnel)

1. Fifteen people, at least twothirds of whom shall be teachers, shall comprise the committee. Individuals may volunteer or may be selected by their peers should the number of volunteers be more than 15.
2. The principal shall be the chairperson of the committee and shall have the right to select any three members of the committee.
3. Volunteers may not be excluded if their employee group is not already represented on the committee.

Mediumsized Schools (20 to 50 personnel)

1. Ten people, at least six of whom shall be teachers, shall comprise the committee. Individuals may volunteer or be selected by their peers.
2. The principal shall be the chairperson of the committee and may select any two members.
3. Volunteers may not be excluded if their employee group is not already represented on the committee.

Formation of the Discipline Committee (continued)

Small Schools (Less than 20 personnel)

1. Seven people, at least 4 of whom shall be teachers, shall comprise the committee. Individuals may volunteer or be selected by their peers.
2. The principals shall be the chairperson of the committee and may select one member.
3. Volunteers from any of the employee groups may be not be excluded if that group is not already represented on the committee.
4. In small schools, if not enough personnel volunteer, the principal may select additional personnel.

These numbers may be exceeded if employee groups are not represented and if volunteers are available. The number may also be exceeded if, after the committee is formed, the committee decides to expand its membership.

Meetings

Meetings shall be held a minimum of once per month or more often as needed. Meeting minutes of each Building Discipline Committee will be maintained within each school.

Responsibilities

Building Discipline Committee responsibilities shall include, but not be limited to, the following:

Encourage

Accept everyone's ideas and contributions; encourage the faculty to participate in the discipline process.

Facilitate Communication

Provide ways to keep lines of communication open among the entire school; suggest procedures for discussing group problems.

Set School Discipline Standards or Goals

Help keep group aware of the direction and progress of goals.

Consensus

Attempt to reconcile disagreements by bringing them out into the open; help people explore their differences.

Clearing House

Act as the clearing house for faculty concerns:

1. Discipline issues may be brought to the committee by any individual or team. The committee shall determine whether the issue is a concern of the whole school, a team or an individual.
2. Communicate to the faculty the status of all discipline issues.

Consistency

1. Each Building Discipline Committee will be responsible for overseeing the district's discipline policy in its school.
2. Building Discipline Committee shall assist the administration in developing procedures for handling discipline problems.
3. The Building Discipline Committee shall encourage consistent enforcement and implementation of the School District discipline policy.

Monthly Written Report

Report of Building Discipline Committee Meeting from Principals to the Superintendent. (FORMAT: Date of meeting, Issues discussed, Evaluation of progress toward goals.) Superintendent may respond as necessary to Building Discipline Committee reports.

Support Resources

Know what resources are available and how to use them.

Process Model

The principal, as chairperson, will use this process model with the Discipline Committee members to identify the unique discipline needs of the school.

Introduction

Objective of this process model; identify discipline issues in each building

Problem Recognition

Do want/Don't want

Identify Ideal Conditions

In groups of 4 people, depending on the size of the faculty, list 5 or 6 statements representing how they would like their school to be (not pie in the sky; no "how to's"). Determine the present condition. Use the ideal as a standard for comparison with the present condition.

Redefine the Problem

Explore the differences between ideal and actual.

Identify Blockages to the Ideal

Explore reasons that hinder the ideal from occurring (ex. Attitudes. We have tried this before, etc.).

1. List Blockages
2. Listen, Consult, Clarify, Accept; Demonstrate objectivity and interest in clarifying the problem.
3. Discuss Validity and Feasibility of Change.
4. Brainstorm; Encourage member participation in thinking about need for change.

Create Solutions

1. Reach a consensus of 3 or 4 problems that CAN and MUST be worked on.
2. Examine a wide range of alternative solutions.
3. Involve members in revising and enriching solutions.

Explore the Consequences of Alternatives

Proposals must be "doable", specific and success oriented.

Plan for Implementation

Reality check (What is to be done? Who will be responsible? When?); Anticipate consequences.

Monitor and Evaluate the Implementation Process

1. Monitor progress
2. Adjust if needed
3. Evaluate results

Process Model Training

It is recommended that principals receive training in the process model.

SUGGESTED FORMAT FOR MONTHLY BUILDING DISCIPLINE COMMITTEE REPORT

SCHOOL:

DATE OF REPORT:

DATE OF MEETING:

TO SUPERINTENDENT:

MATTERS DISCUSSED: (Brief description of meeting topics. Two or three sentences should suffice. Additional details can be provided if warranted.)

EVALUATION OF PROCESS: (Again, brief outline of what is being done to solve problems. Somewhat more detail may be helpful here.)

Signature of Principal

Building Discipline Committees
 Subcommittee of District-Wide Discipline Task Force
 1984-1985

Committee Members:

Margaret Anne McKibben, Chairperson
 Russell Arndt, Kathryn Brennen, Susan I. Davis,
 Paul Francis, Howard Lowry, Ruthane Reginella

Other subcommittees included:

Discipline Code: Patricia Kent, Chairperson
 David Dille, Kathryn Powell, Sylvia Wilson, Lester Young

Individual Discipline Plans: Mary VanHorn, Chairperson
 Natalie Kunkel, Thomas Mattarochia, Kathleen Thompson

System-wide Discipline Handbook: William Cooper, Chairperson
 Doris Brevard, George Nowack, Irene Pagonis, Robert Pipkin

In-House suspension: Richard Smith, Chairperson
 Elise Bennett, Agnes Pavlovich, Sherman Shrager, Barbara Supinka

Other task force members were:

Pittsburgh Public Schools	Pittsburgh Federation of Teachers
Richard C. Wallace Superintendent	Albert Fondy President
Dr. Helen Faison Deputy Superintendent	Rufus Jordan Vice President
Louise Brennen Deputy Superintendent	Joseph Zunic Executive Secretary
William Green Student Services	
Dr. Mary Margaret Kerr Western Psychiatric Hospital	

Bldg Rep Guidelines/Procedures File



PITTSBURGH FEDERATION OF TEACHERS

WHAT ARE WEINGARTEN RIGHTS?

Weingarten rights **guarantee an employee the right to Union representation during an investigatory interview of an employee by a supervisor.**

These rights come from a case called *NLRB v. J. Weingarten, Inc.*

During a workplace investigatory interview of an employee by a supervisor, the U.S. Supreme Court established that the following rules apply:

Rule 1: The employee has right to **request union representation before or during the interview.** The employee cannot be punished for making this request.

Rule 2: After the employee makes the request, **the employer must choose from among three options:**

1. Grant the request and delay questioning until the union representative arrives (or prior to the interview continuing) and when the union representative arrives, they have a chance to consult privately with the employee;
2. Deny the request and end the interview immediately; or
3. Give the employee a clear choice between having the interview without representation, or ending the interview.

Rule 3: If the employer denies the request for union representation, and **continues to ask questions, the employer commits an "unfair labor practice"** and the employee has a right to refuse to answer.

The employer may not discipline the employee for such a refusal.

Print, Cut and Fold To Create A Business Card-Sized Weingarten Rights Card

Weingarten Rights If called to a meeting with management, read the following or present this card to management when the meeting begins. If this discussion could in any way lead to my being disciplined or terminated, or affect my personal working conditions, I respectfully request that my union representative, officer, or steward be present at this meeting. Until my representation arrives, I choose not to participate in this discussion.
 Compliments of the Pittsburgh Federation of Teachers 10 South Nineteenth Street at the River Pittsburgh, PA 15203-1842 412-431-5900 Fax: 412-431-6882 Website: www.pft400.org

PITTSBURGH FEDERATION OF TEACHERS

Teacher Scheduling and Schedule Preference under Article 52; Application of Article 52 and Established Practice(s) Related Thereto

Albert Fondy, PFT President *A.F.*
Originally Written - March and April, 1986
Minor Updating - May, 1999

- A. What is (are) the criterion(a) for providing teaching schedules to teachers? What is (are) the long-established practice(s)?
1. The basic and fundamental, system-wide, established practice, which has arisen directly from the language and ongoing application of Article 52, is that the longer a teacher is at a particular school (elementary, middle, or high school), or in a department at a particular high school, the more he/she moves up the school/department seniority roster in terms of the right to teach a course(s), a teaching schedule, or a grade level (in elementary and middle schools), or to teach more advanced subjects/classes in a high school, that has/have come open and that the teacher prefers to teach.
 2. Schedule or grade level teacher had previous year, if it was a properly-assigned schedule or grade level, entitles teacher to that schedule or grade level again (if it is requested). This applies even where a more senior teacher is requesting a schedule or grade level he/she did not previously teach. [This criterion does not apply, of course, where a teacher temporarily relinquished his/her teaching schedule or grade level while on sabbatical or other leave.] In the event that there is one less teaching schedule or grade level at a school for a following school year, schedule preference goes to the teacher(s) who has taught the schedule or grade level the longest at that school.
 3. The PFT's thrust is for the teachers at a school, or in each department at a high school, and the principal to work out the teaching schedules and to reach a mutual consensus on how to resolve any difficulties or conflicts. WE ENCOURAGE THAT TEACHING SCHEDULE MATTERS BE WORKED OUT AT THE SCHOOL LEVEL, IF THAT IS AT ALL POSSIBLE! [This has application primarily at high schools, but it can be applied at middle and elementary schools (though generally it is not).] The School District's posture in this regard has always been identical to that of the PFT.
 4. Schedule preference, under the PFT Agreement, must be honored to the extent that it is possible to do so. Cite Article 52, Teacher Scheduling --- Section 2 (especially), Section 3 (the latter half in particular), and Section 1.
 5. The actual time the teacher has been in the school (i.e., actual school seniority, not building seniority and not system seniority) is the sole seniority factor in determining who has priority for a particular teaching schedule or grade level---in the event that a competition or conflict over a teaching schedule or grade level, or over some course(s) or grade level, should arise.* [School seniority utilization really only comes into play when a course(s), a grade level(s), or a teaching schedule(s) opens up at a school.]

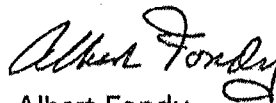
6. In high schools, schedule pattern for a department should be followed from year to year, as long as that is possible and reasonable. This refers especially to the number of subject preparations and to the number of sections of a single preparation that are in teachers' schedules.
7. In high schools, except where teachers request more than 2 subject preparations, an effort should be made to assign senior high teachers 2 subject preparations. However, in many cases, 3 (and, in some cases, even 4 or more) subject preparations are simply unavoidable.

B. Are there any other considerations or conditions that apply to high schools?

1. Department may adopt a procedure approved by a strong majority or, hopefully, by all of the teachers in the department:
 - a. To split up more-advanced/more-often-requested subjects/classes and less advanced/less-often-requested subjects/classes among all of the teachers in the department---i.e., vertical scheduling.
 - b. To give each teacher at least one or two of the subjects/classes that he/she requests.
 - c. To rotate schedules from year to year.
2. Obviously, the high school teacher must be qualified to teach an advanced subject that becomes available or to handle a specific class(es) or teaching schedule that becomes available. This factor can outweigh school seniority considerations but cannot be applied for arbitrary or capricious reasons, i.e., for unstated and unsupportable reasons.

* * * * *

*The use of school seniority, as practiced above, is faulty in one serious respect, not contemplated over the many years this practice has been in effect---i.e., if a teacher comes from a school that has closed, he/she, in terms of schedule preference/teaching schedule matters, is in an obviously very disadvantageous and unfair school seniority status. This shortcoming has to be rectified and, in recent situations, has been taken into account at schools when teacher schedules are being developed.


Albert Fondy

AF:mp/pjtopeiu457afl-cio#14scheduling

Pittsburgh Federation of Teachers

(412-431-5900)

(Effective 8-20-2026)

ROB'S SCHOOLS

SECONDARY SCHOOLS

Allerdice HS
Arsenal 6-8
Carrick HS
Perry HS
Pgh Classical Academy 6-8

ELEMENTARY SCHOOLS

Arlington PreK-8
Arsenal PreK-5
Banksville K-5
Beechwood PreK-5
Brookline PreK-8
Carnalt PreK-8
Concord K-5
Grandview K-5
Greenfield K-8
Langley K-8
Mifflin PreK-8
Miller PreK-5
Minadeo PreK-5
Morrow PreK-8
Phillips K-5
Roosevelt PreK-1 & 2-5 (2 Bldgs)
West Liberty K-5
Westwood K-5
Whittier K-5

SPECIAL SCHOOLS

Clayton Academy
Pittsburgh Bridges Academy
Pittsburgh Gifted Center (2-8)
Pittsburgh On-Line Academy

ROB'S SCHOOLS

GROUPS

Athletics
AATMP
CTE
Dental Hygienists
Healthcare/Retirement
Hearing Impaired Itin (Oliver)
Librarians
Nurses
OT/PT (Oliver)
PFT Building/Computer Usage
PMOIU #2
PSE (Oliver)
Speech & Language (Oliver)
Vision Itinerants (Oliver)
Substitutes

MELANIE'S SCHOOLS

SECONDARY SCHOOLS

Allegheny 6-8
Brashear HS
CAPA 6-12
Obama 6-12
Schiller 6-8
Sci Tech 6-12
South Brook 6-8
South Hills 6-8
Sterrett 6-8
Student Achievement Cen 6-12
U-Prep 6-12
Westinghouse 6-12

ELEMENTARY SCHOOLS

Allegheny K-5
Chartiers ECC
Colfax K-8
Crescent ECC
Dilworth PreK-5
Faison K-5
Fulton PreK-5
Liberty K-5
Lincoln PreK-5
Linden PreK-5
Manchester PreK-8
MLK PreK-8
Pgh Montessori PreK-8
Spring Hill K-5
Sunnyside PreK-8
Weil PreK-5
Woolslair K-5

SPECIAL SCHOOLS

Conroy
Pioneer

MELANIE'S SCHOOLS

GROUPS

Early Childhood
Early Intervention
Homebound/SAC
Paraprofessionals
School Security & School Police
Student Services
Technical-Clerical Employees
Teen Parent Advocates



10 South 19th Street
Pittsburgh, PA 15203
www.pft400.org



PITTSBURGH FEDERATION of TEACHERS

EXECUTIVE BOARD



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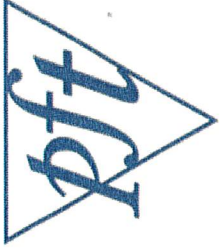
Lenny Orbovich (Carrick)

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Kelly Schmiedlin (Langley K-8)

Sara Sikora-Lewis (Brookline)

Ashanti York (SAC)



PITTSBURGH FEDERATION of TEACHERS

STAFF

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Melanie Williams, Financial Secretary and Staff Representative

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Pat Colangelo, Assistant to the Staff Representatives

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Chris George, Director of Organizing & PAC Director

chris_george@pft400.org

Dan Evans, Communications Director

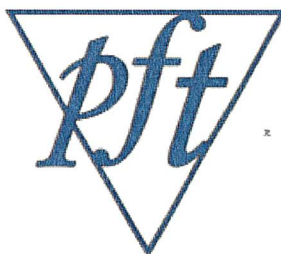
dan_evans@pft400.org

Not sure whom to contact?

Visit the PFT website (www.pft400.org/contact) for staff responsibilities and school assignments
or call us at 412-431-5900

8-20-2026





Grassroots Committee Meetings

- **AATMP** – Meets Bi-monthly – PFT Staff Representative Rob Mitchell
- **Early Childhood** – Meets Bi-monthly – PFT Staff Representative Melanie Williams
- **Early Intervention** – Meets Bi-monthly – PFT Staff Representative Melanie Williams
- **Family Service Specialists (FSS)** – Meets Bi-monthly – PFT Staff Representative Melanie Williams
- **High School** – Meets Bi-monthly – PFT Vice-President Livia Young and PFT Staff Representative Rob Mitchell
- **Paraprofessionals** – Meets Monthly – PFT Staff Representative Melanie Williams
- **PMOIU#2** – Meets Bi-monthly – PFT Staff Representative Rob Mitchell
- **PSE** – Meets 1st Wednesdays – PFT Executive Board Member Brittany Shoup & PFT Staff Representative Rob Mitchell
- **School Security** – Meets Bi-monthly – PFT Staff Representative Melanie Williams
- **Substitutes** – Meets Bi-monthly – PFT Organizing and Political Director Chris George & PFT Staff Representative Robert Mitchell
- **Librarians** – Meetings Bi-monthly – PFT Staff Representative Rob Mitchell

Have any questions about or interest in one or several of the above? Drop an email to contact@pft400.org with the subject line: "Committee interest."



2026 Wellness Advantage Program

Annual preventative care is an essential part of your overall health. It is important to get a physical exam on an annual basis to promote early intervention and to continue a healthy lifestyle.

Complete your Wellness Program in 2 easy steps to keep your medical deductible at \$0

Health Assessment

This confidential assessment will ask you key questions about your health and wellness.

Annual Physical

Complete a preventive well visit with your PCP

*This is a value of \$250 for single coverage / \$500 for coverage with dependents

UPMC Health Plan Members

How to get started

Scan the QR code to download the UPMC Health Plan app or complete the UPMC Health Assessment by visiting upmchp.us/mhq4.

Log into the app or website using your UPMC login or click register on the app/website.

After you have gained access, you will find everything you need to manage your health and wellness.

Beginning January 1, 2026, you can begin your Wellness Advantage Program, track your progress, and complete your Health Assessment right from the app or website.



Apple



Android

Scan QR code to download the UPMC Health Plan app

Highmark BCBS Members

How to get started

Scan the QR code to download the MyHighmark app from the app store on your device or visit MyHighmark.com.

Log in with your current member website username and password and accept the annual authorizations. If you do not currently have an account on the member website, you'll need to create one.

After you create an account, you will find everything you need to manage your benefits and your health.

Beginning January 1, 2026 you can begin your Wellness Advantage Program, track your progress, and complete your Health Assessment right from the app or website.



Scan QR code to download the MyHighmark app

Important Information

Deadlines

Make sure you complete all of your program requirements by September 30, 2026.

Completing the 2026 Wellness Advantage Program will allow you to keep your \$0 deductible for the upcoming 2027 plan year.

Requirements

- Complete Health Assessment
- Complete your annual physical with your primary care physician

Preventive exams from October 2025 through September 2026 will count toward completion of the 2026 Wellness Advantage Program.

Have Questions?

Please contact the Employee Benefits Office at 412-529-3692 or Employeebenefits@pghschools.org

journey x



Getting Started Instructions



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Journey provides you with inclusive digital mental health tools and personalized support to help you live a healthier, happier life.

Access to Journey is easy - no need to register or create a password. Follow the steps below to access Journey on the web or via the mobile app.

1. Click [HERE](#) or scan to download the app
2. Click Log In in the upper right (web app only)
3. Enter your company email
4. Check your email for the verification code
5. Enter the code, and you're in!

DOWNLOAD THE APP



Need Help?
support@journey.live

Getting started with Express Scripts Pharmacy

If you have remaining refills available, you can transfer them to Express Scripts Pharmacy online:

1. Log in to the My Highmark app or the member website at MyHighmark.com.
2. Click on the Benefits tab and then scroll down to the Insurance Benefits section and select Prescription. Next, select View prescription benefits.
3. You will be directed to the Express Scripts Pharmacy website.
4. Select Pharmacy Options under the Prescriptions tab to review available prescriptions you can have delivered by mail.
5. You may also call Highmark at the Member Service number on the back of your ID card.

If you do not have remaining refills available, you must obtain a new prescription from your doctor for up to a 90-day supply:

Option 1: Before your appointment, ask your doctor's office if they can send a prescription to Express Scripts Pharmacy electronically. If they cannot, see Options 2 or 3.

The benefits of home delivery

COST-SAVING SERVICES

- You'll typically pay less by getting up to a 90-day supply.
- Our specialists can help you find cost-saving opportunities, such as generic options.

AT-HOME CONVENIENCE

- Enjoy free standard delivery right to your home.
- Automatically receive refill reminders by email so you never run out.
- Refill your medication by phone or online.
- With your permission, your doctor will be contacted when it's time to renew.

HEALTH AND SAFETY SUPPORT

- Pharmacists are available 24/7.
- Licensed pharmacists can help with specific conditions, such as high blood pressure or diabetes.

ONLINE SERVICES

- Track your prescriptions and home delivery refills.
- View claims, balances, and prescription history.
- Receive alerts if there's a prescription-related safety issue.

Get started with home delivery. Visit MyHighmark.com.

Option 2: Before your appointment, download the mail order physician fax form by following the steps below. Then, ask your doctor to complete the form and fax it to the number listed on the form.

1. Log in to the My Highmark app or the member website at [MyHighmark.com](https://www.MyHighmark.com).
2. Click on the Benefits tab and then scroll down to the Insurance Benefits section and select Prescription. Next, select View prescription benefits.
3. You will be directed to the Express Scripts Pharmacy website.
4. Click the Benefits tab on the top menu and then select Forms.
5. Download the Mail Order Fax Form (PDF) and take a copy to your appointment.

Option 3: After your appointment, complete a Home Delivery Form and mail it with the new prescription to the address listed on the form. This form is available online by following the steps below.

1. Log in to the My Highmark app or the member website at [MyHighmark.com](https://www.MyHighmark.com).
2. Click on the Benefits tab and then scroll down to the Insurance Benefits section and select Prescription. Next, select View prescription benefits.
3. You will be directed to the Express Scripts Pharmacy website.
4. Click the Benefits tab on the top menu and then select Forms.
5. Download the Home Delivery Order Form (PDF) and send the completed form with your new prescription to the address listed on the form.

For complete details about your prescription benefit, visit [MyHighmark.com](https://www.MyHighmark.com) or call Highmark at the Member Service number on your ID card.



Note: Your medication will usually arrive within two weeks after Express Scripts Pharmacy receives your order. If your doctor faxes the prescription, you will be billed at a later date. Please make sure you have at least a two-week supply on hand while waiting for your medication to arrive via mail order.

Express Scripts is a separate company that provides certain prescription drugs through mail-order. Express Scripts is an independent company that assists in the administration of your health plan's prescription benefits.

Benefits and/or benefit administration may be provided by or through the following entities, which are independent licensees of the Blue Cross Blue Shield Association:

Western and Northeastern PA: Highmark Inc. d/b/a Highmark Blue Cross Blue Shield, Highmark Choice Company, Highmark Health Insurance Company, Highmark Coverage Advantage Inc., Highmark Benefits Group Inc., First Priority Health, First Priority Life or Highmark Senior Health Company. Your plan may not cover all your health care expenses. Read your plan materials carefully to determine which health care services are covered. For more information, call the number on the back of your member ID card or, if not a member, call 866-459-4418.

Delaware: Highmark BCBSD Inc. d/b/a Highmark Blue Cross Blue Shield.

Western NY: Highmark Western and Northeastern New York Inc. d/b/a Highmark Blue Cross Blue Shield.

All references to "Highmark" in this document are references to the Highmark company that is providing the member's health benefits or health benefit administration and/or to one or more of its affiliated Blue companies.

The Claims Administrator/Insurer complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex.

ATENCIÓN: Si usted habla español, servicios de asistencia lingüística, de forma gratuita, están disponibles para usted. Llame al número en la parte posterior de su tarjeta de identificación (TTY: 711).

请注意：如果您说中文，可向您提供免费语言协助服务。请拨打您的身份证背面的号码（TTY：711）。



Have your medications delivered to your home

UPMC Health Plan and Express Scripts mail-order pharmacy work together to provide home delivery of your prescription medications—and you'll enjoy free standard shipping!

Home delivery works best for maintenance medications. These are medicines that are taken on a regular, long-term basis and may include drugs to treat asthma, diabetes, high cholesterol, high blood pressure, and other chronic conditions. Express Scripts should not be used for short-term medications, such as drugs to treat a sinus infection.

Getting started: Once you become a UPMC Health Plan member, it's easy to transfer your prescriptions to Express Scripts. Just visit www.express-scripts.com/lowercost or call **1-877-787-6279 (TTY: 1-800-899-2114)**.

Getting refills: You can sign up for automatic refills or contact Express Scripts when you have a month of your medication remaining.

Quick tip: When you start a new medication, you should obtain a 30-day supply from a retail pharmacy before you request a 90-day supply via mail order.

This will give you and your provider a chance to make sure that the medication works, the dosage is correct, and that you don't experience any side effects.

Nondiscrimination statement

UPMC Health Plan¹ complies with applicable federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, sex, sexual orientation, gender identity, or gender expression.

¹UPMC Health Plan is the marketing name used to refer to the following companies, which are licensed to issue individual and group health insurance products or which provide third party administration services for group health plans: UPMC Health Network Inc., UPMC Health Options Inc., UPMC Health Coverage Inc., UPMC Health Plan Inc., UPMC Health Benefits Inc., UPMC for You Inc., Community Care Behavioral Health Organization, and/or UPMC Benefit Management Services Inc.

Translation services

ATENCIÓN: Si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Llame al 1-855-869-7228 (TTY: 711). 注意：如果您使用繁體中文，您可以免費獲得語言援助服務。請致電 1-855-869-7228 (TTY: 711)。

UPMC HEALTH PLAN



Need Help with Retirement Savings?

Retirement means more than just life after work.
If you need help making sense of retirement savings, it is never too early to start.

Call one of the
Pittsburgh Federation of Teachers
Approved 403b providers



www.lincolninvestment.com

Scott Accamando, AIF®

Pittsburgh Branch Advisors / 800-318-4828



Rich Locher

Financial Advisor

4kmc.com

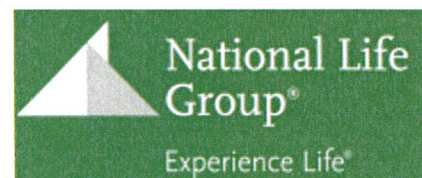
1-800-433-1828



Corebridge Financial Financial Advisor Retirement Services |

T (+1) 412-494-7302 | C (+1) 412-880-3659 | F (+1) 855-279-7699

amanda.liscio@corebridgefinancial.com

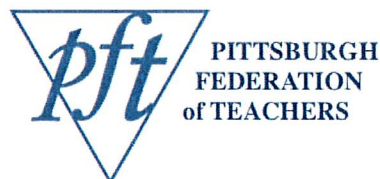


Daniel Asti (412) 951-7310

Financial & Retirement Services

Rachel Ann Bryson

Cell: 724.777.5655



10 South 19th Street
Pittsburgh, PA 15203
412.431.5900
www.pft400.org



Home financing options for AFT families



If you're looking to buy or refinance a home, let's connect. Your Wells Fargo team, together with Union Plus, is ready to provide home financing support and benefits to active and retired AFT members and eligible family members.

Your special benefit

Because of your AFT affiliation, you will receive a My Mortgage GiftSM award after closing - a \$500 value when buying a home or a \$300 value when refinancing.¹ You will need to identify yourself as eligible to receive the My Mortgage Gift award.

Mortgage payment assistance provided by Union Plus

In the event there is an unexpected loss of income, Union Plus provides an interest-free mortgage assistance loan or grant to eligible union members and their parents and children.²

Veteran's Grant

Union member veterans, who close on a primary home purchase or refinance through the program, may qualify for a \$1,000 Veteran's Grant from Union Plus. Terms and restrictions apply.² Learn more at unionplus.org/veteransgrant.

Let's connect

I'm here to help you find the home financing that's right for you.

Michael Rugh

Home Mortgage Consultant

NMLSR ID 404806

Mobile: 412-258-0188

michaelrugh@wellsfargo.com

homeloans.wellsfargo.com/michaelrugh



1. Eligible individuals will be sent redemption instructions for the My Mortgage GiftSM award approximately 2 weeks after closing on a new purchase or refinance loan secured by an eligible first mortgage or deed of trust with Wells Fargo Home Mortgage ("New Loan"), subject to qualification, approval and closing. The My Mortgage GiftSM award is not available in combination with any Wells Fargo employee mortgage offer. Only one My Mortgage GiftSM award is permitted per eligible New Loan. This award cannot be combined with any other award, discount or rebate, except as described in the Terms and Conditions. This award is void where prohibited, not transferable, and subject to change or cancellation with no prior notice. Awards may constitute taxable income. Federal, state, and local taxes, and any use of the award not otherwise specified in the Terms and Conditions (available at wellsfargo.com/mymortgage/terms and provided at receipt of award) are the sole responsibility of the My Mortgage GiftSM recipient.

2. The Union Plus[®] Mortgage Assistance Program and Veteran's Grant are provided and administered through the AFL-CIO Mutual Benefit Plan ("The Plan"), which is not affiliated with Wells Fargo Bank, N.A. Additional information about The Union Plus[®] Mortgage Assistance Program and eligibility criteria can be obtained at unionplus.org/mortgageassistance. Additional information about The Union Plus[®] Veteran's Grant and eligibility criteria can be obtained at unionplus.org/veteransgrant.

If you extend your loan term, you may pay more interest over the life of your loan.

If you are a service member on active duty, an eligible spouse, partner, or dependent, or currently receiving SCRA benefits, please consult with your legal advisor prior to seeking a refinance of your existing mortgage loan. In some cases, a refinance may impact your eligibility for benefits under the Servicemembers Civil Relief Act or applicable state law.

Union Plus[®] is a registered trademark of Union Privilege.

Wells Fargo Home Mortgage has a services agreement with Union Privilege in which Union Privilege receives a financial benefit for providing agreed-upon services. Wells Fargo Home Mortgage encourages you to shop around to ensure you receive the services and loan terms that fit your home financing needs.

Information is accurate as of the date of printing and is subject to change without notice. Wells Fargo Home Mortgage is a division of Wells Fargo Bank, N.A.

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Community Schools

Community learning centers. Full-service schools. Community hubs. Whatever you call them, community schools make a difference in the lives of children, families, educators and their communities each and every day.

Community schools aren't just centers of education; they're the new heart of the community itself and help create better conditions for both teaching and learning. They're a place where teachers, families, community members and service providers can come together in coordinated, purposeful partnerships.

homelessness and inadequate healthcare. These same children often attend schools without high-quality curriculum, instruction, supports and facilities as a result of decades of state budget cuts and other policy choices. The ongoing COVID-19 pandemic has only exacerbated these conditions.

This isn't just another program: It's a paradigm shift in the way we think about schools that goes well beyond just providing supports and services for students.

Families, partners and services aren't viewed as add-on features that are tapped when convenient but seen as integral parts of the whole school.

This shift is important. More than half of the nation's school children—about 25 million—live in low-income households. Increasingly, they live in neighborhoods of concentrated disadvantage and racial isolation, where they face society's neglect of their most basic needs. Many suffer adverse experiences and persistent hardship, including food insecurity,

Although community schools look different from one community to the next, they all bring together the relationships and assets of a neighborhood efficiently and effectively to utilize resources that advance the well-being of children and their families now and for future generations. They have four key features, or pillars:

- Integrated student supports
- Expanded learning time and opportunities
- Family and community engagement
- Collaborative leadership and practice

Research from the Learning Policy Institute and the Institute for Educational Leadership has found that when the community school model is implemented with fidelity, both schools and communities benefit. Some of those benefits are:

- Reducing health-related obstacles that cost students instructional time
- Decreasing student mobility rates
- Increasing family involvement
- Promoting community involvement and programming
- Reducing racial and economic achievement gaps

The AFT believes in a comprehensive vision for public education that includes promoting children's well-being, supporting powerful learning, building teacher and staff capacity, and fostering cultures of collaboration among educators, administrators, families and communities—all of which are inherent in the community schools model. That is why the AFT has been a constant champion of the Full Service Community School Expansion Act introduced by Sen. Sherrod Brown, that support the growth and sustainability of community schools across the country.

In addition to advocating for community schools at the national level, the AFT supports 74 affiliates with community school initiatives in 26 states that impact hundreds of schools and thousands of students, teachers and families.

Learn more: www.aft.org/position/community-schools



I Commit to My Union!

Membership Authorization: Yes, I want to join with my fellow employees and become a member of Pittsburgh Federation of Teachers Local 400 ("PFT"). I hereby request and voluntarily accept membership in PFT and I agree to abide by its Constitution and Bylaws. I authorize PFT to act as my exclusive representative in collective bargaining over wages, benefits, and other terms and conditions of employment with my employer.

SIGNATURE _____ DATE _____

Dues Deduction/Checkoff Authorization: I recognize the need for a strong union and believe everyone represented by our union should pay their fair share to support our union's activities. I hereby request and voluntarily authorize my employer to deduct from my earnings and to pay over to PFT an amount equal to the regular monthly dues uniformly applicable to members of PFT. This authorization shall remain in effect and shall be irrevocable unless I revoke it by sending written notice via U.S. mail to the PFT during the period not less than thirty (30) days and not more than forty-five (45) days before the annual anniversary date of this authorization. This authorization shall be automatically renewed as an irrevocable check-off from year to year unless I revoke it in writing during the window period, even if I have resigned my membership in PFT.

- ☐ Teacher or Other Professional ☐ Paraprofessional ☐ PreK Teacher, EC/EI
☐ Day-To-Day Substitute ☐ Adjunct ☐ Technical-Clerical ☐ PMOIU#2

Contact Information

Name _____ Board ID # _____

Personal Email (Not BOE Email) _____

Worksite _____ Position _____

Home # (or N/A) _____ Cell # _____

Home Address _____ City _____ State _____ Zip _____

Political Action Committee (PAC)

Authorization for Withholding of Voluntary Contributions to the Political Action Fund of the Pittsburgh Federation of Teachers: I hereby authorize the Pittsburgh Public Schools to withhold from my earnings a voluntary, per pay period contribution to the Political Action Fund of the Pittsburgh Federation of Teachers. This deduction shall continue at the same amount from school year to school year unless I increase, decrease, or revoke this authorization. This authorization is signed freely and voluntarily and not out of any fear of reprisal, and I will not be favored nor disadvantaged because I exercise this right. I understand that the PFT Political Action Committee is engaged in joint fundraising efforts with the AFT, the AFT PA, and the PA AFL-CIO and will use the money contributed to make political contributions in connection with federal, state, and local elections. Contribution or gifts to PFT-PAC are not deductible as charitable contributions for federal income tax purposes. Contributions cannot be reimbursed or otherwise paid by any other person or entity.

- ☐ \$10.00 per pay ☐ \$5.00 per pay ☐ _____ (other amount per pay)

SIGNATURE _____ DATE _____

Yes! I Want to Get More Active!

I would like to serve as:

- ☐ Political Liaison: Hold politicians accountable and inform my coworkers of political news.
- ☐ Online Activist: Spread the word about education issues online.
- ☐ Greeter: Call new members and welcome them to our union.
- ☐ Building Representative: Represent my coworkers' rights under the contract, run building committee meetings.
- ☐ Call me! I want to find other ways to get involved.



