

Boston Union Teacher

The Award-Winning Newspaper of the Boston Teachers Union

AFT Local 66, AFL-CIO • Democracy in Education • Volume XLV, Number 8 • April, 2013

AFT-MA / MTA Merger: The Time Has Come

By Richard Stutman, BTU President

After much consideration the BTU Executive Board proposed to our membership last month that we ask our parent organization, the American Federation of Teachers-Massachusetts (AFT-MA), to seek a merger with the Massachusetts Teachers Association (MTA). Our membership approved this motion unanimously. Why did we do this? First a little background.

Nationally our colleagues are represented by two major teachers' organizations, the American Federation of Teachers (AFT) and the National Education Association (NEA). The former has gained a foothold in the urban areas, the latter in the smaller urban, the suburbs, and rural areas. State by state, the same pattern

tends to be replicated: Local state teacher federations, like our parent organization, the AFT-MA, affiliated with the AFT, tend to be of similar makeup. And local associations, such as the MTA, appear follow the path of the NEA. In some states (like Mass.), most of the teachers belong to the NEA state affiliate; in others, the AFT and its state affiliate, predominate. In today's world both the AFT and the NEA and their offspring, while distinct, have more similarities than differences, and more reason to unite than fight.

Regardless of where we teach and work, teachers across the country face the same struggles. RTT, corporate (re)de form, the growth of standardized testing – to name just a few problems – are national, not local, in scope, and require

a comprehensive solution. Five states have merged their state affiliates: New York (2006), Minnesota (1997), Montana (2000), Florida (2000), and North Dakota (Feb., 2013). Wisconsin is pointed to move towards merger shortly, and more are headed in that direction. A national effort to merge the AFT and the NEA regrettably fell through 12 years ago. We think it's time to jump start the merger process in Massachusetts. Why?

First and last, there is strength in numbers. Currently there are two separate organizations in Mass., both of which offer similar services to similar locals while traveling on separate roads. We should be carpooling.

The AFT-MA represents locals as different as Lawrence, Medway, Boston, and Billerica. The MTA represents New Bedford, Dover, and Framingham, and Medfield. Are we so different? As one united and stronger local, we will merge our teams and develop a common agenda



Richard Stutman
BTU President

to promote what works as we become a single, forceful advocate for our students and members wherever they reside.

Of course I am not Pollyannaish. A merged local, though stronger and more effective than two separate locals, doesn't guarantee that we will be able to run the tide against the onslaught we have faced for the last decade. That's going to take hard work and a willingness to do things differently. But

a merged local will at least put us in the right direction.

I am also not Pollyannaish about the old 'wars' between the AFT and NEA. There are some veterans of this decades-old debate as to who better represents teachers who might prefer to hold out until the debate is settled. The Hatfield's and the McCoy's felt the same way. We have no time to wait. The only debate left today is how best to coalesce around a common platform and common strategy. That's our task.



Teachers participate in a "sit-in" supporting the Chicago Teachers Union.

Resistance and Civil Disobedience Grows Over Education "Deform"

By Garret Virchick

History may well point to the 2012-2013 school year as the time when teachers, parents, and students decided militant action was required to liberate schools from the grip of corporate reform. While there has always been critics of the education reform movement that started with No Child Left Behind, the past few months have shown a marked increase in the lengths proponents of public education have been willing to go in order to be heard.

Since the historic strike of the Chicago Teachers Union at the beginning of the school year there has been an uptick in the number of incidents of civil disobedience and resistance. From Seattle to Chicago to

Providence there is a growing realization that the current onslaught against public education will continue with little regard for the fact based arguments that have been raised by countless educators, parents, and advocates.

In early January teachers at Garfield High School in Seattle, the high school where rebellious rock legend Jimi Hendrix graduated, voted to refuse to administer a widely used standardized test. The Measures of Academic Proficiency (MAP) is a test that even the parent company, Northwest Evaluation Association, says has particular problems at the high school level. The test is being used by the district

(continued on page 5)

Two Ways to Vote in Union Election: In Person or Mail-In

by Kristen Pinto, BTU Election Committee Chairperson

The BTU Election Committee will be conducting our 2013 Biennial Election this spring with a new absentee ballot option which resulted from the passage of a by-law change voted by the membership. The rationale for this move is to hopefully increase election participation. We have hired the American Arbitration Association to work with us this year in order to ensure a smooth election.

The proposed timeline for this new election process is as follows:

Preliminary Election - May

Week of 3/19 – BTU will mail out Absentee Ballot Request forms with a business reply envelope

4/10 – Deadline for Receipt of Absentee Ballot Request

4/16 – Deadline for Mailing of Absentee Ballot to voters

4/30 – Deadline for Receipt of Absentee Ballots

5/1 – In-person polling at BTU

Final Election - June

Week of 5/6 – BTU will mail out Absentee Ballot Request forms with a business reply envelope

5/16 – Deadline for Receipt of Absentee Ballot Request

5/20 – Deadline for Mailing of Absentee Ballot to voters

6/4 – Deadline for Receipt of Absentee Ballots

6/5 – In-person polling at BTU

We urge everyone to update home addresses as soon as possible so that you will receive the mailing. Only absentee ballot requests on the official form will be accepted since there are several pieces of information that must be verified in order to certify qualified voters. Please note that Retirees must be signed up with the Retired Teachers' Chapter by April 1, 2013 in order to vote in this year's election.

Second Half of Evaluation Season

By Patrick J. Connolly
Executive Vice President

As we eagerly look forward to spring and an awakening of a new season of flowers and of hopes for the Red Sox, the evaluation season enters a new phase for many educators. Most educators should have received their Formative Assessment by now. The BPS reports that approximately 2300 educators with professional status have received a Formative Assessment so far. For educators who have been rated as Proficient or Exemplary the goal is to maintain or improve that rating. Educators on a one year self-directed growth plan are probably awaiting a Summative Evaluation. The 2010-2013 Collective Bargaining Agreement (CBA) mandates that the summative report must be written and provided to the educator by that date. For educators on a one year self-directed growth plan that date is probably May 15, 2013. No less than four (4) weeks prior to the due date of that report (date established by Evaluator with **written notice** provided to Educator)

Educator will provide evidence of family outreach and engagement, fulfillment of professional responsibility and progression on attaining professional practice and student learning goals. Continue to upload artifacts to support your work and progress.

There are, however, educators who have received a formative assessment that has resulted in a change of activities in their Educator Plan. If the rating change is for the worse the Evaluator may place the Educator on a different Educator Plan appropriate to the new rating. There are numerous educators with ratings that have changed from Proficient to Needs Improvement or Unsatisfactory. For these individuals there may be a plan in place of a shorter duration. It is important to remember that the length of a plan is measured in **calendar days, not school days**. The BTU has filed a detailed information request with the BPS to identify the number and scope of these changed plans. The BTU will reach out to these educators to provide as much assistance as possible.

Members who have had a negative change in their rating should immediately notify the Elementary or Secondary Field Representative. Educator with an Improvement Plan should be prepared for a Summative Evaluation by the end of the school year. It is important to frequently check your plan on the EDFS for new observations and to respond to those you think contain inaccuracies. This is your career and livelihood that is at stake.

The new evaluation process has led to an increase in tension and pressure for many of our members. The impact of this process has created levels of anxiety far greater than existed under the old evaluation process. In several instances I have met with teachers outside of their school building to avoid any contact with administrators. The implementation of this new process has not been the same in each school. Some schools have multiple educators on directed growth or improvement plans while others schools have none. Likewise the number of artifacts suggested varies greatly from school to school. The BTU and the BPS recently began to meet to review the process and implementation of the new system, but for some educators the process is nearing a conclusion in the form of a Summative Evaluation. There has been an increase in the number of educators who have received an intent to dismiss packet at this point. There may unfortunately be more. Educators need

to seek assistance from colleagues, peer assistants, and coaches to improve their practice if they have received a rating of needs improvement or unsatisfactory.

A recent list provided to the BTU by the BPS disclosed some disturbing implications. Of 100 educators on this list of teachers on directed growth or improvement plans only two (2) had moved to a self directed growth plan as of this writing. While some still were waiting for their Summative Evaluation, it does raise concerns about the real ability to improve once you are placed on one of these plans. The BPS needs to provide more directed assistance to teachers who they feel are struggling. The BTU will offer workshops to assist members in the Spring and Summer.

The majority of educators in the BPS will probably continue on one year directed growth plans. The BPS does not anticipate many teachers being placed on two year plans. The process will begin anew next September. Goals, action steps will need to be rewritten. In the meantime as the Assessments and Evaluations continue please contact the BTU with questions and concerns. Please contact me if needed at pconnolly@btu.org.



Patrick Connolly

Commentary: Kelly Tynan

How Teaching Has Prepared Me for Motherhood

Adult Interaction – Your life revolves around children. Adult interaction is a luxury that happens for a brief period over the course of the day. Embrace it.

Advice – Take what is best for your kid/kids. You know him/her/them better than an outsider or expert... like the crazy lactation consultant who wants to get her hands on your twins.

Animal Noises – Some child craving attention will test out a meow or moo at least once in your classroom. Your beautiful newborn will also make some crazy noises that will quickly get your attention because it sounds like a horse neighing... Most likely this happens when he is sleeping!

Bathroom – Teachers often wait long periods of time until the bathroom trip can be made. Mothers do too.

Beverages – Days must start with coffee and most likely end in a glass/bottle of wine after a rough day.

Burping/Farting – We shower praises on them for burping and farting as babies but then scold them when they are older. No wonder why they get so excited by “pull my finger.”

Circulating – Moving around the classroom is much like pacing with a groggy baby – a necessary part of the job that is also a way to burn a few calories.

Clothes – At some point during the day your clothes will become soiled – by a marker/sharpie or water while attempting to change the bubbler in the class and spit up or urine by your baby. The Mr. Clean eraser will get out most stains (even on clothes or your body).

Dancing – You will learn absurd dances from kids whether it be the Harlem Shake or the Hot Dog Dance. Just go with it!

Disney – The magical world of Disney can calm a class of teenagers after MCAS (Finding Nemo) or an infant while you attempt to eat, do laundry, etc. (Mickey Mouse Club House).

Hand Sanitizer/Tissues/Wipes – Your BFFs in the class are used as much in the nursery (and everywhere else)! Always have an ample supply!

Help – If someone offers help, take it. I appreciate my colleagues in the classroom and my family and friends at home. You may be able to do it on your own, but two sets of hands are greater than one!

Independent Practice – All students need this time to practice new skills on their

own. For an infant this is called tummy time. As much as you want to help, your baby needs to practice on his/her own. However make sure they have the tools they need like a rolled up blanket or bolster.

Music – Studies may show that classical music is best but you play what you like or a version of what you like on Pandora or Spotify. My son knows: how to “Jump Around”, that girl is “Poison” (never trust a big butt and a smile), and that “Private Eyes” are watching you.

Pathway – There is not just one way to get there anymore. Thank God for insemination, IVF and surrogates!

Patience – No explanation needed here. A story from my four-day stay at the Brigham...

*Nurse – “You are so patient with him”
Me – “I’m a special education teacher.”
Nurse – “It all makes sense now.”*

Pee/Poop – Children may pee or poop all over you but you will continue to shower them with unconditional love!

Plans – A birth plan is like a lesson plan, if the objective is not being met you must make some on the spot changes... like okaying a C-section or making the move to formula... and not feeling guilty about it.

Read Alouds – You will have a captive audience – most of the time!

Schedule – Kids need consistency. One minor change (hello daylight saving time) and your kid(s) may flip.

Shots – You need a few before you can teach and the flu shot early in the season each year... You also get them as soon as baby arrives. Hello whooping cough booster!

Swing – Cannot live without an ELMO doc cam with its swinging arm and My Little Snugabunny with its cradle and swing.

Temperature – Varying temperatures in BPS buildings during winter are much like the hot flashes and chills after birth.

The Wheel – Don’t try to reinvent it. I beg, borrow and steal lessons from colleagues. Do the same with friends for your kids. I didn’t know at first how to best change a diaper or swaddle, but friends and family gave me tips like don’t forget to adjust him when you change his diaper and place the new diaper under the old one.

(Kelly Tynan teaches Special Education at UP Academy.)

Letter to the Editor

Hybrid School Committee Model Issue Clarified

Dear Editor,

I am glad you covered the city council meeting on the possibility of converting the school committee to a hybrid model. (*Councilor Baker Seeks Hybrid School Committee, March, 2012*) It is an idea whose time has come. However your coverage contains a number of inaccuracies and I think there is even more support for the idea than your article implies. Here are some points your article got wrong:

Mr. Contompasis was emphatically in favor of keeping the appointed school committee. He gave examples of school systems that had had a hybrid model and

switched back to an appointed committee. He was one of the four speakers who gave testimony in favor of maintaining the current model, including Professor Wong, (not Long) as well as Ms. Raynor and Mr. Ruben. But according to their testimony John Connolly and Felix Arroyo seem much more inclined toward the hybrid model than the quotes attributed to them indicate, and possibly Councilor Linehan as well.

*Sincerely,
Fran Perkins,
Retired Teacher*

BTU Takes Lead on Children’s Mental Health Awareness Day

May 9, 2013 is National Children’s Mental Health Awareness Day and the BTU is taking the lead in coordinating some activities and events to actively join this worthwhile national endeavor.

This annual public awareness effort is designed to bring attention to the importance of positive mental health to a child’s social and emotional development. We believe that healthier students learn and perform better. We want to support a mental health agenda that will meet the demands for school improvement, close the achievement gap, and address racial, ethnic, disability, and socio-economic disparities.

What can you do to make this day successful? You can sponsor school-based activities that are designed to celebrate the accomplishments and strengths of your students. Plan an activity, such as jump rope, dribbling, shooting hoops, relay races, spelling-, math-, science-, geography- or history-a-thons, etc. Have writing or poster displays focused on bullying prevention, cyber safety, violence prevention, substance abuse prevention, teen dating, what a difference a friend makes, etc.

We invite any school to sponsor moments of celebration, such as eco-friendly balloon releases where students write a note about their heroes, or wear green ribbons (the color of Mental Health Awareness), make flags, decorate T-shirts, and so on.

Positive mental health is essential to every child’s healthy development from birth! Please get involved.

For more information: Contact Angela Cristiani at acristiani@btu.org or call 617-BTU-2000.

*– Angela Cristiani, BTU Political Director
Janey Frank, IDEA Partnership Member and BTU RTC*

What is the BPS Student Cell Phone Policy?

Superintendent's Circular 'Cellular Telephone Policy' went into effect July 2005 and was developed in cooperation with members of the Boston Student Advisory Council (BASAC), representing every BPS high school. It supersedes all previous references to cell phones in BPS's Code of Discipline & this policy applies to all students enrolled in all BPS schools at all levels, including pilot, BPS Horace Mann Charter Schools, Innovation, and Turn Around Schools.

According to the policy students are permitted to use cell phones only before or after school hours inside or outside the school building; at after-school or sports activities only with permission of the coach, instructor, or program director; and at evening or weekend events inside the school.

The use of cell phones for any purpose including phone calls, text messaging and other functions – is not permitted at any other time on school grounds. Cell phones must not be visible and must be turned off (not on silent or vibrate mode) during the school day.

Enforcement and penalties for violating stated policy includes that each school designate staff to monitor implementation of the policy and enforce the following penalties for violations. First offense: student's cell phone will be confiscated and returned to student at the end of the school day. Second & subsequent offenses: student's cell phone is confiscated & returned only to student's parent or guardian. Student will be prohibited from bringing the cell phone to school for the remainder of the school year. Students committing repeated violations of this policy may be subject to additional disciplinary action, consistent with the BPS Code of Discipline.

Given that this is the BPS's policy, it is my suggestion that this policy be reinforced and posted for review and that BTU members assist in establishing at each school, a place to secure said confiscated phones on order to diminish the potential of their loss. Please establish a school norm for cell phone confiscation which is clearly spelled out. Ad hoc attempting to 'grab' said phone from a student (when student is unwilling to allow phone to be confiscated) can and will be construed negatively and may result in discipline of said BTU member. School based enforcement norms which are well published, understood, and consistently enforced make for a safe, productive school environment. When enforced uniformly, this policy will cut down on instances of YouTube postings of classes, students' texting each other to meet up in the bathroom, coordinated class cutting, bullying, and the like.

What is job-sharing and who can participate?

The BTU will hold a **Job-Sharing Info Session at the BTU on Thursday, April 25th, from 4-6**, where all people interested in participating may attend to gain information and to assist in finding a partner. Eligible participants in the program are; all permanent BTU members including teachers, psychologists, nurses, guidance counselors, etc.; provisional once they have been hired for the next school year, and substitutes once they have received a provisional contract.

Job-sharing is when two eligible participants split a single job in a manner agreed upon by the job-sharing partners and the principal who will be hosting them. The principal must approve the job-sharing to occur as well as how the logistics are carried out. Job-sharers each must work half time. As a result, they earn one-half the pay, full health insurance and health & welfare

benefits, one half of the allocated sick and personal days, for retirement purposes a job-share year counts as half-salary, they maintain a full year's seniority, they must work the entire 18 hours of professional development and must attend both parent conference nights and all professional development days.

The teacher, who is job-sharing in their own school, retains attachment rights to that site. The visiting teacher who is job-sharing retains attachment rights to their former site for one year. If the visiting teacher job-shares at a school other than their original site for more than a year, they lose their attachment rights back to that site. In order to apply for and to receive literature from the BTU and the School Department about job-sharing, you must fill out an application of interest form through the BPS Office of Human Resources Circular.

What is considered 'corporal punishment' in BPS?

Referring to Superintendent's Circular LGL-20, 'Corporal Punishment':

"Corporal punishment includes but is not limited to the following:

Slapping or hitting students
Pulling students by their arms, shoulders, etc.

Pushing students from one location to another

Forcibly causing students to sit down
Grasping students by any body part

Staff may restrain students only in order to protect students, other persons or themselves from an assault and may only use such force as is reasonably necessary to repel such an attack. Violation of the policy and law will result in disciplinary measures and may result in the filing of abuse and/or criminal charges." The circular states, "...the use of corporal punishment is strictly forbidden by BPS Committee policy as well as by Massachusetts State Law G.L.c. 71. [37G]."

This information may seem self explanatory, but we all should be mindful of the moments in the hallway when a challenging student isn't moving in the direction so told, isn't sitting down after repeated requests to do so, is behaving in a manner that is confrontational or overly playful, will not extricate themselves from a potentially volatile situation, etc. It is in these moments that our intellectual filters can slip and exasperation or desperation can rear its ugly head resulting in a momentary lapse which in some cases can result in ruining one's career. Even if there have been no repercussions for previously putting one's hands on a student, it is just a matter of time that there will be. When in doubt, do not touch at all. If the act can't be construed into corporal punishment, it could be interpreted as sexual harassment. There has been many BTU staff who has found themselves in the hot-seat discipline wise over what they honestly viewed as an inconsequential or innocent act. Re-reading the list (above) is a good exercise in prevention.

What is the AFT Prize for "Solution-Driven Unionism"?

The Prize is \$25,000 and will recognize AFT member's outstanding collective work to create solutions that improve their workplaces and communities. It will be awarded for extraordinary accomplishments that exemplify the AFT's mission of providing high-quality public education, healthcare and public services for students, families and communities. The prize must be awarded to a nonprofit organization which could be the AFT affiliate

or a nonprofit closely associated with their solution-driven unionism work.

Some initiatives that might qualify for the prize include but are not limited to the following kinds of examples. Working in coalitions with community organizations & other partners to achieve shared goals; labor-management partnerships that produce concrete results for workers and the people we serve; devising solutions to improve the quality of the services we deliver; and turning unfavorable conditions into opportunities for more positive outcomes.

Applications will be accepted online through www.aft.org this spring. Prize winners will be announced in late July at the AFT TEACH Conference in Washington, D.C. State and local AFT affiliates are eligible to apply as are groups of AFT members in the workplace. Individuals are not eligible to apply. The applications must include the names and roles of the union members instrumental in achieving the success being described and entered.

What's the new process of "Paraprofessional First Consideration" for teaching vacancies?

The new contract language reads; "A paraprofessional who have received his/her teaching certification, are recommended for employment by his/her building administrator, and who apply for teaching positions will receive four interviews provided that there are four vacancies for which the paraprofessional is qualified, three interviews provided that there are three vacancies for which the paraprofessional is qualified, two interviews provided that there are two vacancies for which the paraprofessional is qualified, and one interview provided that there is one vacancy for which the paraprofessional is qualified."

When to 'specialty' teachers obtain common Professional Development time?

In the new Collective Bargaining Agreement (CBA or contract), this issue is addressed in the following manner. "All specialty teachers such as but not limited to art, music, physical education, guidance,

district-wide shall meet as a group at least once annually during the contractual school year for a professional development day, on one of the city-wide schools professional development days already scheduled on the academic calendar."



Caren Carew

How is the BPS addressing the need for more nurses in the schools?

The BTU negotiated for more nurses in this last round of contract negotiations and obtained the following contractual language to address this need. "During the course of the 2012-13 school year, the [BPS School] Committee will add six full-time nurses to the current allotment of nurses and shall maintain such complement of nurses through August 31, 2016. The Committee will designate these six (6) full-time nurses as "coverage nurses" and the Office of Special Education and Student Services shall deploy coverage nurses to address students' needs in the District including, but not limited to covering for school-based nurses who are absent and supplementing current nursing services." This is one of the items for the good of the children that the BTU negotiated hard for. These six nurses have been hired.

Remember to Vote in the BTU Elections! Preliminaries in May Finals in June See details on page 1

Phone Numbers

Office.....	617-288-2000
Health & Welfare	617-288-0500
AFT Massachusetts.....	617-423-3342
Function Office	617-288-3322
Lounge Office.....	617-288-3322
Vision Center.....	617-288-5540
Tremont Credit Union.....	781-843-5626

Boston Union Teacher

Published by the Boston Teachers Union AFT Local 66, AFL-CIO

The *Boston Union Teacher* is published eleven times a year September - July, inclusive.

President
RICHARD F. STUTMAN

Vice President
PATRICK CONNOLLY

Secretary-Treasurer
CHARLES R. JOHNSON

Co-Editors
**MICHAEL J. MAGUIRE
GARRET VIRCHICK**

Editorial Board
**Caren Carew
Angela Cristiani
Jenna Fitzgerald
Michael McLaughlin
Eileen Weir**

EDITORIAL NOTE:

The opinions expressed in the *Boston Union Teacher* do not necessarily represent the views of the Boston Teachers Union, or those of its members.

WHEN WRITING:

All correspondence to the *Boston Union Teacher* must be typewritten and include the author's name and school or department if not school-based.

All articles must be appropriate to the publication, and in good taste.

Letters to the Editor should be sent to letters@btu.org.

DEADLINE:

The deadline for submitting articles for the next issue of the *Boston Union Teacher* is April 17th.

All copy should be e-mailed to gvirchick@btu.org and mmaguire@btu.org. This deadline will be strictly adhered to.

180 Mount Vernon Street ❖ Boston, MA 02125
617-288-2000 ❖ 617-288-2463 ❖ Fax 617-288-0024 ❖ www.btu.org

The 27th Annual AFT-MA/BTU Statewide Paraprofessional Conference

By Jenna Fitzgerald

The 27th Annual AFTMA/BTU Statewide Paraprofessional Conference was *not* snowed out and was held at the BTU on Saturday, March 9, 2013, where over 140 paras and statewide guests gathered early for coffee and danish to fortify themselves for the anticipated workshops.

Richard Stutman, our president, gave the opening welcome to all the paraprofessionals, but was especially pleased with the paras from around the state, which included Amesbury, Billerica, Lawrence, Lowell, Lynn, Medway, New Bedford, Peabody, and Springfield.



Jenna is honored by AFT-MA President Tom Gosnell who wore a black derby hat for the occasion.

He then acknowledged me, **Jenna Fitzgerald**, the Paraprofessional/Substitute Teacher Field Rep. with some very kind words of praise and told the audience of my plans to retire in June.

Next on the agenda was AFT-MA president **Tom Gosnell**, who also spoke of my retirement and even sported a new black derby hat in honor of my hats! The mood was light and everyone was enjoying the conference so far.

Now we get to the topic of the day, which was very sobering: "It's Your Future, Looking at Your Retirement Responsibilities," presented by **Andrew Powell**, Field Rep. from the AFT Massachusetts. Andrew

gave a Power Point presentation of the recommendations of the OPEC Commission on the changes for your retirement. He presented a very precise outline of proposed changes, some of which upset the audience. The Governor's Bill, House #59 was also

discussed, starting with the new eligibility requirements. Public employees will be required to be of a certain age with a new minimum year of service to qualify for health insurance in retirement. One by one the paras stood and asked questions, which went on for over an hour. Andrew was very supportive, answering each and every question with a thoughtful, honest response. In the end the group was satisfied and knew what they themselves would have to do to ensure their own retirement issues would be met.

Everyone said how enlightening Andrew was and they felt better knowing what the retirement changes would be so they could look at their own situation and take the right steps.

Break time, and time to get ready to relax and be entertained. To lighten the atmosphere and get the paras off the retirement issues, we had comedian **Tom Gilmore**, who says, "Have Tux will Travel." To say he was funny doesn't do him justice. He had the paras in the aisles laughing. I insisted the comedian be a family-type with lots of good clean jokes that anyone could enjoy. Tom fit the bill to a T. His jokes about his kids and how they react to Mom and Dad everyone could relate to. It was a wonderful way to leave everyone happy.

Lunch was a turkey dinner with all the fixings, enjoyed by all. Then came the drawings for three large and wonderfully-filled baskets donated by the Para Council. Three lucky paras carried the heavy baskets away, knowing they had a great time at the 27th Annual AFT-MA/BTU Paraprofessional Conference, and yes, they will come again!

I had announced that I will not be running for the Paraprofessional/Substitute Teacher Field Representative position. After thirty-four years it is time to go. I did state that I was a contemporary of the Pope, so if he can retire, so can I!

One of the headmasters of a high school met me at Court Street and said that he heard my news and was very happy for me. He then added, "I also heard the Pope story, so I was going to call Richard and ask if he intended to install a chimney over there at the BTU so they could let the smoke billow out and everyone would know, 'Jenna has left the building'."



Photos by Josefina Lascano, Matthew Robinson (AFT-MA), and Michael J. Maguire



Resistance and Civil Disobedience Grows Over Education “Deform”...

(continued from page 1)

as part of teacher evaluations. Seattle teachers have noted that many high school students do not take it serious. Citing many other educational reasons for their action the teachers at Garfield decided that standing up for what is right is worth putting yourself on the line.

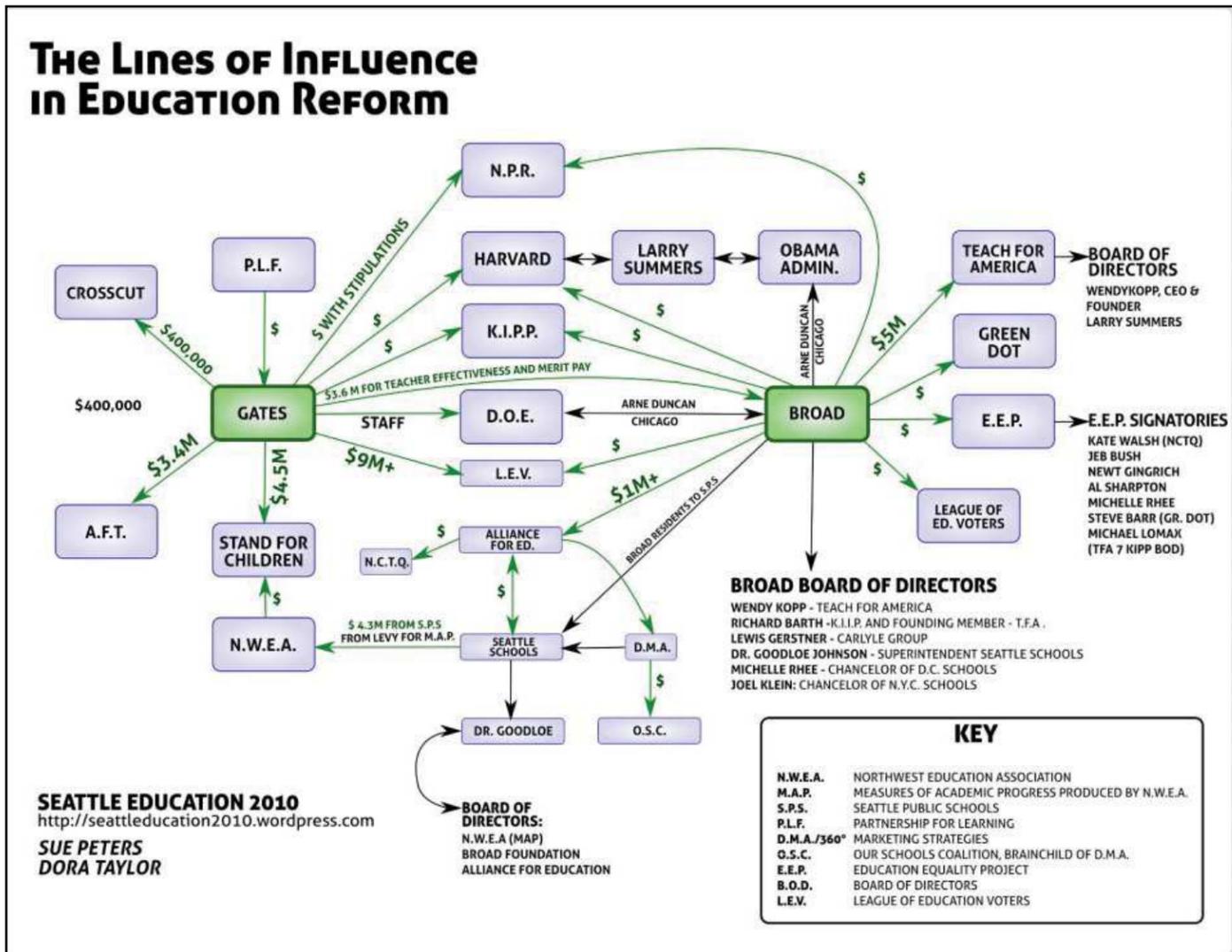
In an effort to beat back this resistance Seattle superintendent Jose Banda threatened 10 day suspensions for the Garfield teachers. In an act of solidarity a 2nd Seattle school, Ballard High School, joined the boycott. In February over 300 parents at the school opted their children out of the test. Then came letters of support from scores of others in Seattle and around the country who are refusing to remain silent as our schools are turned into testing factories. Banda had to back down and rescinded the suspension threat.

The struggle against the misuse of standardized testing is spreading to students. In February members of the Providence Student Union in Rhode Island staged a rally dressed as zombies to protest the mindlessness of the testing that dominates the corporate reform of high stakes testing. Marching on the Department of Education students chanted “No education, no life” to protest the decision to link standardized tests to high school graduation. Students in Oregon have organized an Opt Out Campaign to persuade other students not to take the standardized tests. Citing the stresses they have experienced since 2nd grade and the negative impact these tests have had on their educational life the students felt they had no choice but to organize.

In March, public outcry about school closings and the lack of teacher and parent input into the process in Philadelphia, Pennsylvania led to 18 people being arrested for blocking entry to a meeting of the Philadelphia School Reform Commission. Included in the 18 was American Federation of Teachers president Randi Weingarten.

According to AFT Leadernet, AFT president Randi Weingarten and 18 others were arrested March 7 at the headquarters of the School District of Philadelphia for protesting city officials’ plans to close 29 public schools. The protesters were blocking the doors to prevent Philadelphia’s School Reform Commission from voting on the school-closing plan.

Before the arrests, Weingarten—along with Philadelphia Federation of Teachers president Jerry Jordan, a number of Philadelphia City Council members, and other community and religious leaders—addressed a crowd of several hundred protesters who had gathered at the district headquarters before the commission meeting. They demanded a



moratorium on harmful school closures, which are a reckless approach to education that destabilizes communities. Parents, teachers and community members have drafted and united around an alternate plan to invest in neighborhood schools, but the plan has been ignored by the School Reform Commission.

“Kids have suffered cut after cut,” Weingarten said. “Fix, don’t close, schools!” The crowd joined along with its own chant of “Don’t close schools!”

Three weeks later on March 27th over 100 teachers and parents were arrested in Chicago for protesting the decision to close 54 public schools, the largest school closing in US history.

According to the Chicago Teachers Union and AFT, Thousands rallied and marched on March 27 in opposition to a Chicago Public Schools and mayor’s office plan for mass school closings. Organized by the Chicago Teachers Union, UNITE HERE Local 1, SEIU Local 1 and the Grassroots Education Movement, Chicagoans called on the city and the board of education to stop all school closings and slow the expansion of charter schools to focus on investment in public schools, working-class families and the city’s struggling neighborhoods.



Teachers participate in a rally in Philadelphia in March.

A crowd gathered in Daley Plaza and swelled to 7,000 as they marched through the streets of downtown Chicago. Throughout the march, CTU president and AFT vice president Karen Lewis (shown speaking at left) was flanked by two longtime civil rights activists, the Rev. Jesse Jackson and U.S. Rep. Bobby Rush (D-Ill.).

Lewis urged the students, teachers and families in the crowd to stay strong in the face of school closings and pledged union support. She also sent a message to the thousands of students that CPS is attempting to displace: “On the first day of school, you show up at your real school,” Lewis said. “Don’t let these people take your school!”

In an act of civil disobedience, more than 100 members of the organizing unions were arrested during a sit-in in the southbound lane of LaSalle Street outside of City Hall. Among the arrestees were CTU vice president Jesse Sharkey and CTU recording secretary Michael Brunson.

“It is an obscene travesty for them to refer to what they’ve been doing as a civil rights movement,” said Brunson of the school board. “So now, we are going to show them what a real civil rights movement looks like, and what a real civil rights movement feels like.”

As the demonstration unfolded, AFT

president Randi Weingarten released a statement in support of the teachers, parents and students in the streets.

“The AFT stands with teachers, parents, students and other Chicagoans fighting to guarantee every child in Chicago the high-quality neighborhood public school he or she deserves,” Weingarten said. “Chicago’s reckless mass school closure agenda will destabilize neighborhoods, threaten our children’s safety, fail to improve learning or save money, and create a domino effect of destabilization in schools across the city. It is part of a disturbing trend in cities across the country by the powers that be to ignore what parents, students and teachers demand and what our children need in favor of failed policies.”

Standardization, underfunding, and school closings are all part of the corporatization of American schools. It doesn’t seem to matter that we work hard and make many sacrifices so that our students have the opportunity to achieve. The public is being torn away from public education. More and more teachers, parents, and students are fighting back. What will become of our schools? Although Jimi Hendrix went to Garfield High School it is the quote of another famous rock rebel, Joe Strummer, that comes to mind. “The future is unwritten.”



This winter we were faced with a number of large snowstorms which required a whole lot of shoveling.
 Photo by Caitlin Cox

Statements from Candidates for BTU Paraprofessional/ Substitute Teachers Field Representative

Adrienne Jordan

My name is **Adrienne Jordan**, I'm a K-1 Paraprofessional at the Chittick Elementary School. I have worked in the Boston public Schools for over 24 years. I was also Community Field Coordinator for two years at the Mattapan Early Education Center. (Ellison Parks)



I have worked in multiple environments as a paraprofessional from Early Childhood, Middle School and High School level. (ex) Regular Ed, Title I, Lab Cluster, Special Ed, Chess Team and Student Support.

My background experience attributes from listening and understanding the needs of our students, Parents and the Community.

As a paraprofessional I have served on several different Committees. At present; Para Council, Building Rep, Delegate, Election Committee and Black Caucus. As a Para Council member I've had the opportunity and pleasure of traveling to the Paraprofessionals and School Related Personnel (PSRP) Conferences in different States, learning and adapting techniques to help our Union become stronger while utilizing resources that will help better Educate our students.

In the summer of 2009, myself and a colleague volunteered to travel on behalf of the AFT to Savannah Georgia to help the Union and their members. I'm running for Para/Sub field Rep. because I dedicate my life to learning and teaching. I believe in order to increase a child's level of success we have to actively involve the people in the child's life. (ex) local grocer, librarian and so on. Remember the saying "It takes a whole village to raise a child."

I feel it takes commitment, dedication and motivation to ensure that all paras and substitutes get the support and resources needed to help them in/out of the classroom.

I'm asking for your support on Election Day. Thank you.

Carla M. Johnson

My name is **Carla M. Johnson** and I would like the opportunity to represent you as Paraprofessional and Substitute Teacher Field Representative.



I was born into a family of BPS educators. My father and grandfather were both teachers and my mother a paraprofessional. Like her I am passionate about the importance of early education and have spent my nearly fifteen year career in K0-1st grade inclusion classrooms.

I have run for this office before, each time because I am committed to serving you in this position. I see this as an opportunity to work with other Boston Paraprofessionals. I am confident that my experience in the classroom and as a representative of the union, have prepared me to take on this role and to work with you to ensure that our rights and contract are respected. Our presence and skills are vital to the education of our students. I am inspired by the many Boston Public School paraprofessionals I have met and worked with including my late mother Donna Johnson who taught me to use my voice to advocate for children and those who work on their behalf. I look forward to meeting and talking with more of you and humbly ask for your support and vote in the primary and final elections.

Thank You, Carla M. Johnson

Debra Brown

My name is **Debra Brown** and I am running for the position of Paraprofessional/ Substitute Teacher Field Representative. I would like to present my history with the Boston Public Schools and the Boston Teachers Union.



- Paraprofessional for 24 years
- Worked in the classroom in a variety of settings
- Currently the librarian at the Charles Sumner Elementary School in Roslindale, Ma.
- Building Representative for the Charles Sumner School
- Para Council for over 18 years
- Trustee to the Health and Welfare Fund
- Member of the Collective Bargaining Unit
- Delegate for all bodies of the Union

- Recipient of Para of the Year, AFT/MFT, Superintendent Focus on Children Awards

To keep our union strong and to build this union, we need everyone's energy, talents and ideas, making it more important than ever that we bridge the gap between seasoned activists and new members. Paraprofessional/substitute teachers roles are changing, and I want to insure that the paras and substitutes receive the dignity and respect they deserve from the Boston Public Schools as well as the Boston Teachers Union. I will not let the Paraprofessionals and Substitutes be forgotten in the Union. It's a whole new world out there for Unions and times may be tough, but I am ready for the challenge.

Please consider me for the position of Paraprofessional/ Substitute Teacher Field Representative on May 1, 2013.

Colleen Hart

Cassandra Samuel

My name is **Cassandra Samuel** of the Young Achievers School. As a candidate for the Paraprofessional/ Substitute Field Representative, I will do my best to represent you with honesty, integrity and the energy to help us move forward in the coming years.



For the last sixteen years I have been a Paraprofessional in the Boston Public Schools. I began my career as a LAB paraprofessional in grades 3/4/5. I then moved to grades 4/5 SAR classroom. My last five years at the Holland I was a Library/Media Paraprofessional. When I left the Holland I moved to the Martin Luther King Jr. as an Early Childhood Paraprofessional. This past year I became a one to one paraprofessional at the Young Achievers School of Math and Science. I also coordinate and teach "Tech Goes Home", to students and their families on Saturdays. Once a Month I volunteer at BSU Parent Association Executive Board.

I served on the Holland Faculty Senate for six years representing both teachers and paras. As treasurer of the Faculty Senate, I managed funding for staff events and planned budgeting for future endeavors. As a member of the Faculty Senate I met with administrators monthly to ad-

dress concerns of staff members in order to resolve issues in a timely fashion. I have been a Build Representative for 1 year and received the Building Representative Award in 2012. I am an Alumna of Boston Technical High School and a Parent of Boston Latin Academy Alumna. I am currently serving as a volunteer of the Parent Association Executive Board at Bridgewater State University.

As the Paraprofessional/ Substitute Field Representative I will bring my experience as an educator and manager to help the board facilitate new opportunities for Paraprofessionals at all levels to have a stronger voice in the Boston Public Schools.

Your support is very much appreciated.

Josefina Lascano

My name is **Josefina Lascano** and I am running for the office of Paraprofessional/ Substitute Teacher Field Representative.



I take great pride on my involvement with the Boston Teachers Union very seriously because I believe that all its members deserve to be well represented. Let me be the one to continue with the recognition and respect that is well earned by all of our Paraprofessionals and Substitute Teachers for the work they do in the schools.

My experience in union business over the years has been serving on the Negotiating Team for the last two contracts, Paraprofessional Council, Trustee for the Paraprofessional Health and Welfare Fund, Collective Bargaining Committee, Election Committee, Delegate to Local and National Conventions and Building Representative.

Among my accomplishments, I have received the AFTMA Distinguish Service award, Paraprofessional of the Year and the AFT Everyday Unsung Hero. I am a Para Mentor and an AFT ER&D MSBSS Strand Trainer.

I am the proud mother of a teacher in a Boston Public school also I speak SPANISH fluently.

Thank you in advance for your consideration.

VEN Y VOTA! TU VOTO ES IMPORTANTE.

Come and vote! Your vote is important.

MEET & GREET the candidates for PARA/SUB FIELD REPRESENTATIVE and PARA COUNCIL after the membership meeting on April 10th. Light refreshments will be served.

BTU Women's Committee Holds Second Annual Women's Rights Breakfast

On March 30th, the 2nd Annual Women's Rights Breakfast was held at Florian Hall in Dorchester. Over 50 people came out to enjoy a morning of good food, great conversation, and inspiring speeches. This year's Glass Ceiling Award, to honor the achievement of women, went to State Representative **Marjorie Decker**.

For the past year the Women's Rights Committee (WRC) has worked hard on their mission to create a sustainable women's committee in the BTU, to partner with other organizations that promote women's leadership, and to continue to host the annual women's rights breakfast. Over the past year the committee has held true to this mission hosting a well-attended event earlier in the year that centered on the struggles of women in Afghanistan. And this year's breakfast celebrated the work of the committee.

Hosting the event was Mildred Avenue School music teacher **Sherrie Pedone**. As chair of the WRC Sherrie outlined the work and mission of the committee. After working hard to build the WRC and ensure its sustainability Sherrie is stepping down as chair this year and handing the reigns off to West Roxbury Academy science teacher **Darcel Hunt**. Darcel introduced this year's Glass Ceiling Award winner State Representative Marjorie Decker to the attendees.

Representative Decker gave an impassioned address. Although she was raised in public housing, daughter of a disabled veteran and nurse's aide, she has worked hard to become the youngest city councilor in Cambridge and most recently her district's representative on Beacon Hill.



Attendees to the Women's Rights Breakfast honor Rep. Marjorie Decker as the recipient of this year's "Glass Ceiling Award." Left to right, Gayle Marrow, Brenda Chaney, Darcel Hunt, Sherry Pedone, Cindy Bergeron, Councillor Felix Arroyo, Rep. Marjorie Decker, Angela Cristiani, Big Sister volunteer Amanda Martinez, Tom Gosnell, Dana Buefort.

But Decker refused to say her story was one of a person who simply picked herself up by their bootstraps. She reminded us that all along the way there were people, like her teachers and others, who were there for her that were helping her pull on those boots.

Having attended the University of Massachusetts, Amherst, Marjorie Decker is a product of public education. She reminded us that, "Civil Society needs to provide what individuals need in life so that they can succeed in life." All along the way her teachers were the optimists that inspired her to make the world what it needs to be.

Also addressing the crowd was **Amanda Martinez**, a Big Sister who had her first experience with mentoring as a 9 year old when she had her own Big Sister. Wanting to give back Ms. Martinez has gotten involved with the Big Sister program as well.

The event was a huge success and everyone in attendance walked away with a deeper commitment to building the leadership of women in all phases of society.

- Garret Virchick

Because It's Good Politics: Angela Cristiani, BTU Political Director

Campaign for Our Communities Lobby Day

On March 12th, BTU members headed in to the State House in support of *An Act to Invest in Our Communities* (HB 2687/SB 1313), sponsored by Rep. Jim O'Day and Sen. Sonia Chang-Diaz, to speak to their elected officials about the need for additional revenue to strengthen the Commonwealth's economy.

With this revenue package, the Commonwealth will raise \$2 billion dollars by raising new revenues, while making our tax system simpler and fairer for every Massachusetts resident, with an exemption for low and middle income seniors.

Central to the bill is a provision that increases the state income tax from 5.25% to 5.95% while simultaneously raising the personal exemption. This has the effect of raising significant new revenue, but doing so in a fair way. It is the belief that such a provision must be included in any successful revenue proposal.

The message is simple... invest in our communities and invest in a strategic way.



Angela Cristiani

Revenue drives public education. MA schools, teachers, students, as well as all MA residents deserve the investment.

Thank you Patrick Alexis, John Alloca, Maria Arias, Pedro Arias, Sandra Baler-Segal, Marie Broderick, Caren Carew, Sandra Carle, Anna Catalanotto, Larry Connolly, Jean Cristiani, Marjie Crosby, Joan Devlin, Jill Duckowney, Norma Eason, Brian Fleming, Janey Frank, Eileen Ganley, Nicholas Giacobbe, Milton Hagins, William Han,

Jenny Han, James Martin, Johnny McInnis, Peter Meyer, John Molloy, Sherry Pedone, Marian Peters, Seth Peterson, Timo Philip, David Russell, Joanne Shinnick, Elaine Sutherland, Paul Tenney, Connie Thibaut, Mary Ann Urban, Garret Virchick, Adele Willaims, Walter Woods, and Judy Zografos!

(If you attended the Lobby Day and your name is inadvertently missing, please contact Angela Cristiani at the BTU office.)



BTU members show up in force to the Campaign for Our Communities Lobby Day.

Photo by Matthew Robinson. AFT-MA

BTU Retired Teachers Chapter News



Executive Board Minutes

February 4, 2013

Members present: Anne-Marie Adduci; Anne Broder; Marie Broderick; Sandy Carle; Mary Cahalane; Larry Connolly; David Donovan, Chairman; Eileen Ganley; Ruthanne Kennedy; Marilyn Marion, Secretary; Leonard Miraglia, Vice Chairman; Mary Jo Murphy; Linda McNamee and Paul Tenney.

Excused: Phil Fasano, Marie Broderick, Donna Cooley-Hilton and Martha Cotton.

Secretary's Report: Report read and accepted.

Treasurer's Report: Report read and accepted.

Co-Chairman's Report: COBRA is about to expire for many retirees. There are several applications pending. Co-Chair is requesting list from Health & Welfare of those coming off COBRA. Report Accepted.

Chairman: Thank you cards from BTU Secretaries. Secretary-Treasurer's report should include dues paid by the RTC for their Delta benefits.

Luncheon is June 11th. Business meeting is scheduled for May 16th.

Benefits: (given by Membership Chairman) - Membership Chairman is looking at Delta Payment list to see if there are payments being deducted from RTC for members who are deceased.

Remembrance: Cards were sent to eight families of the following deceased

members: Pauline C. Cavallaro, Frances Gilfenbaum, Catherine Gushue, Margaret Kelleher, Patrick J. King, Theresa M. Nolin, Jean K. Palmermo, and Mary Alyward Stewart. Report Accepted.

Social: No activity.

Travel: Plans for 2013 Travel with Yankee Lines have been completed. Tours at a Glance was to be distributed to the Executive Board today (a list of our trips) was not ready when the chairman stopped at Yankee. There are 9 reservations for the National Parks Trip, September 29th with Collette. Seats are still available. The Committee Chairs have requested a table for travel information at the business meeting on May 16th and the spring luncheon on June 11th. Report Accepted.

Legislative: AFT-MA submitted 2013/14 proposed Massachusetts legislation and there is no mention of Option C reform. Report Accepted.

Data Processing: Chairman is looking forward to working with Co-chair and membership chair on the newly updated computer system. Report Accepted.

Membership: There are 2,991 members.

Old Business: The Union election will be handled by the American Arbitration Association.

New Business: None.

Meeting adjourned at 12 p.m.

*Respectfully submitted,
Marilyn F. Marion, Secretary*

Evacuation Day: Birth of a Nation

by John Glynn

Parents, when asked when their careers as mothers and fathers started, usually give the date when their eldest child was born.

The issuance of a signed document giving "Declaration" of the blessed event usually follows some time later. This document certifies that a birth took place recently.

On or around July 4, 1776, a group signed a document in Philadelphia attesting to the birth of a new nation of United States in the Americas.

The nation, known simply as America, was truly birthed on March 17th of 1776 in Boston.

★ ★ ★ ★ ★

On that day a people of action, character, and resolve from New England would see those same qualities in a southern planter from Virginia, and would adopt him as their own.

History books record George Washington's action on Dorchester Heights as a military victory. To me, the sailing of British ships from Boston was the cutting of the umbilical cord of a premature nation to its Mother Country. The "preemie" nation looked up for help and saw the reassuring gaze of a leader whom they would place, "First in war, first in peace, and first in the hearts of his countrymen."

That March day turned a bunch of up-pity colonists into neighborhood militia. They discovered that they could be more than just local rebels upset about taxes.

A man from a southern colony - a place more foreign to them than England - had arrived in Cambridge the previous July in hopes of forming a standing Army.

However, their regional differences were acute and their mutual dislike was both immediate and intense. Only Washington's commitment to Honor kept

him at his post.

Necessity forced them to work together. Washington could have a very bad temper and did not suffer fools gladly. He had a "type A" personality and expected tough tasks to be completed.

He must have wondered how troops who had to be given a reason to practice marching in nice weather could be expected to do near impossible tasks in freezing weather.



Yet, these New Englanders who resisted the routine responded to the impossible. They were ingenious in solving problems when they had to do so on their own.

Their ability to complete the fortification of Dorchester Heights amazed even the British general who quipped, "these people have done in three days what we could not do in three months."

The bond between the people and George Washington was more than just in spoken syllables and pious platitudes. He never asked soldiers or statesman to do anything that he would not be willing to do. He led from the front and put his life and political fortune on the line whenever necessary.

George Washington did not sign the Declaration of July 4th in Philadelphia. Like any good father, he was busy looking after his 3 1/2 month old child.

(John Glynn teaches at the McCormack Middle School.)

RTC Tours at a Glance 2013

May 2

Gloucester & Rockport tour and New England style lobster bake, \$93 pp

May 7-10

Villa Roma Resort, Callicoon, New York, \$529 pp

June 17-18

Block Island tour, overnight stay and New England style lobster bake, \$265 pp/do*

June 27

Castle in the Clouds & M/S Mount Washington, \$110 pp

June 24 (Open Sell - No Transportation)

Latshaw Pops Orchestra "Viva Las Vegas" - Lantana's, Randolph, MA, \$49.95 pp

August 22-30

Mackinac Island, Michigan - 9 days/8 nights, \$1,499 pp/do

October 22

Salem Cross Inn & Tour of Quabbin Reservoir, price TBD

December 3

Bliwold Mansion Holiday Day Tour, price TBD

December 10-12

The Mount Washington Hotel & Resort Holiday Special 3 Days/2 Nights, \$429 pp/do*

For Information Contact:

BTU/RTC 617-288-2000 • Wednesdays 10 am-12 noon

*double occupancy

We're Learning Here A project by Amika Kemmler Ernst, Ed.D.

East Boston High School

Google Maps sent me over the Charles, Mystic, and Chelsea Rivers to East Boston High School (EBHS). It sits high on a hill and is one of the largest schools in Boston, serving nearly 1400 students! I was greeted and escorted through the school by **Nina Gaeta Coletta**, the Family Center Coordinator. We met many years ago when she worked for the Citywide Education Coalition (CWEC) – a group that began giving annual “Golden Apple” awards to 15 BPS teachers every year.

Nina’s cheery welcome made me feel right at home, although it’s easy to get disoriented walking along the corridors of this huge sprawling building! I noticed a large anti-bullying display created by the EBHS Gay-Straight Alliance, an after school club led by science teacher **Jamaica O’Brien**. Student-signed promises covered an expansive “Wall of Allies” nearby. Signs on doors and hallway walls advertised PiDay (3.14) – and I thought that was a clever idea! I wondered what math teachers were planning to do in their classrooms to celebrate.

I watched history teacher **Barry Lawton** explain the word “conduit” to his students in the context of a lesson on the Reformation. Large posters of similarly meaty vocabulary words decorated the rear wall of his classroom. Nina took me to see the ROTC program, which she credited with the development of social/emotional literacy and leadership skills. Sergeant **Rigoberto Velez** and his colleagues had students participate in a giant 4-way tug of war, which looked like a lot of fun and clearly took teamwork!

When I returned a week later to interview students, I met with them in the second floor office. At a small table in the corner I chatted with **Carlos** and **Tony**, two student interns available to help with errands during one period/day – a reward for seniors who have completed most of their graduation requirements. When I asked them what they liked best about EBHS, the boys said, “The teachers!” in unison and without hesitation, explaining that they were mostly “cool” and understanding.

Many staff members (and/or their parents and/or their children) attended East Boston High, as did Nina. She exuded “Eastie Pride” as she introduced me to teachers throughout the building. Although it’s always hard to get a full picture of a school in one short visit, I was impressed by the warmth of my welcome and by the focus on learning wherever I went.



Ms. Baptiste was showing me how to solve for slope in math class. I am learning how to find where the line on a graph crosses the y axis. – Breana Saucier, Grade 9

Amika (ü)

amika45@comcast.net



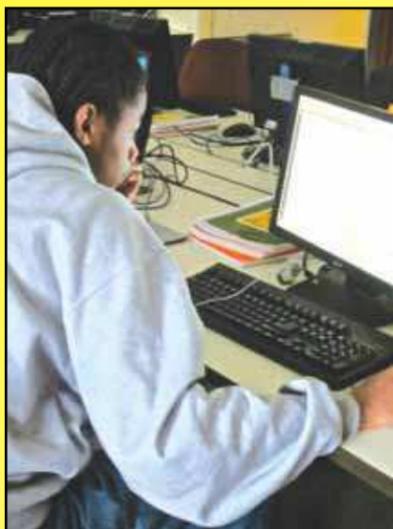
We were working on trigonometry functions in geometry class with Mr. Dagondon. We are learning how to use sine, cosine and tangent to figure out the height and sides of right triangles.

– Jennifer Miranda & Juliana Cazanga



We were talking with Mr. Rojas about *Night*, the book we are reading in our ESL class. We analyze and discuss how the Nazis dehumanized the Jewish population during World War II. We are learning how to write and express ourselves verbally in English.

– Gencis Pacheco, Reyna Palma, Edison Sepulveda & Josue Alfaro



In this picture, Sean Claude Rosser is transcribing a music score using the Sibelius Software program. This is a component of the Music Technology Course offered at EBHS.

– Patrick Corcoran, Music Teacher



We were taking notes in history class and Mr. D (Jacob Dylengoski) was helping us. We are learning that the Spanish explorers came to the Americas for gold and to spread their religion.

– Jessica Dos Santos, Wilda Pierre, & Destiny Moreta

(Amika Kemmler Ernst is a recently retired BPS New Teacher Developer with extensive experience as a classroom teacher, curriculum developer, and graphic artist. Her “We’re Learning Here” Project features images of everyday learning in our public schools, along with the words of the students pictured.)



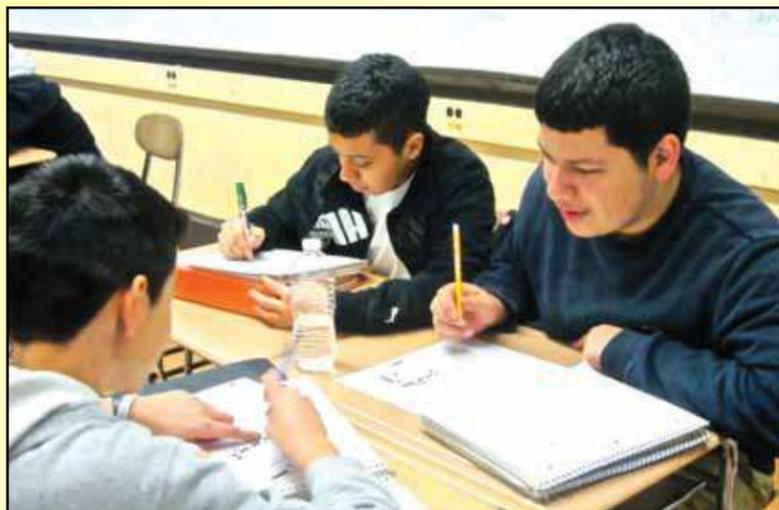
We are working on our identity drawings in our visual arts class. We are learning different types and styles of artwork.

– Elizabeth Colon & Amanda Dedonato



We were talking about the Age of Discovery in our World History class. At the beginning of the year, we learned about Greek architecture and philosophy. We’ve also learned that the bubonic plague killed a lot of people during the Middle Ages in Europe.

– Taissa Sofiatti, Brendaly Santos & Cindy Tran



We were creating questions for a test in our Honors history class. We’ve learned how the north, south, and west work together to create a better economy. We’ve also learned that during the Industrial Revolution machines had both positive and negative effects: the cotton gin, for example, produced fifty times more cotton, but required more slaves to operate it.

– Walter Galdamez, Juan Pablo Crespo, & Edwin Galvez