President's Corner
by Richard Stutman

BTU Plans Changes to Election Procedures

What follows is a report filed by the BTU president in response to a motion adopted by the membership last June in which the president was asked to speak to concerns regarding the BTU election. The report was delayed, as per a subsequent membership motion, until the AFT ruled on an election appeal filed by some of our members. The AFT decision to uphold the election results came on December 23. The report now follows.

As union president, let me start by saying that I am not likely to please any one person or any one ‘side’ 100%. The election was controversial, and any report is likely as well to be controversial – or at the very least, only partially satisfying. This is a complex issue. And that’s the nature of these things. What’s more, I am not going to point fingers at anyone. I am going to attempt to explain and analyze what happened during the election process and, more importantly, how to fix our issues and provide a template for election for from happening again.

The recommendations that follow are mine, and while I can suggest that they be implemented as part of the ‘corrective steps’ I am charged with enumerating (see below motion approved at the June membership meeting), any final decision as to what changes, if any, be implemented, will be recommended and implemented through BTU bylaw changes and membership vote, according to the processes outlined in the BTU’s bylaws.

None of my proposals is written in stone; the committee proposed to be created below will make its own recommendations. My recommendations are merely meant to highlight some of the issues and jump start this process.

Background

As you undoubtedly recall, the BTU final election was held last spring amid much controversy.

The procedures leading up to it – in particular, the issues of incomplete membership lists, undelivered requests for ballots, undelivered ballots, the late establishment of the hotline, and alleged failure to follow procedures – were highly controversial and persistent. Some of the issues and problems were able to be solved easily during the election process, some not so easily.

A number were not able to be solved at all.

There was some confusion at the school level, there was sometimes a lack of clarity coming from the union office, and there was fiery rhetoric all around from many corners. Much of the rhetoric was honest and heartfelt. Some, frankly, was irrespon-
sible and designed to inflame, not to abate, tensions.

The election results in June brought no closure, and it’s probably safe to say, that regardless of the outcome, few expected closure at that time. There was just too much controversy.

The most highly contested race, that for vice president, was close, and an appeal on the conduct of election procedures to the AFT was filed by 173 members in early July. Inasmuch as there is no procedure for contesting election procedures under the BTU bylaws, the appeal from our members went directly to the AFT, as per AFT’s bylaws.

(There is a procedure in our BTU bylaws, however, for a recount, and while that was followed and a recount was completed, it did not speak to the issues raised by the 173 members.)

The AFT, following the procedures outlined in the AFT bylaws, asked the BTU to respond to the challenge and the union’s applicable governing documents, the AFT executive council for resolution. The basis for our conclusion is set forth below.

The purpose of the preliminary investigation was to ascertain whether the challenge raised material questions that would require referral to the AFT executive council and a hearing for resolution or whether the issues at hand could be resolved based on the complaint itself and the BTU’s response. Matthew Dwyer, counsel for BTU, conducted an investigation of the election based on the challenge and provided his findings to the AFT on behalf of BTU.

After careful consideration of the evidence presented by the challengers, BTU’s response to the challenge and the union’s applicable governing documents, we conclude that the challengers’ allegations are not substantiated and therefore do not require a full investigation by the AFT executive council for resolution. The basis for our conclusion is set forth below.

Here are all relevant documents mentioned and where they can be found:

http://btu.org/uncategorized/election-
decision/
• Request for Investigation – The July 6 appeal filed by 173 members
• Preliminary Investigation Letter – The AFT’s acknowledgement of the appeal contained in a July 22 letter to Richard Stutman
• Johnson Request Specific Info From Petitioners – July 24 letter from BTU to AFT requesting more information from petitioners.
• Lessin-Joseph to Cooper Challenge Reasons Greater Detail – An August 26 response from those making the appeal
• The Cooper Response Allegation PDFs are here in four parts – Our attorney’s October 9 answer to the appeal – See here in four parts.
• Final Decision: December 23, 2015

The AFT summary judgment denying the appeal

Before the appeal process began, there was a motion made at the June Membership meeting asking the BTU president to continue on page 4.

Students Honored During MLK, Jr. Day Breakfast

Edileusa Gomes, Betty Andrade, and Triysha Peet from Orchard Gardens K-8 Pilot School won an Art Award and had their work on display at the breakfast. See story on the MLK Breakfast and more photos on page 2.
On January 18, 2016 one thousand people gathered together to celebrate the life and mission of Dr. Martin Luther King, Jr. Forty-five years ago several ladies from St. Cyprian’s Episcopal Church and from Union United Methodist Church began “the breakfast” on Dr. King’s birthday. The gathering was early in the morning so that people could still make it to work on time. Now that Dr. King’s birthday is a holiday, people are not as rushed. The complete program lasted about two hours. Several BTU members attended the breakfast, including Caren Carew, Brenda Chaney, Angela Cristiani, Rev. Dannie May James, Adrienne Jordan, Josefinia Lasecano, Michael Maguire, Marilyn Marion, Cassandra Samuel, Carolyn Tabor and Alice Yong. Many students were present also, including members of the Mayor’s Youth Council: Malachi Hernandez, Sarah Charles, Vivian Herbert, Jessica Martin, Laila McCann, Maggie Sullivan, Katherine Susich and Fiona Weir.

Many elected officials were present: Governor Charles Baker, Mayor Martin Walsh, US Senators Elizabeth Warren and Edward Markey, MA Attorney General Maura Healey, and MA State Senator Sonia Chang-Diaz. All spoke about continuing King’s mission in the 21st century. Senator Markey brought the room to a standing ovation when he dazzled the crowd with his own preacher-like rhetoric touching upon such topics as police misconduct, drug addiction and mass incarcerations under the so-called “three strikes” laws.

After the political and key note speeches and after the bountiful breakfast, awards and scholarships were handed out to several BPS students. Edileusa Gomes, Betty Andrade, and T’nya Peet from Orchard Gardens K-8 Pilot School won an Art Award and had their work on display at the breakfast. Taris Borgarty-Minor of the Mayor’s Youth Council.

Photos by Michael J. Maguire
Know Your Rights
by Caren Carew

What is Job Sharing and Who Can Participate?

Job-sharing is when two eligible participants split a single job in a manner agreed upon by both parties. It involves two or more individuals and the principal/headmaster upon whom they will be hostiing. The principal/headmaster must then provide them with the necessary help and prepare them for the job-sharing in order to make it for their school. As well as how the logistics of the job-sharing are carried out. There is an information on who is eligible for job-sharing at the BTU on March 10th, 4-6 pm.

Job-sharers each must work half time. As a result, they can earn one-half the pay, full benefits and have access to their full benefits, one-half of the allocated sick and personal days, for retirement purposes. A job-share year counts as half-time, they maintain a full year's seniority, they must work a total 18 hours of professional development and must attend both parent-teacher conferences and all teacher 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 his former site for one year (if the position exists for the following SY). If you are a 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 be eligible for a job-share contract, you must hold a permanent position at the BTU on March 10th or more. There are many more protections for teachers who hold permanent positions. Unless you request it, it may not be offered to you.

How many personal days do teachers get and how do we take them?

Generally, teachers are entitled to four (4) personal days per school year. There are also sick days, which are protected by law and can be used for bereavement in addition to these days. Requests to take a personal day should be submitted to the building administrator as early as possible prior to the day requested off. Except at the discretion of the building administrator (such as a school emergency), no more than 5% of teachers are eligible for a personal day at one time. No teacher may take a personal day on both the day before and the day after a school vacation, including the Thanksgiving recess. Personal days not used each year are rolled into your accumulated sick days.

When do principals make recommendations to grant permanent status to provisional teachers?

According to the contract, “Principals will be required to make recommendations on all provisional teachers that want to make permanent teachers by February 1st of each year.” Principals will be notified by February 15th if their recommendation has been approved. The principal/headmaster must then prepare appointment of provisional teachers by March 27th.

Do performing arts teachers get compensated for putting on productions?

This is a question that was negotiated in the contract and goes to the point that you meet the faith required. Effective September 1, 2005, performing arts teachers including theater, music, dance, drama, and choral group teachers who conduct regular after-school rehearsals and practice culminating in public performances or festivals shall be compensated for such after-school time at the rate of $1,600.00 per day. This money comes from each individual school's budget. Please discuss this with your administration and document rehearsals, etc., in order to qualify for the stipend.

Who's responsible for plowing school parking lots?

The contract states, “The School Committee promises to guarantee that snow is plowed for school yards used for parking at no expense to bargaining unit [BTU] members.”

What is the policy on scheduling individual parent/teacher conferences?

According to the contract, “individual parent/teacher conferences shall be held at the school at a time that is mutually agreed upon by the parent and the teacher. If a parent is unable to come to a conference, the teacher/parent conference regarding the child’s school performance at school is conducted by telephone. All K-5 elementary homeroom teachers will arrange for individual parent/teacher conferences in the fall. Follow-up individual conferences with all parents in the spring will be encouraged. However, teachers shall schedule a second individual conference with any parent whose child is in danger of not being promoted to the next grade.”

Do I get time off for having a student teacher or intern?

If a teacher becomes a cooperating teacher, the contract outlines the following. “Each cooperating teacher shall be given two days of leave with pay, without loss of benefits. Such days shall be taken as mutually agreed upon by the teacher and the administrative head during the last two weeks of the student-teacher training period. In cases of conflict, seniority shall prevail in the selection of days.” This coverage was designed to be given by having the student teacher take the days so that it is a no cost item for the BPS. If a cooperating teacher does not arrange for the coverage while the student teacher is still in the classroom, the cooperating teacher loses the benefit. It’s a use it or lose it scenario.

Do I get time off to go to court?

The contract states, “The Boston School District will provide release time without loss of pay for court appearances on school business, including cases involving job-related teacher assaults.”

If you are brought to court or are bringing a student teacher case, you get release time. If you have jury duty, you must give a copy of the jury duty letter to your school’s principal. Once you have successfully completed the jury duty service, give a copy of the certificate/letter you receive from the court indicating same. You will then have that time properly coded by the school secretary so it will not be deducted from your sick/personal days. Make sure you carefully scrutinize your pay stub to determine if that has happened.

As a SPED teacher or related service provider, what do you do if you think a SPED student has been placed in the wrong setting?

In order to appeal a SPED placement the contract clearly states that the following must occur: “When a teacher has concerns about the placement of a student, that teacher shall make a request to the Principal or Headmaster to reconsider the placement in order for it to occur at a school setting.”

Do SPED teachers who are required to do MCAS-Alt get additional time to do so?

Yes. According to the contract, “A special education teacher who is required to generate and submit MCAS Alternative Assessment portfolios (MCAS - ALT) shall receive one day of substitute coverage per school year. For the preparation of MCAS-Alt portfolios for students in higher class, this full day is in addition to SEIMS time, administrative periods and the like. If you are not receiving this time, please contact your BTU Field Rep. We advocated for this time in contract negotiations and were able to obtain one day, although we sought more. Unless you request it, it may not be offered to you. Knowledge is power.

Caren Carew

BTU Secondary Field Representative

often without adequate planning, contractually mandated votes of effected staff, and alternatives for those students for whom the inclusion model of service delivery is inappropriate. We are the ones in the classroom working with the students day to day and we are also the ones whose voice should be heard when it comes to placement recommendations. Many parents rely on our expertise to determine the correct course of action for their kids. Reaching out to and involving them proactively will help to establish ongoing communication and foster a formidable child-based alliance. Let’s keep in mind why we entered education, and hold fast to our passion to do what is right for each and every child in our charge! They are depending on us to do no less.

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When Writing:

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Boston Union Teacher

February, 2016 3
investigate and respond to the myriad of complaints and issues raised. Specifically, the president was asked to do the following: 1. Participate in a complete operational review of the 2015 election process and submit a written report to the membership by November 2015 membership meeting. The review and report shall include at minimum: 1. Findings on what mistakes – internal and external – led to members not receiving mail-in ballots in a timely manner or at all. 2. Proposed corrective steps that will help avert a repeat of this year’s failings in future elections. 3. A generic timeline for future election processes. 4. The BTU president is not required to do the June vote. BTU’s work is done in the months following the April election. 5. I would propose that there be an actual ballot, not a request for a ballot or a request for a ballot. The BTU president shall conduct a complete operational review of the 2015 election process and submit a written report to the membership by November 2015 membership meeting. The review and report shall include at minimum: 1. Findings on what mistakes – internal and external – led to members not receiving mail-in ballots in a timely manner or at all. 2. Proposed corrective steps that will help avert a repeat of this year’s failings in future elections. 3. A generic timeline for future election processes. 4. The BTU president is not required to do the June vote. BTU’s work is done in the months following the April election.

4. Committee members will apply to the newly-created pro- cess. I propose that: 1. The BTU attorney and/or the parlia- mentarian should be present during all meetings 2. Meeting Minutes be kept and be made available 3. Roberts Rules of Order be followed 4. Committee members will apply to become members under a process to be designed by the ad hoc committee 5. The election committee be convened in the 2016 fall, well before the current school year, so as not to hold that to the Ad hoc committee, then the BTU attorney and/or the parlia- mentarian should be present during all meetings. 1. The BTU attorney and/or the parlia- mentarian should be present during all meetings 2. Meeting Minutes be kept and be made available 3. Roberts Rules of Order be followed 4. Committee members will apply to become members under a process to be designed by the ad hoc committee 5. The election committee be convened in the 2016 fall, well before the current school year, so as not to hold that to the Ad hoc committee, then the BTU attorney and/or the parlia- mentarian should be present during all meetings.

1. Findings on what mistakes - internal and external - led to members not receiving mail-in ballots in a timely manner or at all. There were some mistakes, but many are of unknowable cause. Take an example of the mailing process. 1. Findings on what mistakes - internal and external - led to members not receiving mail-in ballots in a timely manner or at all. There were some mistakes, but many are of unknowable cause. Take an example of the mailing process.
I believe that the above will take
People who do not receive a ballot
On the addresses, as mentioned
The important thing is to fix this,
Some people didn't get the applica-
application day" that includes all operational
help avert a repeat of this year's fail-
lem. If this seems to be insufficient,
mail to. If ballots are sent out well in
are sent out.
This process ought to be done no less
than a month before the ballots are
This process ought to be done no less
the correct ballot in a timely fashion.
and make sure that all members get
sent in late requests. Some didn't ill
themselves as well as others. Some
sent in multiple requests on behalf of
them with the school department's
records. We can easily do that, and
where the two mailing addresses are
in conflict, we can send the member a
letter asking which address is correct.
This process ought to be done no less
People who do not receive a ballot
within a week or so of the initial mail-
are sent out and once previously, no less
than three months before the ballots are
sent out.

I believe that the above will take
decide on institutional changes, of
any, to be made.
10. Whatever is approved during the
May membership meeting will be
sent to the BTU attorney for drafting
of new, if any, bylaws. These new
by laws will go to the BTU Execu-
tive Board at its May meeting and
will be before the June membership
meeting for notice for a vote to the
September membership meeting.
11. The new by laws, if any, shall be in
effect as of September 14.
12. New Election committee to be
established no later than October
membership meeting.

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**Boston Community Learning Academy Charter School**

**By Michael J. Maguire**

BCLLA should become a charter school. OK, I’m joking, but the idea sadly makes some
sense in today’s educational deformation. Seriously, tell me the last time you saw a
headline about budget cuts at a charter school?

Imagine how things would be at BCLACA. There would be a library, gym classes, lead-
erness classes, AP World History, SAT prep, Writers Workshop, and many other classes
that now have to be cut for SY 16-17. So, without the Leadership class, would the school
now be Boston Community Academy. Moreover, since these cuts will destroy the com-
unity, shall we thus call the school Boston Academy?

Trying to sustain BCLA with a massive $800,000 budget cut is insane. And that’s just
one school in a system that (currently) has over 100 schools. One would think that the
city is short on funds, but that is not the case. Even setting aside the $150,000,000 that General
Electric just received in tax breaks, Boston’s revenue collection is historically good.

According to the Boston Municipal Research Bureau, Boston’s property value is at an
all time high: $110,700,000,000. From FY14 to FY15 Boston’s property value increased
by 10.9%. In the business sector the rise was 8.8% and in the residential sector it was
12.1%. The BMRB’s report has all the details but it doesn’t take a CPA to understand that
Boston is booming. On seemingly every corner of the city cranes are adding more residen-
tial, commercial and business space. Those additions mean more revenue.

Dr. Chung’s recent letter to families states that the budget for SY 16-17 has an increase
of $13,500,000 making next year’s budget the largest ever. While that may be true in one
sense, that increase is a mere 1.3% at a time when the city’s revenue increases are in the
double digits. I’m no accountant, but something doesn’t add up.

Vice President Joe Biden is fond of saying, “Don’t tell me what you value; show me
your budget, and I’ll tell you what you value.” It’s time we look at a wide variety of bud-
gets: the state’s, the city’s, and the school’s. It’s time we tell the world what we value and
what we don’t.

If today’s leaders aren’t as interested as we are in maintaining a strong public school
community, perhaps we can find such people among the graduates of Boston Community
Leadership Academy: Go Titans!
On January 14, 2016 over 300 students, teachers, and parents crammed into Madison Park High School’s Cardinal Hall for An Emergency Town Hall meeting to discuss the future of public schools in Boston. The Boston Teachers Union was one of the event’s co-sponsors. The Boston Education Justice Alliance ran the meeting which focused on the impact of the Boston Compact, school closures, the charter school ballot initiative, and the BPS budget cuts.

Emergency Town Hall Discusses the Future of Public Schools in Boston

In January 14, 2016 over 300 students, teachers, and parents crammed into Madison Park High School’s Cardinal Hall for An Emergency Town Hall meeting to discuss the future of public schools in Boston. The Boston Teachers Union was one of the event’s co-sponsors. The Boston Education Justice Alliance ran the meeting which focused on the impact of the Boston Compact, school closures, the charter school ballot initiative, and the BPS budget cuts.

Johnny McInnis, president of the Black Educators’ Alliance of Massachusetts and music teacher at the BTU Pilot School, addresses hundreds of concerned citizens at the rally.

Farewell to Dr. Shuman

Dr. Shuman’s friends and colleagues at the BTU Eye Care Center him well on his retirement. Dr. Shuman served BTU members and their families for 35 years. Best wishes on your future endeavors.

Pretty in Pink

Dozens of Dorchester Teens Showcase Pink in Support of Teacher.
Prompted by Superintendent Tommy Chang’s letter dated January 12, 2016 over 200 parents, teachers, students, and community members rallied outside of Symphony Hall. A few local news stations covered the event live, mention was made in the major newspapers, and features were written in the local newspapers. The mayor promoted his speech with #SOTC2016, the protesters with #SOTC-protest. Also popular are #BPsCuts, #fullyfundourschools, and #handful. Many noted the irony of showcasing the artistic achievements of BPS students inside the hall at a time when those very programs are often the first to go as a result of budget cuts.

See more photos on page 8.
Aninghish fifty percent of the land in the City of Boston is property tax exempt. In order to pay for municipal services, the City uses a combination of public education—cities and towns depend on property taxes to meet their financial obligations. In fact, Boston property taxes account for over 35% of the City’s annual budget for municipal services. One hundred percent of Boston’s property tax revenue is paid for by taxes on less than half of Boston’s property—about 12% of the tax bill that the City receives, municipal services, yet more than half of these services. How is this fair?

In order to help offset this imbalance, the City of Boston adopted new P.L.O.T. [Payment in Lieu of Taxes] guidelines in January 2011. Under these guidelines owners of tax-exempt properties in excess of $15 million are asked to make voluntary payments. These nonprofit 503(c)(3) corporations may also, in lieu of cash payments, guarantee to pay a percentage of fifty percent of their P.L.O.T. payment as a “community benefit.” However, many of our colleagues own $15 million in property skyhigh.

During FY 15 the City of Boston asked 19 colleges for payments. Only 6/19 paid what was requested, which is only 12% of the tax payment of the tax that would have been owed if the property were not tax exempt, considering the “community beneﬁt” tax-exempt corporations are paying the least percentages of P.L.O.T. payments. They often tout, with a strong fragrance of entitlement, that their “community beneﬁt” is so great it is unfair that requested payments be made. If these education non-profits were to pay taxes on their $7,160,201,078 worth of property the City of Boston would collect another $29,600,000 in property taxes. Instead they collectively pay only $21,924,275 on over $7 billion in property. Why is this so important?

Boston Public Schools is currently under a budget shortfall of $50 million. Regardless of whether one believes that this shortfall is “manageable” (i.e. no more – no cost of living adjustments or smaller class sizes) or if the shortfall is “on the horizon” we need to be concerned about how they are closing, or as they semantically refer to it as “merging,” schools. Special education funding is being cut even the oft-touted extended day programs. There is no evidence that the recommendations come on the heels of the “McKinsey Report!”

The $660,000 McKinsey & Co. audit of Boston Public Schools states the “BPS current... has $93 total physical spaces with only ~54K seats filled.” – a little math shows that they claim BPS is 42% under capacity, or operating at only 58% capacity (54,000/93,000=58%). With all this fact, BPS is only under enrolled. A school that has twenty classrooms, according to this logic, should have 360 students – regardless of the special education status of those classrooms. A similar tactic is used to show “failure” in schools with high percent ages of students with disabilities who take the MCAS/Alt. These students are ALL COUNTED as being “at risk” in aggregate school data. This skewed data has the dual impact of raising failure rates while lowering proficiency rates. The McKinsey audit also explicitly confirmed that “we already knew, that a goal of inclusion is to save money.” “A move towards inclusion, currently underway... could potentially lead to more funds available for reimbursement.” It is very naive to think that special education outcomes will improve on the cheap. Shall all teachers maintain a regular education certification, SPED cert, and an ELL cert? We Cannot do all three jobs well simultaneously. We are including students with disabilities with two teachers, not one destined to be two. Bean counters who do not know how to count should not dictate education policy with an iron fist. We all know Bean counters who purposefully misrepresent data in order to advance their corporate agenda.

When pouring over the audit I did not see any mention of money spent on testing ven tors, such as Pearson. Did you know that Sir Michael Barber is Pearson’s Chief Educa tion Advisor? He is a friend of McKinsey partner – no wonder no mention of testing services. McKinsey & Co. certainly is not an independent third party. Speaking of testing, I came across Seattle public education activist of opt out fame Jesse Hagopian’s article about McKinsey in Seattle: McKinsey & Co consulting firm, a cheerleader for school-privatization schemes, which has been hired by Seattle Public Schools (with $750 million in private money) to evaluate the city’s school-growth strategy. The teachers’ concerns stem from McKinsey’s recent consultation for the Minneapolis Public Schools, where the firm tried to convince city council into “setting high” standards, such as teacher health care, and recom mend converting the 25 percent of schools that scored the lowest on standardized tests into charter schools. By changing the standards under which schools receiving public funds are run by independent charter associations, or for-profit entities, and operate outside the authority of local school boards). Not only do charter schools take public money and place it in schools outside of public oversight, but a U.S. Department of Education study in 2006 found public schools academically outperformed compa nies that were run by independent charter associations, or for-profit entities, and operate outside the authority of local school boards.

While McKinsey & Co. has been paid $660,000 they have not produced any meaningful outcomes for the $10 million in annual fees, is just one of an unusual number of embarrassing clients for the elite consulting firm. The State Auditor’s office, there’s Swiss-air, Kmart, and Glob al Crossing – all McKinsey clients that have filed for bankruptcy in relatively short order! And in 2005, The Washington Post said McKinsey advised Walmart that “it should find ways to convince the public that its wages and benefits are better than those of the elite consulting firm. The State Auditor’s office, there’s Swiss-air, Kmart, and Global Crossing – all McKinsey clients that have filed for bankruptcy in relatively short order!”

It’s a shame that the city did not hire an honest auditor that is not trying to set us up for corporate reform. Everyone knows that we need to be better to use, but not by cutting special education, closing schools, and promoting inclusion as an saving strategy. BPS doesn’t need to cut spending, we would have a financial surplus if they did not rip us of with marked up retail prices when we should be getting a bulk wholesale discount. If teachers were able to buy our own supplies and be compensated for the system the would actually save money – and get the materials that we need. So much food waste, so much money wasted, but not by cutting special education, closing schools, and promoting inclusion as an saving strategy.

Commonwealth of Massachusetts, does not take care of her capital. Boston is not adequately reimbursed for charter sector expansion while Chapter 70 funds are disproportionately given to Boston Charter Schools. If the state were to take over one quarter of the land in Boston, yet annually does not chlip in a reasonable amount for capital improvements, this would require a state aid or local aid to offset this inequity. Even the Commonwealth’s own Education Sec retary James Peyser opposes the Million- dollar-a-year charter schools in Boston... along with the state.$2 billion into Education and Transport ation. Ironically, he stated his opposition at the high brow Omran-Parker House Hotel. Must be race. Certainly, it is the best of times, it is the worst of times. Only time will tell the outcome of the rest of this “tale.”

Scholarship News

BTU Dependent Scholarships

This year there will be 16 scholarships in the amount of $1,000 awarded to high school seniors who are dependents of BTU members. To apply, please obtain an application from Jeanne Turner in the Union office or download the form from the BTU website and return with: a transcript of the dependent’s last two years of high school work; 2) evidence of membership by a voting unit included in the receiving institution; 3) member’s notarized federal tax return for the year 2015; and 4) a one-page statement of the dependent’s professional goals. The application and the four supporting documents must be received in the Union office no later than Friday, April 15, 2016. The recipients of the scholarships will be notified by May 20, 2016.

Retired Teachers Chapter Scholarships

Each year the Retired Teachers Chapter of the Boston Teachers Union awards three scholarships to deserving high school seniors who are children, grandchildren, nieces, nephews, grandchildren or grandnephews of BTU members. One of these scholarships is earmarked for a student who chooses to attend a vocational school or equivalent institution. Applications for these scholarships may be picked up at the BTU/RCTE offices at 180 Mt. Vernon Street, Dorchester, MA 02125 or can be downloaded from the BTU website. The deadline to apply is April 1, 2016. Envelope must be postmarked by this date.
By Anne Slater with Mark Lonergan

Walt Disneys unveil of the Carousel of Progress at the 1964 World's Fair. Visitors can still visit the carousel at Disney World and exhibit on which the audience sits begins to rotate. The narrator explains the rise of electronic devices that make our lives easier – starting with the 1920’s, the radio, and how it makes itself first appear. "The present is about to turn! Here come ways that invite parents and families to peer social media and technology in a variety of communication. Many of these tools can when I was pregnant, thinking that I would social media. Fifteen years ago, it didn’t all of your business. Evite is taking over Google is everywhere you go and involved in all of your business. Evite has taken over technology is moving so fast that not even Walt Disney unveiled the Carousel of Progress.

"As I became more familiar with the app I noticed it had more capabilities like staying in touch with families, receiving and reminding parents as well as naming and having a standard consequence for negative behaviors. In addition, ClassDojo can be used as a tool in IEP meetings to help students talk about their school – and this type of app can support student discourse. Students complete assignments with parents and teachers. You may be surprised at how easy it is to use many of these free and options. If you feel like you need a little help getting started, go to the Google Drive Help Center: https://support.google.com/ drive/?hl=en

Here you will find great tutorials and videos that can help you to access all that Google can offer you. As a member of your school community, remember that you are not alone. Get connected! A group of 300 school-based leadership teams to help each other. Reach out to families through your School Council to teach kids and families of communication works best for them. The Carousell is coming around, don’t be afraid to jump on!

On the 30th anniversary, we will share some book recommendations that might help improve your practice. If you have a book to recommend, please contact Mark (alamargui@bostonpublicschools.org) or Carrie (crolf@bostonpublicschools.org)

Peer-to-Peer is a monthly column written by the Peer (from the Peer Assistance program) and Mark Lonergan (from the Peer Assistance and Review (PAR) program). To find out more, visit bps.org/whats-working/peer-mentoring/

BOSTON UNION TRIOURER  February, 2016 10
Most Americans associate the 1963 March on Washington with Dr. Martin Luther King Jr. His “I Have A Dream” speech. While arguably the finest use of anaphora in America’s brief history, King’s speech was not the only one given that day. John Lewis also delivered an important speech. Titled “We Must Free Ourselves,” Lewis’ speech gave MLK and other leaders of the march great pause. They feared that Lewis was going too far in his rhetoric, specifically in his critique JFK and the older generation of civil rights leaders. They asked Mr. Lewis to soften his remarks.

Here is Mr. Lewis’ unedited speech, not the one he actually delivered on August 28, 1968. For a comprehensive list of famous speeches by African Americans, I suggest visiting blackpast.org/american-history/major-speeches

W e march today for jobs and freedom, but we have nothing to be proud of.

For hundreds and thousands of our brothers are not here. They have no money for their transportation, for they are receiving starvation wages... or no wages, at all.

In good conscience, we cannot support the administration’s civil rights bill, for it is too little, and too late. There’s not one thing in the bill that will protect our people from police brutality. This bill will not protect young children and old women from police dogs and fire hoses, [for] engaging in peaceful demonstrations... The voting section of this bill will not help thousands of black citizens who want to vote. It will not help the citizens of Mississippi, of Alabama, and Georgia, who are qualified to vote, but lack a suitable education.

“One man, one vote,” is the African cry. It is ours, too. (It must be ours.) We are now involved in a revolution.

This nation is still a place of cheap political leaders who build their careers on immoral compromise and ally themselves with open forms of political, economic, and social exploitation. What political leader here can stand up and say, “My party is the party of principles”? The party of Kennedy is also the party of Eastland. The party of Javits is also the party of Goldwater. Where is our party?

In some parts of the South we work in the fields from sun up to sun down for $12 a week. In Albany, Georgia, nine of our leaders have been indicted not by Dixiecrats but by the Federal Government for peaceful protest. But what did the Federal Government do when Albany’s Deputy Sheriff beat Attorney C.B. King and left him half dead?

What did the Federal Government do when local police officials kissed and assaulted the pregnant wife of Slater King, and she lost her baby? It seems to me that the Albany indictment is part of a conspiracy on the part of the Federal Government and local politicians in the interest of expediency.

I want to know, which side is the Federal Government on? The revolution is at hand, and we must free ourselves of the chains of political and economic slavery. The non-violent revolution is saying, “We will not wait for the courts to act, for we have been waiting for hundreds of years. We will not wait for the President, the Justice Department, nor Congress, but we will take matters into our own hands and create a source of power, outside any national structure that could and would assure us a victory.”

To those who have said, “Be Patient and Wait,” we must say that, “Patience is a dirty word.” We cannot be patient, we do not want to be free gradually. We want freedom, and we want it now.

We cannot depend on any political party, for freedom, and we want it now. We cannot depend on any political party, for both the Democrats and the Republicans have betrayed the basic principles of the Declaration of Independence.

We all recognize the fact that if any radical social, political, and economic changes are to take place in our society, the people, the masses, must bring them about. In the struggle we must seek more than civil rights; we must work for the community of love, peace and true brotherhood.

Our minds, souls, and hearts cannot rest until freedom and justice exist for all the people. The revolution is a serious one. Mr. Kennedy is trying to take the revolution out of the street and put it in the courts. Listen, Mr. Kennedy, listen Mr. Congressman, listen fellow citizens, the black masses are on the march for jobs and freedom, and we must say to the politicians that there won’t be a “cooling-off” period. We won’t stop now. All of the forces of Eastland, Barnett, Wallace, and Thurmond won’t stop this revolution. The time will come when we will not confine our marching to Washington.

We will march through the South, through the Heart of Dixie, the way Sherman did. We shall pursue our own “scorched earth” policy and burn Jim Crow to the ground – nonviolently.

We shall fragment the South into a thousand pieces and put them back together in the image of democracy. We will make the action of the past few months look petty.

And so I say, WAKE UP AMERICA!

See more at http://www.blackpast.org/1963-john-lewis-we-must-free-ourselves.html
Lecut along the waterfront in East Boston, just a few blocks from the entrance to the Sumner Tunnel, the Mario Umana Academy has been a K-8 school for about five years and is going through a couple of major transitions. With 77% of its 800+ students categorized by BPS as Hispanic, the school began phasing in a Spanish/English Dual Language Program last year. This year it has also started building an STEM-focused curriculum, with partnerships such as GEAR UP and EcoRise to enhance science and technology instruction.

My former NTD colleague and Umana’s Director of Academic Advancement, Patreka Wood, escorted me around the large sprawling building. Word walls were everywhere, even in middle school classes. In one room “Specific Scientific Language: Metabolize, Biology, Nucleus, Ribosome, Vacuole…” was written on large, overlapping sheets of chart paper. I liked the big sign on the door of Anne Niemi’s ESL classroom: “IT NEVER GETS EASIER, YOU JUST GET BETTER.”

I saw lots of science: Anthony Forbes’ chemistry class, where eighth graders were testing a variety of substances to see if they would dissolve; a general science class where students were learning vocabulary to support their study of micro-organisms; Himilcon Inciarte’s fourth graders building robot cars with science specialist Melanie Barone.

The school’s Tenacity team was teaching a literacy class through a variety of games and activities. Art teacher Basil El Halwagy had students reflecting on and self-assessing their work. In Michael Crowley’s 7th grade geography class, students were writing down a homework assignment related to their study of South America – to write up an interview with a cattle rancher, a native of the rainforest, an environmental protester, or a rubber

Students, teachers, and administrators at the Mario Umana Academy are working hard to reach challenging goals. It’s not too late to invite me to visit YOUR school this year. In the meantime, enjoy the photos and students’ explanations of what they’re learning at the Umana.

Amika Kemmler Ernst, Ed. D.
AmikaK5@comcast.net

A project by Amika Kemmler Ernst, Ed.D.
Mario Umana Academy

This is in art class. I am working on a design of my name so that some letters will be in front of other letters. I’ve learned that art assignments get more challenging and cool over time! In this class we looked closely at and drew details of a human skeleton to learn how to draw a person from different sides or perspectives.

José Patricio, Grade 8

This is in art class. I am working on a design of my name so that some letters will be in front of other letters. I’ve learned that art assignments get more challenging and cool over time! In this class we looked closely at and drew details of a human skeleton to learn how to draw a person from different sides or perspectives.

José Patricio, Grade 8

I was looking through some math papers and looking for the page I wanted to work on. I am looking how to add and subtract this year! Jayme Sorto, Grade 1

We are reading with Ms. Zuckerman in English class. We are learning to read and write and speak English, because we have come to a new country. Nosotros estamos leyendo un texto en inglés con nuestra maestra. Aprendemos como leer, escribir, y hablar en inglés porque estamos en un nuevo país.

Krisinyw Rumando, Gr. 6, Darllyn Quiñetos, Gr. 7, & Erick Hernandez, Gr. 8

I was learning how to make a book and Ms. Gonzalez was helping me. The most interesting thing I’ve learned this year is that nonfiction books and stories are true, and fiction is not true.

Nino Attardo, Grade 1

We were adding water and learning which ones dissolved. We have learned the difference between mixtures (elements that don’t combine chemically) and pure substances.

Alyssa Quigley & Bryan Maldonado, Grade 8

This is an art class. I am working on a design of my name so that some letters will be in front of other letters. I’ve learned that art assignments get more challenging and cool over time! In this class we looked closely at and drew details of a human skeleton to learn how to draw a person from different sides or perspectives.

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