Happy Martin Luther King, Jr. Day!

"The labor movement was the principal force that transformed misery and despair into hope and progress. Out of its bold struggles, economic and social reform gave birth to unemployment insurance, old-age pensions, government relief for the destitute and, above all, new wage levels that meant not mere survival but a tolerable life. The captains of industry did not lead this transformation; they resisted it until they were overcome. When in the thirties the wave of union organization crested over the nation, it carried to secure shores not only itself but the whole society."

- MARTIN LUTHER KING, JR.

speech to the state convention of the Illinois AFL-CIO, October 7, 1965
Outline of Negotiating Package to be Submitted to the Boston School Committee...

### Professional Issues

**Physician/Phlebotomist**

The members of the Boston Teachers Union request that all approved conference days outside of contractual school hours be credited toward 30 hours of required professional development.

**In-service hours**

In order to provide an educationally-sound environment for all of our Special Education Students, the members of the Boston Teachers Union want to establish the following protocols in our Inclusion classrooms:

- All inclusion classrooms shall be assigned two teachers, one regular education and one special education. The two teachers shall co-teach up to five special education students.
- Additional staffing shall be available depending on the needs of the students.

- Full Time Inclusion Specialist – Full time specialist shall be assigned on the basis of one to every four inclusion classrooms. Schools with less than four inclusion classrooms shall have one part-time FTE inclusion specialist.
- Include co-planning and collaboration abilities for all service providers currently in an inclusion setting.

**Dual Language Programs**

To improve our Dual Language programs, the members of the Boston Teachers Union are seeking that all teachers in dual language programs be furnished with necessary curricular and professional development as well as the following materials. Those who do not receive such materials and translate curricular materials will be compensated an appropriate rate.

### Staffing

**Regarding Open Posts andSuitable Professional Capacity**

The members of the Boston Teachers Union wish to give paraprofessionals the same right of personal day usage as teachers, and further, the members of the Boston Teachers Union are seeking that the class size maxima in all Schools of Special Education be reduced and that the class size maxima in all ESL classes.

### Compensation and Benefits

To be able to attract and retain the best teaching and paraprofessional force, The Boston Teachers Union will be seeking a fair and equitable wage (rates and differential) increase on September 1 of each year of the agreement.

### On-Street Parking

To better service our public school children and families four days of the week, the Boston Teachers Union requests that sufficient on-street parking be provided for all union staff.

### Professional Development

In order to provide a personalized learning plan to satisfy the required professional development hours. The district and the union shall collaborate to develop protocols and adheres for developing, approving and monitoring the completion of these plans.

### Collaborative Teacher Leadership Committee

The members of the Boston Teachers Union request that all approved conference days outside of contractual school hours be credited toward 30 hours of required professional development.

### School Psychologists

In order to provide a more educational and culturally-appropriate environment for all of our special education students, the members of the Boston Teachers Union seek that all approved conference days outside of contractual school hours be credited toward 30 hours of required professional development.

### Nursing

In order to provide the nursing services our students and schools need, we are seeking to increase the number of nurses, and want to ensure that all of our schools are provided a nurse when necessary is absent for a full day.

### COESESS

We are seeking to improve the caseload for our paraprofessionals and to provide them with a full-time, trained clerk.

To better service our students we will be...
What is the Role of the School Site Council's Personnel Subcommittee in Hiring?

The role of the Personnel Subcommittee of the SSC is to:

1. approve the hiring of new BTU teacher bargaining unit staff, the in-transfer of BTU teachers’ bargaining unit staff from other schools in the system through the transfer and Open Posting lists, as well as teachers applying through the Open Recruitment Process (OPR) permanently comprised of teachers who would participate in the excess pools process.
2. approve the selection of Lead Teachers (school-based) New Teacher Developers, and new athletic coaches;
3. determine the schedules and procedures for reviewing candidates for positions.

The Personnel Subcommittee is comprised of the Principal/Headmaster, two teachers and one parent as well as one student on the high school level who are elected members of the SSC. Decisions are urged to be made by consensus. Decisions need to be formalized by majority vote with the Principal/Headmaster and the parent majority.

The decisions of the Personnel Subcommittee are not subject to the approval of the SSC/Governing Board. The Personnel Subcommittee is required to meet for all hires made from the beginning of one school year through the last day of that school year.

There is a way to involve others on the Personnel Subcommittee who possess more expertise in a particular position to be filled. Teacher and parent representatives on the SSC may designate temporary replacement representatives on the Personnel Subcommittee according to the positions being filled. These temporary replacements do not need to be members of the SSC.

For example, a special education teacher may replace a teacher on the Personnel Subcommittee when a special education position is being filled, only if the elected SSC teachers members chosen to do so. The administrative supervisor will interview the applicant participants that they choose. It is up to the BTU elected SSC members to caucus on their own to elect the two that will be the BTU Personnel Subcommittee members. It is prudent to also elect an alternate in case one of the two selected is unable to participate on a particular day/time. BTU members are not obligated to select someone who possesses a particular expertise that is a BTU member to serve on the Personnel Subcommittee. It is entirely up to the BTU SSC members as a whole to decide this option on their own. They cannot be compelled to do so by the administration. The same is true of the parent members. SSC parents select their own member to serve on the Personnel Subcommittee as their representative by caucusing on their own to do so. On the high school level, the two elected SSC student members also select which one of them will serve as a member of the Personnel Subcommittee.

The BTU SSC members shall select the BTU representatives to serve on any screening committee convened to make recommendations for permanent appointees. All administrative positions within the school consistent with screening committee guidelines and policies distributed by the school department.

Where do SSC/Governing Board members obtain on-going training to become effective representatives participating in their school’s governance?

SSC/Governing Board training is scheduled from October-March of this school year, jointly run by the BTU and BPS Office of Personnel Management. To register or for more info, BTU members can contact ccarew@btu.org. These training will have dinner served and will be held at one of the following locations: 4:15-6:30 pm, the 1st floor office (at the Warren Street side of BILA building) from 5:30-7:30 pm, the Bolling Building 4:30-6:30 pm. Wednesday SSC Team trainings will be held at the BTU from 8:30 am-1:30 pm (breakfast and lunch served) There will be additional non-trainings through March. Workshops are open to all elected SSC members including parents, BTU members, high school students and school administrators of who have volunteered to be temporary replacements.

The following are dates are the workshops to be held in January-early February 2016.

SSC 106: Personnel Subcommittee trainings are scheduled for January 7, 20, and February 8. The trainings focus on the roles and responsibilities of the SSC in selecting a Personnel Subcommittee to hire staff, and provides support to ensure that the committee works effectively. On January 30, there will be a Saturday training for SSC teams. Please refer to the BTU e-bulletin for the link to the SSC training dates flyer for the specifics on the time and location of each session.

In addition to a primary program area (PPA) don’t also have an active alternative program area (APA) in BPS if you have a current Mass. license on file at Court Street in case we want to transfer into a position teaching that certification.

No, in addition to having an active license in the subject area you are currently teaching in aka your primary program area (PPA), you must apply for your other current licenses on file at the BPS OHC to become “active” in Boston. To do so, you must fill out an “Application for Additional Program Areas” in Boston Public Schools [attachment 1]. Superintendent’s Circular HRS-HR-7 “Staffing Reassignment And Hiring For School Year 70-71” (usually posted on BPS website mid-December) which must be submitted on or before Feb.

In order for the active license to be considered an APA in Boston, one of the following criteria must be met, in addition to submitting the afore mentioned application:

• Your state certiﬁcation must be ive and in good taste.
• Your state certiﬁcation must be ive and within the last 10 years where you’ve taught at least 50% of the week or more all year in that subject area.

The contract reads, “Teachers may be considered for transfer in any subject area in which they recently taught under the Massachusetts Educational Reform Act, even if they do not hold an active Boston Program Area; however, a schools Personnel Sub-committee may designate temporary replacements to be considered by caucusing on their own to do so which would have further limited a teachers flexibility and rights. We couldn’t settle for that.”

What happens when there is no heat in my classroom?

The contract is clear on this issue. “A building will be heated when the temperature falls below 60°F or whenever the temperature or climate becomes too oppressive.”
Boston Teachers Union Celebrates the Holidays...
Photos by Colum Whyte
... and their Children Continue the Celebration...

Photos by Michael J. Maguire
... and the Fun Goes On... and On... and On!

Photos by Michael J. Maguire
Because It’s Good Politics by Angela Cristiani

You, no doubt, read the weekly BTU eBulletin, which means you’re up-to-date on the political action happening in “real time.” A myriad of electoral and legislative political action is on the docket for 2016. Stay tuned.

This holiday, I take pause from the many political campaigns and legislative battles to honor my first world… the world of the arts… more specifically, the world of Ballet. Just before Thanksgiving last year, I was at a shift at Downtown Crossing, it was colder than anyone could imagine. For most certainly is.

The Nutcracker Bear costume is hot when worn indoors. But can’t talk to people. The Nutcracker Bear costume is hot when worn indoors. When appearing outside, as was the case at the BPL and at Downtown Crossing, it was colder than anyone could imagine. For every photo, though no one could tell, I’d smile for each shot. Best was high-fiving my beloved Boston Ballet and arts awareness: who would have known that donning a bear costume could be so rewarding?? It most certainly is.

There are so many wonderful Nutcracker performances that children can now perform in and see in addition to the Boston Ballet production, such as the Urban Nutcracker and the many performances put on by local dance schools.

“Of the world’s a stage, and all the men and women merely players: they have their exits and entrances: and one man in his time plays many parts, his acts being seven ages.” —William Shakespeare

Shakespeare’s quote is poignant indeed. The arts serve as life’s backdrop, landscape, stage, and scrim. Take pause. The arts permeate our collective world in ways you may not even take time to note. Given exposure in conjunction with opportunity, the arts can uniquely shape one’s world and the manner in which one views the world. It did for me. Our students deserve the same.

Celebrating Dr. Barry Shuman’s 35+ Years of Service!

by Jessica Tang

Dr. Barry Shuman is congratulated by BTU President Richard Stutman of the occasion of Dr. Shuman’s retirement from the BTU Eye Care Center after over 35 years of service to BTU members.

Dr. Barry Shuman enjoys the camaraderie of his colleagues at the BTU Eye Care Center and a recent celebration honoring Dr. Shuman’s 35+ years at the Eye Center.

Dr. Barry Shuman is congratulated by BTU President Richard Stutman on December 4, 2015, BTU staff members, officers and members of BTU, both active and retired, came together to celebrate the retirement of BTU optometrist Dr. Barry Shuman.

The BTU Eye Care Center opened in October of 1977 by Dr. Carl Moroff. Three years later in July of 1980, Dr. Shuman joined the office and since then, he has helped to direct and mold the office into what it is today.

Born in Lynn, Dr. Shuman attended elementary and middle school in Lynn, Massachusetts. His family moved to Tampa, Florida in high school and he attended college at the University of South Florida. In 1967, he decided to transfer and move back to Boston, where he began studies at the Mass College of Optometry (now New England College of Optometry). After graduating, he spent two years at Andrews Air Force Base in DC as an optometrist.

Dr. Shuman worked in private practice from 1973-1979 and in 1979 got his Masters of Public Health at Harvard University. Originally, he was hired by the Social Security administration in Baltimore, Maryland to write health policy for the Medicare program, but due to a hiring freeze by President Jimmy Carter, his hiring was put on hold for eighteen months.

Lucky for us at the BTU, Dr. Shuman happened to come across a small ad in the paper for an optometrist at the BTU Eye Care Center. He took the position initially as an interim appointment, but when the Carter administration called back eighteen months later to let him know that they were ready for him to start, he realized that he “liked seeing patients too much” and didn’t want to leave.

Instead, he stayed at the BTU Eye Care Center so that he could continue to see patients and committed his spare time to influencing policy as a consultant and through volunteer community work. Dr. Shuman has since been involved in a number of boards and organizations, including as a member of the Heart Association’s Board of Directors.

Thirty-five and a half years later, we celebrate the contributions and excellent service that Dr. Barry Shuman has brought to the members of the Boston Teachers Union. Thank you to Dr. Barry Shuman, from thousands of BTU members!

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Because It’s Good Politics by Angela Cristiani

Exit Stage Left

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BTU Holds New Educator Underground Events

The New Educator Committee of the BTU hosted its second New Educator Underground – a social for educators in their first through fifth years – and were joined by members of the BTU staff. Save the Date: The next new educators’ event will be on Friday, February 5, 2016!

Photos by Michael J. Maguire
BTU Members Meet & Greet in Roslindale

Thank you to all of our members who stopped by our regional meet and greets this past month, and for Building Rep Regional Leaders Rob Carroll and Erin Joseph who planned a lovely holiday-themed event on December 17th. Here are some photos from the last Meet and Greet of 2015 at Kelleher's in Roslindale. Save the Date! The next Regional Meet and Greet will be on Thursday, January 28th in Allston-Brighton. All Meet and Greets are open to all BTU members whether or not you work or live in that region. RTC members welcome, too!

Photos by Colum Whyte
BPS Students Enjoy the José Mateo’s “Nutcracker” Performance at the Strand Theatre

Photos by Colum Whyte
Orchard Gardens K-8 Pilot School recently honored Damian Woetzel and Deval Patrick for their work with Orchard Gardens students. Mr. Woetzel, who is internationally renowned and originally from the Boston area, is a former New York City Ballet Principal Dancer, current Director of Aspen Institute Arts Program, and serves on the President’s Committee on the Arts and Humanities where his work is focused on the Arts Turnaround Program which brings arts education to school districts throughout the Country. Mr. Patrick is former Governor of the Commonwealth of Massachusetts.

– Angela Cristiani, BTU Political Director
Boston vs. Bullies Program Honored at The Tradition Awards Ceremony at TD Garden

The Sports Museum at the TD Garden awards The Murphy School’s Mike Crowley for successful implementation of the Boston vs. Bullies program at their annual Tradition Awards Ceremony. Congratulations Team Murphy and Great Job Mike!
A Call to Create “Charter” Police and Fire Stations:
Sponsored by Democrats for Public Safety Reform (DFPSR)

The status quo is not working. “Something has to be done.” Generous direct “donations” from the Waltons and Koch Brothers, as well as strong support from the American Enterprise Institute (AEI) have helped Citizens First realize our goals. Truly, public safety is a civil right; we shall overcome.

CF proposes a national movement to ensure that no citizen be protected by a single union stilled Police Officer or Firefighter again. For too long the patrolman and firefighters unions have stilled innovation in our neediest municipalities. We need reform. We need to put citizens first, and not put the needs of adults before public safety.

Studies show that the US is not safe, and we rank near the bottom of international rankings as defined by the Public Safety Metric (PSM). Bold action needs to be taken.

CF, in conjunction with our affiliates at AEI, proposes a trailblazing new vision of Public Safety Reform. Our lobbying network has helped the American Enterprise Institute (AEI) produce a report, “No Citizen Left Behind.” Below is a synopsis of how our federal legislation will work to ensure national safety proficiency for all by 2025.

First, we will track all police stations and fire stations in every municipality in the United States. We will collect public safety data and then grade all states, cities, towns, and municipal districts accordingly using our public safety metric (PSM) devised by public safety scientific experts. Underperforming police and fire stations will now be held accountable.

As part of a “turnaround” plan these stations will receive a “fresh start.” All police officers and firefighters will reapply for their positions. Department Chiefs at these stations will hire no more than 50% of the former staff. Certainly, accountability will shake up the status quo.

Through this “incubator of innovation,” new charter stations will rise from the ashes. These charter stations will create a board of directors, most notably bankers and politicians who have no experience in police work or fire, and certainly no ties to the community. These stakeholders will create innovative charters that will operate outside the jurisdiction of traditional stations. Police Facilitators and Fire Stoppers will be non-union employees at will. Licenses, experience, pensions, and pertinent training will be non-union requirements for our charter for stakeholders to create a culture of innovative transformation. The charter board of directors will oversee that the safety improvement plan is carried out. In this way real accountability will be realized on a national level.

In order that this bold, innovative, and transformative initiative is realized a few checkmarks must be incorporated into NCLB. Most notably a corporate enterprise tax credit must be adopted in order to stimulate reform “buy in.” Listen up hedge funders! After NCLB passes an entreprise tax loophole, which will benefit ALL citizens, will be enacted. Through venture philanthropy bankers can now raise money for their innovative charter stations. These monies can now be used as tax-deductible “donations” for your “for profit” company. Other benefits include real estate, building contracts, and inside knowledge of public safety buying trends.

We encourage all police and fire related corporate enterprises to hop on board this gravy train. If you don’t, one of our subsidiaries certainly will and you’ll be on the short end of our free market! Remember, SAFETY FIRST!

Outline of Negotiating Package to be Submitted to the Boston School Committee...

By Joan Devlin

Dental Dental premiums will go up in January, 2016. Check your pay stub and make sure that you are paying the correct premium and that your RTC dues are being properly deducted.

Some members have been improperly charged for a single premium when they have a family plan; and in some cases charged for a single premium when they signed up for a single plan.

Also we have a few retired teachers who did not join the RTC, but are paying premiums who may get an unpleasant surprise. The dental program is a benefit of membership.

If you have a question about your coverage and membership contact the RTC office on Wednesday or Thursday to speak with an officer of the RTC. If you are the spouse of a deceased member, you may continue to pay the premium without joining the RTC.

Your annual dues deduction plus the new Delta Dental rates will be $55 ($50 for the single plan premium plus $5 for the RTC dues for teachers). For retired paraprofessionals the premium for the single plan is $52.50 ($50 plus $2.50 for the RTC dues). For the family plan (spouse coverage only) the premium cost is $106 ($100 premium plus $5 for RTC dues). For paraprofessionals the deduction is $103.50 ($100 premium and $2.50 dues).

COTA

The members of the Boston Teachers Union shall be seeking to officially recognize any member of the BPS staff currently serving as a Certified Occupational Therapist Assistant.

Visual and Performing Arts

To improve the delivery of services in the visual and performing arts, our specialists will receive PD in their content area, and our arts classrooms will receive funding for adequate and relevant resources.

Athletic Coaches

To better serve and to be able to provide safe and state-of-the-art equipment for our athletes the citywide athletic equipment fund for our student athletes shall be increased. In order to better promote safety and provide a better experience for our student athletes, all sports at the high school and middle school level shall have a coach and an assistant.

(Also, to be added later, are proposals on ARBs, Restorative Justice, and Community Schools.)
The Mather Elementary School is a large brick building that sits high atop Meeting House Hill in Dorchester and was the first public elementary school (1639) in the country. Its 610 students currently come from all over the world, with a full strand of SEI classes serving Vietnamese children. The weather was unseasonably warm when I visited and at least two classes were doing outdoor studies. Students working with “Gardener Greg” from City Schools were collecting seeds from a smashed pumpkin and making leaf rubbings. Tamika Fink’s fourth graders were gathering descriptive sensory words to enrich their writing. One girl bent low over a planter to sniff the soil and feel the texture of a small green leaf, while other students took seats on a play structure to write about the sights and sounds around them. Inside the building primary children gathered for morning meeting – listening to stories and singing together. In Anh Nguyen’s K1 SEI class students were learning the “bubblegum” song, which introduced them to the names for coins and rhyming words. First graders were singing a daily greeting using sign language with their teacher, Lucy Wilson, who had learned it from a former Wheelock College intern. Second graders in Songkhia Nguyen’s second graders were playing a game with play money to practice place value.

The Mather has two full time science teachers. Denise Bazskiewicz was teaching the Motion & Design unit to 4th/5th grade SEI students, who were working in small groups to test the vehicles they’d built, while third graders were working with Kayron Wright on an investigation of the properties of water. They share use of a science room in the basement, outside of which boxes of science materials are stacked high against the corridor walls. Every inch of the school is crammed full… this same corridor also has tables set up for use of a science room in the basement, outside of which boxes of science materials are stacked high against the corridor walls. Every inch of the school is crammed full… this same corridor also has tables set up for K1 lunches!

In gym class, fourth graders were learning to control soccer balls with their feet as they moved around the gym, stopping periodically to listen to pointers from teacher AJ Lyons.

I ask teachers what they like best about their school. Music teacher Julius Henry, K2 appreciates the collegiality she’s found at the Mather, while K2 teacher Grace McGregor says she most enjoys her school’s “diversity and focus on different cultures.” The Mather Elementary School has been around since colonial times, and it continues to welcome the children of today’s multicultural society.

I am doing my sight word book and Ms. Dinh is helping me. I am learning sight words. We went to pick apples and I learned there are different kinds of apples.

Olivio Vo, K2

We were singing the bubblegum song and showing how the bubbles pop! We are learning new words and sorting and counting. We are also learning about shapes like rectangles and triangles and circles.

Ms. Nguyen’s K1 students

We were testing the vehicle we made in science class and Lam was turning the propeller. I learned that all vehicles need energy to move and some use wind. I’ve also learned that they go faster without weight.

Phuc Chau, Grade 5

I was touching a smooth and fuzzy leaf. We were doing an activity about our senses and writing down words to describe what we could hear, see, feel and smell outside. We’ve learned to touch plants gently with just one finger because our fingers are oily and can hurt the plant. We are learning that using descriptive words makes our writing better.

Yasmin King, Grade 4

We’re Learning Here

A project by Amika Kemmler Ernst, Ed.D.

Mather Elementary School

We’re learning to read and write new words this year.

Davionna Yang, Grade 1

We were listening to Ms. Settles read a story called The Doorbell Rang. We are learning how to count from 1-10 and our ABCs to XYZs, the whole alphabet! We’re also learning how to sit down and be quiet when we’re listening!

Ms. Settles’ K1 students

We were singing our good morning song in words and in sign language. We’re singing “sunshine” in this picture. We are learning about our cultures and how we are all the same and different.

Ms. Wilson’s Grade 1 students

Amika Kemmler Ernst, Ed. D.
Amik45@comcast.net

We’re Learning Here Project features images of everyday learning in our public schools, along with the words of the students pictured.

[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.]