

Boston Teachers Union Election Info

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BOSTON TEACHERS UNION, LOCAL 66, AFT
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President's Report Jessica Tang

Implementation, Enforcement and What to Expect in the Months Ahead

Now that the new contract has been ratified, approved by the School Committee and funded by the City Council, we are quickly moving into the next phase of contract implementation and enforcement. Each week we are

meeting with the school department to get the latest updates on when we can see the changes that we have agreed to reflected in everything from our pay stubs to the composition of our classrooms. This process, as always, takes

time, however, it is now our collective job to keep the pressure on the school district to make sure that it doesn't take an unreasonable amount of time to see the changes we know our educators and students need.

Retroactive pay will take longer than the pay adjustments in our salaries. We know that historically, it takes at least 2-3 months before we receive the pay adjustments in our current salaries and a month or two longer for the retroactive pay to get calculated and disbursed. With that as a guide, our hope is that we will see the raises reflected in the next month's (December) pay and retro pay disbursed some time in January. Our conversations with the Office of Human Capital are somewhat consistent with this timeline, although, they have also hinted that both may come after January.

We are also slowly making progress in other areas, but one of the greatest frustrations of this school year, by far, has been the slow response time, lack of communication and egregious mistakes coming from OHC. So while we would like to be optimistic, and despite a commitment from the new superintendent to hire six more staff for OHC, we cannot say with confidence that the timelines we expect will be



Jessica J. Tang
BTU President

honored this year as well, unfortunately. As always, we will continue to advocate for a timely implementation of all aspects of our contract, however.

There are many other provisions within our contract that will need all of our attention to ensure that they are being implemented with fidelity and with the spirit in which they were intended. This will take making sure all of our members are knowledgeable about the new language and now how to enforce it. With that in mind, BTU officers and staff will be launching a new round of school visits to provide "Contract Coffee Hours" where we can answer questions, hear from our members and ensure that what we have won is now being implemented and enforced in our schools. We will continue to hold workshops, trainings and other activities as we did at the

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In Memoriam



Cheryl L. Kelly, R.N.
Nurse at the Edwards Middle School and Member of the BTU Executive Board for the past 24 years.
Requiescat In Pace.



Virginia Tisei
Former teacher at the Farragut and Lee schools, past Vice President of the Boston Teachers Union '75-'79.
Requiescat In Pace.

Fall Leadership Conference 2022 at Seacrest in Falmouth



The union is a family. See story and more photos on pages 8 and 9.

Boston Teachers Union Election Information



BTU OFFICER and DELEGATE ELECTIONS THIS SPRING

The BTU will be holding an election for all elected positions this spring. BTU and RTC members will have an opportunity to vote for full-time officer and staff positions**, the 12-member executive board, RTC officers, para council, and delegates to various conventions and organizations to which we send representatives. It is never too early to start thinking about running and serving in a position! It is also never too early to make sure your mailing address is accurate in the BTU members portal. The beginning of each Election Committee meeting is set aside to answer member questions. Meetings are held on the 4th Monday of the month at 5:30 pm at the BTU.

Three by-law changes regarding elections have been approved by the membership this fall. These changes allow the election committee to select a vendor without soliciting new bids each cycle. Signatures for nomination can be collected on line and on paper nomination pages. This was piloted during Covid and is now permanent. Due to changes in how schools / departments are organized (K-5, K-8, related services...) field representatives must be adjusted. Members will vote for the Field Representative assigned to service their category of staff. RTC members shall vote for the Field Representative category that they were last assigned before retiring.

SOME IMPORTANT DATES

- Nomination papers available starting at January membership meeting.
- Nomination papers due by the March membership meeting.

Voting is conducted both by mail in ballot and in person. Mail in ballots must be received at the post office the day before in person voting. Stay tuned for exact dates the ballots will be mailed out.

- Primary election (if needed) the 1st Wed of May for in person voting at the BTU.
- Final election - 1st Wed of June for in person voting at the BTU.

You can reach us at electioncommittee@btu.org and notes are always posted on the portal. Check the BTU weekly bulletin for updates. We look forward to your participation in this important process!

– Marjie Crosby, Christine Buttiglieri, Michael O'Halloran, Katie Mallon
Officers for the 2022/2023 BTU Election Committee

Greater Boston Labor Council

The Greater Boston Labor Council (GBLC) is a part of the Massachusetts American Federation of Labor and Congress of Industrial Organizations (MA AFL-CIO). The BTU is a member of the GBLC represented by members elected as delegates. The council itself represents over 100,000 Union workers across Massachusetts. Their mission is to improve the lives of families in the 24 communities it represents. The goal of the GBLC is to build a movement of unions and workers to advocate for working family issues in city and town halls throughout Greater Boston. The council also seeks to reach out to progressive allies within our communities to advance the cause of economic justice.

The BTU elects has 52 members elated as delegates who are eligible to participate with GBLC. Delegates are eligible to attend meetings, conferences, and vote on candidates that are recommended to be endorsed by GBLC then vote on by the MA AFL-CIO.

– Johnny McInnis, BTU Political Director

** OFFICE AND NUMBER OF SIGNATURES NEEDED TO RUN

President.....	100
Vice President.....	100
Secretary/Treasurer.....	100
Political Director.....	100
Field Representatives.....	100
Executive Board (12 positions).....	50
Delegates to all affiliated bodies (Greater Boston Labor Council, AFL-CIO, AFT, AFT Massachusetts).....	25
Paraprofessional Council.....	25
RTC Chair.....	25
RTC Vice Chair.....	25
RTC Secretary.....	25
RTC Treasurer.....	25

Boston Teachers Union Endorsed Candidates November 8, 2022 Election Day Results

Statewide candidates:

Governor Maura Healey
Treasurer Deb Goldberg
Auditor Diana DiZoglio
Secretary of State William Galvin

Senate Incumbent:

Senator Mike Brady..... 2nd Plymouth and Bristol
Senator Patricia Jehlen 2nd Middlesex
Senator Jason Lewis 5th Middlesex
Senator Brendan Crighton 3rd Essex
Senator Patrick O'Connor..... Plymouth and Norfolk
Senator Marc Pacheco 1st Plymouth and Bristol
Senator Becca Rausch..... Norfolk, Bristol, and Middlesex
Senator Walter Timilty Norfolk, Plymouth, and Bristol
Senator Lydia Edwards..... 1st Suffolk and Middlesex

State Representative Incumbents:

State Representative James Hawkins 2nd Bristol
State Representative Erika Uyterhoeven..... 27th Middlesex
State Representative Brandy Fluker Oakley 12th Suffolk
State Representative Tommy Vitolo 15th Norfolk

Non-Incumbent candidates:

State Senator Liz Miranda 2nd Suffolk
State Representative Samantha Montano 15th Suffolk
State Representative Christopher Worrell.... 5th Suffolk

Ballot Question 1 Fair Share Amendment
Ballot Question 2 Drivers License Bill



See Congressional Black Caucus 2022 on page 5.



Caren Carew
BTU Secondary
Field Representative

Given the new contract's emphasis and commitment to Inclusive Education, what are the Inclusion Planning Teams every school has to have?

The language in the new contract states, "All schools are required to have an Inclusion Planning Team which will work in conjunction with the Instructional Leadership Team (ILT). Year one (this SY) will be planning and initial implementation. Years two and three (SYs 23/24 & 24/25) will be to support implementation. At the conclusion of the School Year 2024-25 or conclusion of their planning year and two years of implementation, the charge of the inclusion planning team may shift to include ongoing support for building a strong inclusive community."

"BTU members elected on to the Inclusion Planning Team will receive up to two full days of substitute coverage for the Team to conduct walk-throughs, class observations, meet, plan and address concerns."

"BTU members elected on the Inclusion Planning Team may use up to five (5) hours to address concerns brought to the Team. The school leader will determine which contractual professional development hours, not to exceed five (5) hours in the aggregate, can be substituted for Inclusion Planning Team work."

"BTU members of the school-site inclusion planning teams shall be chosen by the school's eligible members who serve on the Inclusion Planning Team shall be compensated at the contractual hourly rate for additional meetings outside of their regular work day and work year for up to 15 per school year. Where a school has a full or part-time position allocated to lead on inclusive practices (coach, coordinator, etc.), that person shall facilitate the team. At least 50% of the committee must be BTU."

"The Inclusion Planning Team will be charged with making recommendations to the School Site Council or Governing Board on the following:

Planning and Implementation, including:

- Professional Development
 - Culture and mindset building
 - Scheduling
 - Staffing
 - Communicating structures, relationship and protocols with school based SST/MTSS systems
 - Reviewing the class composition and staffing models in the school
 - The Inclusion Planning Team may select a representative to participate in the portions of the meeting that don't involve decisions on individual staff
 - Submitting recommendations to the annual meeting between the school team and district office team to review staffing for the upcoming school year.
- The ILT and/or Inclusion Planning Team will provide ongoing maintenance/assessment of inclusive practices:**
- Assessing the successes and challenges
 - Soliciting and considering stakeholder voices and experiences
 - Advising the school leadership on gaps and needs in staffing and other resources."

"Support for Planning Teams:
-The district shall create and maintain a handbook of processes, protocols, and templates, including guidance on class composition and appropriate staffing, as well as training opportunities to support school-based inclusion planning teams."

How will BTU members of each school's Inclusion Planning Team be selected?

BTU members of each school's Inclusion Planning Team must be elected by eligible BTU members at each school in a secret ballot election conducted in-person by the school's BTU Building Representative(s) according to the BTU voting protocol as outlined in September 2022's *Boston Union Teacher* of this column.

The BTU has and will continue to fight and advocate for 'INCLUSION DONE RIGHT'! In order for that to occur our voices as stakeholders must be part of the process. To that end, we've negotiated that 'at LEAST 50% of the committee must be BTU'. The inclusion programs/classrooms at our schools will only be as successful as our involvement in them is. If BTU members do not run for these positions and commit to making them as successful as we know they can be in the best interest of the students, we will have de facto abdicated the programs to administration, which is essentially what we have now. **Let's commit to 'Inclusion Done Right' by walking the walk, not just talking the talk! We can do it, together! We will do it!**

How do we know if a facilities work order has been filed and keep track of its status?

The new contract language adds the following language: "One Building Representative at each school shall have access to view the dashboard, Asset Essentials, which will allow the representatives to view and track status of work orders."

The BTU Reps at each school need to decide amongst themselves which one of them shall be the designee in the group to assume the role of keeping track and reporting back to the affected folks in the building as to the status of the work orders that they have filed in order to determine what, if any actions need to be taken to advocate for timely resolutions to the matters reported. Please inform the school's administrator in charge in writing which Rep will require said access and then follow up on it. Knowledge is power. Work orders now can be tracked with your access to them rather than being submitted into the seemingly 'black hole' of non-response.

How are bylaws and operational procedures for School Site Council's determined?

Each School-Site Council determines most of its own operating procedures through the adoption of SSC bylaws. Each SSC is required to pass bylaws to govern its operation. The bylaws must

be approved by two-thirds of the BTU members in the school and by two-thirds of the parents who come to a parent meeting for which there must be at least two weeks' notice.

The SSC bylaws must include the following operational procedures: how elections will be organized and conducted; when meetings will be held; the notice procedure for announcing meetings; who is responsible for co-chairing the SSC with the Principal and for recording minutes; what the system is for selecting alternates who have the same racial identity as the members they would be representing; the terms of office and how they will be staggered; and what the salary is in regards to members who fail to regularly attend.

The bylaws may also include provisions that address the following: what subcommittees will be established in addition to the Personnel Subcommittee; if a portion of each meeting is set aside for public comment by individuals in attendance who are not SSC members; how the SSC will inform the wider school community of its decisions and activities; where minutes will be posted and distributed; what the process is for amending the bylaws.

Are we entitled to time for cancer screening?

Yes. There is a Superintendent's Circular HRS-PP-14: "Paid Leave for Cancer Screening and/or Living Organ Donation" which states that the Mayor signed an Executive Order allowing all city employees to use four (4) hours of leave per calendar year for various types of cancer screening including that for breast, prostate, colon, skin, thyroid, oral cavity, lymph nodes, reproductive organs, and lungs. The procedure dictates that employees are allowed one (1) four (4) hour period that cannot be broken into hourly units. It requires that they must make their leave request through their responsibility center manager [principal] and then provide them a signed copy of a medical document verifying the date that the employee was

given a cancer screening. For attendance reporting purposes, the time reporting code S1200 to report time taken under this provision must be used. This cancer screening leave time is not charged to any accumulated sick time. All questions concerning this circular should be made to the BPS Office of Human Capital, at 617-635-9670.

Do I have to accept an intern or student teacher?

No. The contract clearly states, "Any teacher requested to accept a trainee shall have at least one week's advance notice, and may refuse."

If a teacher does become 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 cover for 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.

As an itinerate teacher, do I get a desk?

Yes. The contract language mandates, "All teachers shall have an exclusive working desk in one of the rooms that they use."

If you are a teacher who must travel between rooms, in at least one of the rooms you teach in, you must be provided with a desk that is yours alone in good repair for your exclusive use. If this is not the case, please grieve it immediately.

BTU 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

EVERYONE IS WELCOME HERE!

¡TODOS SON BIENVENIDOS AQUI!

EVERYONE IS WELCOME HERE!

BLACK LIVES MATTER

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

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 December 14th. All copy should be e-mailed to mmaguire@btu.org and aslater@btu.org. This deadline will be strictly adhered to.

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Like Other Professionals, We Ought To Be Paid For Our Time

There just isn't enough time in the school day to do what must be done. Everyone knows this. We in the profession live it every day. Parents appreciate our efforts. Politicians praise us for our sacrifice. I for one am tired of the assumption that teachers will work hours each day for free. Let's not only get paid for our time but let's also help our students in the process.

A person who thinks that teachers can finish their work between the starting and dismissal bells is someone who has never done our job. Even the most proficient person would be challenged to correct papers, plan lessons, answer emails, make photocopies (assuming the photocopiers work or that there is enough paper), converse with colleagues, strengthen relationships with students, clean the classroom, attend evaluation debriefings, and visit the rest restroom within a daily planning period.

So we take work home, we dedicate hours on the weekend, and we sacrifice our family time to help other families' children. Of course we do, because we

love our jobs, we love helping others, and we believe in the purpose of education. All the while the district, the city, the state, and the nation all thank us for being chumps.

Please tell me how many of the BPS's lawyers work the same amount of free time as teachers do. Please tell me how many police officers and firefighters voluntarily work the same number of free hours per week as teachers do. The cops and jakes have it right, they get paid for their work. So should we.

Therefore, I propose that we work a little extra hour each school day AND that we be paid for that time. As a secondary school teacher I shall use secondary school as my examples.

My proposal is that teachers would work a half hour (either before or after the regular school day, or split both before and after depending on the various school times.) This way teachers can do some of their correcting, planning, copying, etc before they take the rest of the work home.

Struggling students would be able to

find all their teachers for extra help. In any school there are some teachers who stay after for hours and some teachers who have to leave immediately to attend to their own children's school dismissals. In the course of my 29 years of teaching, I've been in both situations. From the students' perspective it does not matter what the situation of their teachers are; for if they need extra help, they need extra help. We could all be there to provide it to them.

Teachers who coach sports teams or run band practice or who direct school plays can and should be able to both be the leaders of their students' activities and be compensated for their extra time grading, prepping, and planning. Those details can be worked out.

Naturally some subjects have more take-home work than others. That issue is probably best settled in class size discussions.

Regardless of the class, most teachers spend at least an hour on average working for free each day. It's the "for free" part that is particularly painful with today's inflation.



Michael J. Maguire
Boston Union Teacher
Co-Editor

What is the inflation rate? It's hard to tell as various sources use different metrics to measure. 2021 is a tough year to nail down and 2022 is not finished yet. However most sources are fairly consistent. To paraphrase US Supreme Court Justice Potter Stewart, I know it when I see it.

If you've been to the grocery store recently you know that some prices have spiked more than others. Nationally groceries have a single digit inflation rate but locally eggs and butter are up somewhere between 26% and 33%. Halloween decorations were up only about 3% or 4% but candy was up between 13% and 17%.

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Innovative Educators:

Li Ak Kè Kontan (Reading With Joy): Engaging and Motivating the Haitian Community Through Literacy

As members of the BTU's Haitian Educators Committee, the Beethoven's **Bianca Pierre** (Family Liaison) and **Carline Louis-Letang** (School Nurse), The Mattahunt's **Yvrose Bourdeau** (K1 Dual Language), Charestown High's **Josette Teneus** (Guidance Counselor), and Parent University/Office of Advancement **Steve Desrosiers** (Family Education Coordinator) shared a common goal for Haitian students in BPS. They wanted to support engaging families in the Haitian community to support their children at home with reading. Research clearly shows that a strong base in a student's home language bridges and supports their knowledge of English while also having cognitive, social, academic, and career benefits. The team agreed there was a need to shift families' perception of having only English be the target, and to address the limited availability of texts and other resources written in Haitian Creole. They wanted to work together to help as many families as possible to support their children in their biliteracy journey.

The team collaborated with former Hurley Spanish dual language Teacher and current Principal Fellow **Lindsay Thornquist** to apply for and receive a grant from the BPS/BTU Teacher Leadership Fund. Their project aimed to create a workshop series to provide Haitian families with access to texts, information about the benefits of learning in two languages, skills for supporting their children's literacy development, and additional helpful health resources. They recruited across BPS, with a particular focus on school communities with large Haitian populations.

The series began on October 19th with a literacy workshop focused on Haitian students and families in grades K-2. The main goal of the workshop was to align to the district's initiative around equitable literacy. While it was originally supposed to be zoom only, the team soon realized that wasn't as convenient for everyone as



they had anticipated.

Bourdeau explained, "The challenge that I had as a classroom teacher was that 95% of my students are new in this country. Parents are new to the school system, and they did not have the tools to access the workshop on zoom. I addressed the issue with Mr. Henderson, our Principal. He agreed that I could open my classroom for them. It went well, and one of the parents even offered to prepare dinner."

In the end, over forty families attended. "I love how families interacted with the presenter and focused on the topic 'Reading with Joy,'" said Teneus. "It was definitely a joy to see the grandparents and fathers with the children engaging in the zoom workshop. We were joined by a couple of non-Haitian families who came to learn about this initiative or literacy and reading strategies for their children."

Bourdeau added, "I learned that even if the parents are new and don't yet have the tools that we think they should have;

as educators we have to meet them where they are until they gather the necessary tools."

The workshop series has three remaining sessions, with the next one November 16th focused on the importance of home language in students' learning. To make the workshops more accessible to more families and to broaden the impact, each workshop will have translations available in both Haitian Creole and Spanish. Educators are welcome to join and share the information with their students and families.

Teneus stressed the potential for the effort to impact families. "Literacy is

a need for all children and families from all cultural backgrounds and we welcome everyone who wants to be in attendance."

But the impacts are going beyond literacy, says Bourdeau. "Parents are sending me videos of them and their children interacting with each other. Students have a lot to share about their families in the classroom. Parents are showing up to events in school. When they are not coming they call to say sorry."

The team is excited for the potential continued impact of this project, says Pierre. "The families who attended were



grateful and excited for the upcoming workshops. The need for equitable access to literacy affects every under-resourced family in the district, and I hope the Reading with Joy project can continue to be a resource for our families throughout the years to come."

Scenes from the Dearborn STEM Academy



Rm 463
We are learning about the sounds of letters with Ms. Medina. In this picture we were identifying short and long vowel sounds to help us read and write better in English.
— Students in Ms. Medina-Silva's ESL/SLIFE class, Grades 6-8



(Math)
In this picture I'm writing about a math equation and Mr. B is explaining what to do. This is in my pre-algebra class where we're learning how to multiply and divide negative and positive numbers. This is my first year here and I like the building, the kind teachers, and the positive atmosphere.
— Terrance McGhee, Grade 7



(ESL)
We are writing the important information from a story we read about going to a new house. We are both from Cape Verde, and we are learning how to read and write and speak English.
— Marcos Ledo Pontes Mendes & Marcelo Teixeira, Grade 7



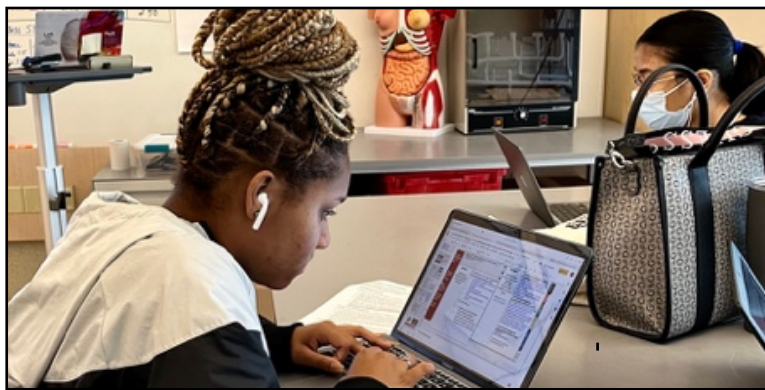
(ESL)
We were reading a story on the computer and Ms. Gomes was helping us understand the text. It is hard learning a new language like English!
— Elias Correia & Lee Edson, Grade 11



(History)
I was asking Ms. Joseph a question about our assignment in African American studies. We start each class with a question or a quote to discuss, which I like because it gets you thinking a lot. We watched an Edpuzzle video about Mansa Musa and learned that he was a rich person who gave away gold to people in an ancient African empire. I never knew that there were many African empires in the times before slavery!
— Larissa Barbosa, Grade 11



(ELA)
We were in Ms. Minchenko's ELA class, sitting in the "cozy corner" and writing letters to our senior selves, asking which goals we'd achieved and what challenges we had to overcome. We've been learning about self-identity. We each chose an independent reading book and shared our choices with classmates, learning what interests them.
— Ceasar Glover & Danilson Barros, Grade 9



(Science)
I was in Ms. Nunes' Anatomy class. I read an article about antibiotic resistance and how our body fights it. In this photo I was writing about the article's big ideas: identifying the major problems associated with antibacterial resistance and what pharmaceutical companies are doing to solve them. Over the past couple of years we've been learning about how bacteria can help or harm us, and how our bodies fight infections like Covid-19. I am in the Health & Life Science Pathway, so all my classes — ELA, Social Issues, and Science — connect, and our end of year project brings it all together.
— Claudia Alves, Grade 12



(History)
We were looking at the map and reading the names of countries in Africa. This is our U.S. History class with Ms. Hughes, where we've been learning about the Great Depression. We learned that a lot of people suffered in the Dust Bowl. People were broke because they couldn't make a living as farmers and the banks closed. We read an article about people using corn as fuel because they couldn't afford coal. Some even sold their children as laborers to earn money.
— Jamary Reed & Rafael Mendonca, Grade 10

Congressional Black Caucus 2022

The convening of the 51st Annual Congressional Black Caucus was held in September of this year for the first time in two years in Washington, DC. The mission of the CBC is to advance the global Black community by developing leaders, informing policy and educating the public. The American Federation of Teachers along with Delta Research and Education Foundation Professional Development sponsored a professional development series for members. There were AFT members who arrived from several other locals across the country like California, Texas, and Florida to name a few. You may recall that was the same week as the devastating hurricane Ian in Florida as Floridians traveled away from the storm to be there.

Our morning began with a film screening titled "Who We Are: a Chronicle of Racism in America". We listened to the rationale for this film from the film's creator and were able to have questions answered by some of the film's production team. This was a very intense film with a lot of conversation. The Plenary "Bring Back

Our Educators" after lunch gave everyone a chance to reflect on the pipeline for recruiting, retaining, educators of color. The other part of the conversation was about strategies to support your colleagues in schools. We also had a session titled "A New Normal: COVID-19 Coping and Supportive Strategies for Students and Educators." The two concurrent sessions were "Organizing the Village: Parent, Family, and Community Engagement" and "Reimagining Leadership and Building Equity in Schools."

The conference itself was filled with several different topics with sessions on Health Care, Financial Wellness, Voter participation to name a few along with several other important topics to support legislatively. Friday morning Congresswoman Ayanna Pressley held a roundtable that featured Boston City Councilor Ruthzee Louijeune as a panelist.

— Johnny McInnis, BTU Political Director

EMERGING Art Exhibition 2022

By Anne Slater
Co-Editor, Boston Union Teacher

The City of Boston recently held the annual Fay Chandler EMERGING Art Exhibition at Boston City Hall, a celebration of the Boston visual arts community. Artists that live, work, or create in the Greater Boston area are encouraged to submit their work for consideration. Hosted by the Mayor's Office of Arts and Culture, the Fay Chandler EMERGING Art Exhibition features fresh, original, and contemporary works of art created by Greater Boston area artists. Fay

Chandler was a Boston philanthropist and advocate for the arts. As an artist who started her career later in life, she serves as the inspiration for this exhibition and to artists of all ages. The award is funded by a generous donation from Fay Chandler's family in her memory. There were a total of 94 applicants this year, and from that the committee selected 67 to be included in the show. A jury selected the winners, made up of Martina Tanga, Craig Bailey, and Ben Sloat. This exhibition is open to anyone over the age of 18 who lives, works, or creates in Boston.

Quote from Kara Elliott-Ortega, Chief of Arts and Culture for the City of Boston:

"This exhibition is a great opportunity to recognize the immense talent that exists in Boston, support up and coming artists, and brighten the walls of City Hall. It's wonderful to see so many new artists share their work as part of this exhibition year after year, and we're always amazed by the variety of artworks that are submitted. Artists and creatives contribute so much to our economy, wellness, and vibrancy of our city, and this is one small way we're able to recognize those in the beginning stages of their creative careers."



Hala Ashour, BPS MultiLingual Translator entered her painting of a Lotus Flower.

The Lotus Flower

My painting is inspired by an Ancient Egyptian Symbol and also a symbolic meaning in various cultures.

I used Acrylic paint, and mediums glossy gel to add texture to the wooden cycle surface



"GROWING FROM THE MUD AND BLOOMING TOWARDS THE SKY. A LOTUS FLOWER SYMBOLIZES PURITY, SPIRITUAL AWAKENING, REVIVAL, AND FORTUNE."

Hala Ashour, former East Boston EEC paraprofessional and current BPS multilingual translator, exhibited her oil painting, Lotus Flower. Hala won the prize for New to Making Art in 2018. This year she submitted her painting of a Lotus flower. Hala is an Egyptian artist who was born in Cairo and moved to the US in 2009.

In addition to the Emerging Artist contest, the City of Boston also hosts the National Art Program which is a City Hall gallery exhibit/awards ceremony specifically for City employees and their immediate family members. Youth who are relatives of City employees are eligible to participate and they would love for BPS teachers to submit work!



East Boston EEC staff members Hala Ashour, Jen Ford and Elizabeth Self.



BEST IN SHOW • \$2,500.00
Ponnapa Prakkamakul

BEST OVER THE AGE OF 50 • \$1,500.00
Deb Putnam



NEW TO MAKING ART • \$1,000.00
Yana Nosenko



More About Breast Cancer Awareness Month!

My name is Jackie Stroud, and I am one of the many faces of a “Care-giver” for a Breast Cancer Survivor.

Why am I passionate about Breast Cancer Awareness Month?

Unfortunately, breast cancer has stricken my family, **NOT** once but twice. In 1996, my big sister was diagnosed with breast cancer and had a double mastectomy. Then twenty-five years later, in 2021 my mother was diagnosed with breast cancer and part of her treatment plan required a double mastectomy.

In 2020, I became my mother’s caregiver due to COVID. In 2021, I once again became an instant caregiver for my mother due to breast cancer and I panicked. Why? The sound of my mother having breast cancer scared me, I was not prepared to take on this huge challenge. I was determined to provide my mother with the love and care she deserved. Being a caregiver is a tough and exhausting job. There was no training for watching my mother struggle to survive breast cancer. My journey as a caregiver has not been easy. It has been a learning experience, I tried to learn everything I could about the disease. I hope one day others will not have to experience the journey of caregiving for a breast cancer survivor... because one day there will be a cure. In 2022, I became aware that I am a high-risk candidate for the disease. I guess you cannot escape from your genetics.

Why do I advocate for breast cancer?

Thanks to research, Breast Cancer Treatment has come a long way...it is no longer an instant death sentence. I advocate for the disease to raise awareness to communities, ensure research continues to find a cure not just a treatment, and so all families are provided the support and education needed to understand the disease. Breast Cancer is not discriminatory, and it does not ask for permission to enter your body. It affects both women and men, rich or poor and



it crosses all racial lines.

I encourage both women and men to get annual breast screening, as well as conduct monthly at home self-breast exams. Learn and know your body and don’t be afraid to say something should

you find a change in your breast. Learn and know the risk factors for breast cancer.

Thank you all for participating in our first Breast Cancer Event. I’m looking forward to this becoming an annual

event.

“WEAR PINK!”

(Jackie Stroud works at the Lee Academy Pilot School.)

Like Other Professionals, We Ought To Be Paid For Our Time...

continued from page 4

Here’s what I found after surfing the internet for an hour. The inflation rates for the past several years (roughly) are 2.1% (2017), 1.9% (2018), 2.3% (2019), 1.4% (2020), 7.0% (2021), and 8.3% (2022). There can be some quibbling over 2021 and 2022 but generally we can agree that the inflation rate is significantly up.

Over that same time period our pay has not kept pace. Our annual pay raises were 0% (2017), 2% (2018), 2% (2019), 2% (2020), 3% (2021), and 3.5% (2022).

Inflation has been +22% (*mas o menos*) while our pay has been +12.5%. This year we have roughly 9.5% less spending power than in 2017. And that’s not taking into account the skyrocketing home prices and rent in the greater Boston area. (Boston recently passed San Francisco to become the second most expensive city to live in. NYC tops that list.)

In my 29 years of teaching, the highest pay raise we got was when we increased our work day. The contract settled in 2000 was for three years and a 12% increase in base pay. The pay was evenly distributed over the three years so it was 4% (2000), 4% (2001), and 4% (2002).

What most people may not realize is that the actual pay raise was 3% annually

for inflation and another 3% because the school day was extended by 3%. The union wanted the pay to be 6% (3% for the extra time and 3% for the raise), 3%, and 3% for a total of 12%. However mayor Menino did not want a 6% increase in one year (for a variety of reasons) so in the course of the usual horse trading, the BTU agreed to spread the 3% increase in time over three years.

What I am proposing is similar. Let’s say we increase our work day by 30 minutes. Presently I sign in by 7:10 am and stay contractually until 1:50 pm. That’s 6 hours and 40 minutes. If we add 30 minutes, that’s an increase of work time of 7.5%. Wouldn’t an extra 7.5% pay raise sound good right about now?

Earlier, I noted that we are (roughly) 9.5% behind in pay compared to 2017. My proposed 7.5% increase would still leave us -2.5%, which isn’t great but it’s better than what we have now.

Let’s remember that in 2023 we are getting a 3% pay raise. That raise would put us back to even, provided we have no inflation (which is highly unlikely).

A good part of this plan is that it would not alter the start-stop times for schools, and it would not affect bus routes. The bell schedule at that schools

would not change, only the sign in and sign out times of the faculty. If ever there were a win-win situation, this could be it.

(Michael J. Maguire teaches Latin at Boston Latin Academy and is Co-Editor of the Boston Union Teacher.)

Teachers Teaching Under a Provisional License Need to Know About: MA DESE’s Alternative Route to Initial Licensure

DESE’s Alternative Route to Initial Licensure is a way to keep Massachusetts teachers appropriately licensed without them having to take valuable time out from teaching.

PRPIL (Performance Review Program for Initial Licensure) is the alternative Massachusetts Teachers License program for teachers who wish to advance from a Provisional license to an Initial license.

It enables teachers to earn their Initial license in less than six months, **while they teach**, and at a lower cost than other routes. Most importantly, it improves practice within the classroom.

MA DESE has recently announced an update to the eligibility terms for PRPIL: Teachers can now count the years on an emergency license towards the three years of teaching criteria needed to apply to the program. The years teaching on the emergency license must have been teaching the same content as the provisional license.

Further details about the program can be found at the Class Measures website (classmeasures.com/prpil) on the PRPIL pages, including:

- Information Pack download
- Eligibility
- Accounts from PRPIL graduates and why the program suited their situation
- How to apply
- FAQs

Organizing a Stronger Union

By Michael J. Maguire,
Co-Editor, *Boston Union Teacher*

This year's Fall Leadership Conference (formerly called the Building Reps Conference) was held October 21-23 at the Seacrest in Falmouth. While it was the off-season on the Cape, the Boston Teachers Union was in full swing recapping the past year and launching this year's strategic plan.

BTU President **Jessica Tang** began the conference on Saturday morning with a recap of the goals the union had set at last year's Leadership Conference in New Hampshire. The goals then were:

- Obtain a strong contract
- Build political power
- Unifying the union

"Now we have a contract!" exclaimed Tang. The work of getting a contract was helped, according to President Tang, because we built power with our allies in education.

During the conference the union also emphasized the importance of Yes on ballot questions 1 and 4. (*Both measures passed in the recent election.*) Getting Question 1 on the ballot was the result of years of organizing. Now that it is passed, we shall see increased funding for our schools. At the time of the conference the BTU had made 2,500 phone calls to members asking for them to vote. (*By the time of the election the BTU had surpassed 7,000 calls.*)

The third of last year's goals was welcoming all into the union especially those who previously felt unwelcomed. In September, 2022 the BTU signed up over 200 new members at the New Educators Reception (see page 4 of the September *Boston Union Teacher*). Key elements of establishing a more inclusive union were the Black Lives Matter Week @ School and the February action called *Show Our Students Some Love*.

Not to be overlooked in the union's fight for a contract and its simultaneous fight against receivership. On the first day of summer break, June 28, 2022, the BTU members and allies showed up *en masse* to fight a state takeover of our schools. The union won because the union followed its strategic goals.

This conference launched new goals.

- Building strong union structures at school sites
- Education about, and implementation and enforcement of our new contract
- Being more on the offensive rather than on the defensive as a union.

You can read more about these three new strategic goals on page 1 of this paper.

We hope to see you at next year's Fall Leadership Conference. You don't have to be a building rep to be a strong voice in public education. All are welcome. All are encouraged.



BTU President Jessica Tang announces to the participants of the BTU Fall Leadership Conference in Falmouth, "we have a contract!"



Fall Leadership Conference 2022 at Seacrest in Falmouth



Nora Paul-Shultz is now on the BTU Executive Board. Nora finished 13th in the 2021 union elections which made her first in line to fill the vacancy caused by the passing of Cheryl Kelly. We wish Nora well and welcome her contributions to the Executive Board.



Cecil Carey (l) and Anne Brochu (r) participating in a panel discussion on equity and inclusion. Cecil said, "parents often don't know how to navigate the BPS...we need to be partners with parents." Anne said what everyone was thinking, "When I say (we need) resources, what I mean is money. Pay teachers well! We need to put more teachers in our schools to help us share our load." Both Cecil and Anne emphasized that multiple licenses is no substitute for multiple teachers.



Roslindale Parade Was a Lot of Fun for BPS Students and Teachers



Local BPS schools participated in the annual Roslindale Day Parade. A big thank you to all the teachers and paras who volunteered their time for the benefit of the students who participated. In attendance were the Charles Sumner, the Mozart and Philbrick teamed up on one float, and Boston Latin School invited Boston Latin Academy to march together.



Implementation, Enforcement and What to Expect in the Months Ahead...

continued from page 1

Fall Leadership Conference to provide opportunities to learn more about contract implementation, particularly regarding the new special education inclusion language.

This is the first part of our three new strategic priorities as we settle into the new school year. In addition to the first priority of contract education, implementation and enforcement, our second strategic priority includes building strong union structures at our school sites. In order to facilitate two way communications, build our collective power, and engage and welcome all of our members in the work of our union, we need to commit to building strong union structures including: Building Reps, Faculty Senates, School Site Councils,

Inclusion Planning Teams, CAT Teams, point people for racial equity work, including Black Lives Matter at Schools Week of Action.

The stronger our structures are, the greater capacity we will have to address the many challenges facing our schools and communities. As the age old adage goes, "many hands make light work." All our members should feel that they have a place to get involved, get informed, and take action beyond our membership meetings and weekly bulletins. Having structures in place before there is a crisis or situation helps us to stay flexible and nimble in our greatest times of need and also helps us to carry out the day to day work that each of us depend on throughout the year.

Lastly, our third strategic priority is to be more on the offense than on the defense as a union. This includes controlling the narrative around special education inclusion, developing materials to make it easy for members to understand our priority campaigns including Inclusion Done Right, Our City Our Schools, and our campaign for a stakeholder-informed Green New Deal for BPS that results in new school buildings, renovations and climate solutions. It also includes continuing to invest proactively in our relationships with student, parent, family and community allies as well as elected leaders.

As we have seen in our successful campaigns to fight for the Student

Opportunities Act, Fair Share ballot question as well as fights against state receivership or unfettered charter expansion in 2016, when we fight alongside our students, communities and pro-public education elected officials, we are able to fight stronger and we win. These three strategic priorities will continue to guide our work this school year as we start to get ready for another round of successor bargaining, which will likely begin in earnest by the end of next year. Before then, however, we have much to do, and will hopefully see you soon either at your school, membership meeting or other BTU sponsored event as we continue to learn, grow and build together.



AFT Addresses Cyber Bullying

The American Federation of Teachers and ParentsTogether led a virtual petition delivery on October 7, 2022 to demand Instagram's parent company, Meta, address rampant bullying of kids and teachers on its Instagram platform via anonymous school "confessions" accounts.

The petition, signed by over 10,000 classroom teachers, school staff and parents around the country, calls on Meta to urgently halt the proliferation of school "confessions" or "secrets" Instagram accounts to spread false rumors and abuse.

There are hundreds of such accounts currently live on Instagram, despite content that clearly violates community guidelines on bullying and harassment. Dozens of parents and teachers have reported them, but the company has repeatedly failed to act.

Common content includes posts

featuring students' and teachers' full names and photos, rumors (often explicitly homophobic) about minors' sexual activity, accusations of sexual misconduct against teachers, accusations of sexual assault, cruel mockeries of personal appearance (including blatant racism), and more.

"The explosion of social media has changed how we all interact with each other, and while it can sometimes be a force for good, these platforms need to do a far better job of regulating behavior that is dangerous, disruptive and detrimental to our kids and educators' mental health and well-being," said AFT President **Randi Weingarten**.

"That's why we asked our union's pension trustees to sanction Meta—and it's why we're delivering this petition today to demand the company address rampant bullying of kids and teachers

on Instagram. Teachers and support staff want our students to have safe, welcoming schools where kids can learn, and the online harassment and abuse facilitated by Meta erodes and corrodes that ideal."

Research suggests the accounts and similar types of online bullying are not only classroom distractions but also lead to a higher incidence of depression and even suicide for kids and teens.

"Online bullying, like the rumors, slurs and accusations these Instagram accounts enable, is dangerous for kids," said Ailen Arreaza, co-director of ParentsTogether. "Recent research has shown online bullying leads to more suicidal thoughts and behaviors than in-person bullying. Educators and administrators have been trying to protect kids and put a stop to this kind of behavior for years, and parents are fed up with platforms like Instagram refusing to

take their reports seriously and remove this harmful content."

The rise of "confessions" accounts corresponds with increased disruptions and tension in school communities. Educators and administrators also indicate that the increased time spent trying to shut down or mitigate the effects of these accounts puts undue stress on teachers and school support staff.

The petition asks Instagram to:

- Enforce Instagram's community guidelines by taking down all accounts that solely or primarily feature bullying content.
- Prioritize reports of harassment and bullying made from verified school accounts.
- Meet with a group of teachers and parents to better understand these accounts and the harm they cause in school communities.

Our National Union Works Hard On Our Behalf

American Federation of Teachers President **Randi Weingarten** issued the following statement on November 11, 2022 after a district court judge struck down the Biden administration's student debt relief policy following a lawsuit from fringe special interests:

"This bad-faith lawsuit brought by far-right extremists is a full-frontal attack on young people's futures. It is shameful, but not surprising, that a federal judge would side with the MAGA Republicans who appointed him, rather than the 26 million borrowers who have applied for life-changing loan forgiveness. And it is telling that the special interests fighting forgiveness in this case were nowhere to be seen when President Trump suspended payments at the height of the pandemic.

"The Biden administration is committed to securing relief for the tens of millions of families struggling under the yoke of \$1.7 trillion in student debt. Debt discharge was enacted by the president in concert with reforms to Public Service Loan Forgiveness and a suite of other measures. Alongside an appeal in this case, the administration should also consider further mechanisms to promote fairness, including a delay in the resumption of loan payments next year.

"Young people across the country are eagerly awaiting the breathing room—and the resumption of their lives—that student debt relief would bring. Many sent that message at the ballot box on Tuesday. Together, we must stare down this wave of legal and political assaults and honor our commitment to borrowers as they regain their financial footing."



On Friday, November 11, 2022 the American Federation of Teachers announced a \$75,000 donation to the Asociación de Maestros de Puerto Rico to provide financial assistance to educators in Puerto Rico who continue to be severely impacted by natural disasters, including Hurricane Fiona.

"In the last few years, Puerto Rico has been battered and devastated by earthquakes, hurricanes and tornados, leaving them to rebuild over and over again," said AFT President **Randi Weingarten**. "This \$75,000 donation will provide a lifeline and help our children and teachers giving their all to assist the island in its recovery. This is what it means to be in a union, and we have a responsibility to lift each and every community up when they are struggling."

AFT members donate to the Disaster Relief Fund throughout the year to provide support to other members and communities directly impacted by natural or human-made disasters. Proceeds from that fund were used here as well.

In addition to the donation, the AFT and AMPR, accompanied by volunteers from New York State United Teachers, the United Federation of Teachers and other unions, joined dozens of volunteers for a day of service during the 2022 SOMOS Inc. conference at Escuela Antonio Sarriera Egozcue in San Juan, one of the many schools that were heavily impacted by Hurricane Fiona. They helped clean and paint the school and provided students and their families with backpacks and school supplies.

"Our union siblings from the state of New York and

the teachers union movement came to Puerto Rico as a result of a powerful alliance with SOMOS to support our teachers, our students and our school communities," said AMPR President **Víctor Bonilla Sánchez**. "As part of this visit, the AFT also made a large donation to support the economic recovery of our teachers who have yet to recover from the losses caused by Hurricane Fiona and other disasters. On behalf of all our members, we send our gratitude and solidarity."

The effort is one of many activities the AFT and AMPR participated in during the SOMOS conference in Puerto Rico. SOMOS Inc. is a nonpartisan, nonprofit

organization that unites the Latino community, raising awareness to improve the socioeconomic and civic status of all Latinos in and outside of New York State, in collaboration with the New York State Assembly Puerto Rican/Hispanic Task Force.

"As a puertorriqueña, I could not be prouder of today's disaster relief donation to the resilient teachers and students of Puerto Rico," said AFT Executive Vice President **Evelyn DeJesus**. "I am so grateful to the dozens of volunteers who said 'presente' and spent their day ensuring that students have a safe and welcoming school."

BTU Children's Holiday Party

Wednesday,
December 28th, 2022
12:00 noon to 2:00 pm

at BTU Hall
For Ages 10
and Under

Contact the BTU Office for tickets.

We tried these steps:

1. Group Reading Protocols
2. Partner Reading Protocols
3. Question-Answer Relationship (QAR) Activities

Connect and Share:

“How can we help our students to read and understand texts about the physics content they are learning?”

By Kristen Cacciatore

This was the burning question that my two science teacher colleagues at East Boston High School, **Nifemi Kolayemi** (now at the John D. O’Byrant) and **Shannon Morey** (now an educator in Lawrence), and I (now at Charlestown High School) asked as we began our collaborative instructional planning one August a few years ago. We had been working together to plan and deliver a 9th grade physics course for two years

already, and we were proud of the changes we had made to the course structure and instructional style. Our students were doing hands-on activities nearly every day, creating interactive notebooks, and using talking protocols to make sense of what they were learning. But we were stuck on reading, because it was frequently a pain point in class. Most students were resistant and often became quickly frustrated. As a science teacher for many years, and the most senior member of our triad, I knew this was a common problem across science courses for all student populations.

These changes helped smooth out the rough parts, and of course, with time and practice our students became more comfortable with the routines and also a bit more efficient. And the best part was that we saw on our first unit summative assessment that over 90% of the students attempted both of the open response questions. Our reflections had changed in tone – our interventions were working, and we were excited to see our students reading!

Buoyed by our success, we continued to add new elements focused on reading comprehension. We asked students to use the text content to create interactive notebook pages showing their understanding, to work together to answer questions about the text, and to identify the type of question. And reading remained a regular part of our class every week, as we moved through units on motion, forces, energy, electricity and other big topics in physics.

As is so often the case in the teaching world, I didn’t really talk about this work implementing reading routines in physics outside of my small group of collaborators. I might have wanted to hear what other science teachers were doing to support reading and share my experience with them, but I didn’t know of any forum to do so. Until last year, when I had the opportunity to share this work at a virtual Connect and Share panel discussion professional learning event offered by the BPS/BTU Telescope Network. Colleagues from around the district came together to listen and learn together one afternoon. After my presentation, attendees and I talked about how this work connected to what they were doing or the challenges they were facing in their classrooms. Then we all heard from another panelist, **Kimberly Frazier-Booth** of the Edward M. Kennedy Academy of Health Careers, about her work on Visual Analysis Strategies and Text Pairings. Her presentation sparked my interest. Maybe, I thought, I could adapt this for my SLIFE science class and get more conversation going. I talked this through a little bit with the other participants at the session and decided to give it a try. And I’m glad I did, because it became an occasional part of my Do Now opening routine for the class.

This fall, there are three Connect and Share events happening. I encourage all of my BPS colleagues to consider attending or presenting at a Connect and Share event. It’s a fabulous opportunity to learn and get support from your amazing colleagues. I hope to see you there!

(Kristen Cacciatore is an instructional coach at Charlestown High School and a Networker for the BPS/BTU Telescope Network.)

(The Telescope Network Fall Connect and Share Panel Discussions series of virtual professional learning takes place on November 2 (Effective Teaming), November 16 (Social Emotional Learning) and December 7 (Equitable Literacy in Math and Science). More information and RSVP at <https://tinyurl.com/ConnectFall22>.)



**Retired Teachers Chapter
Travel Committee
Upcoming Trip**



PORTUGAL & SPAIN

Includes Lisbon & Costa Del Sol February 17-28, 2023
\$3,300 pp

Single supplement additional \$550
Barcelona/ Gibraltar 4-day extension \$499

- International airfare from Boston’s Logan International Airport, to Lisbon and domestic flights
- 7 nights shared international-class accommodation (Single room additional \$450)
- Daily breakfasts, and 4 lunches

Contact: *Maritza Agrait* 617.529.0519

magrait@comcast.net

See you at the airport!



Historic tram on line 28, Lisbon, Portugal