

Boston Union Teachers

2012



The Award-Winning Newspaper of the Boston Teachers Union

AFT Local 66, AFL-CIO • Democracy in Education • Volume XLV, Number 4 • December, 2012

A Few New Year's Resolutions You Can Keep (*very easily*)

By **Richard Stutman**,
BTU President

This time of year each of us likes to make promises and set a few goals – like going to the gym – and so on. Most of these resolutions are hard to keep. Here a few painless school- and work-related promises you can keep. *Very easily.*

- Attend a BTU membership meeting. The meetings are always the 2nd Wednesday and start at 4, though we serve refreshments and mingle from 3:45 to 4:15 nowadays, then start officially at 4:15. All members are welcome to attend and find out what's going on, ask questions, and so on. The meetings are not intimidating – at least we try to make them that way – and we welcome new attendees. You will make new friends and be able to participate in the ongoing workings of our union.
- Join a BTU committee: social, professional issues, sergeant at arms – to just name a few. The social committee plans our parties. The Professional Issues Committee takes a look at educational and professional issues. And the Sergeant-at-Arms Committee assists in the running of each membership meeting.
- Write an article for the BTU newspaper. Our editors **Garret Virchick** and **Michael Maguire** are always interested in getting articles and letters from members. You can contact Garret at gvirchick@btu.org and Michael at mmaguire@btu.org.
- Join the BTU CAB or Community Ad-

visory Board. The board, composed of BTU members, parents, students, and community members, works with the BTU and community partners on issues of common ground, and can be accessed by emailing jessicatang04@gmail.com.

- Send an idea to the BTU concerning something or another. What can we be doing better? What should we not do? We're open to suggestions to rstutman@btu.org.
- Submit an item of interest to the BTU e-Bulletin. We welcome all submissions that are relevant to our members – PD opportunities, cultural events, classes, speakers, and so on – as long as they're non-profit. Submit your item to rstutman@btu.org.
- Make sure you have your correct mailing address. If in doubt, email iturner@btu.org. While you're at it, make sure we have your correct phone number as well. Thanks.
- Go to a school committee meeting, usually held at 6:00 PM on two Wednesday's per month. Better yet, if you live in Boston you can watch the committee on TV, on Boston cable. Live! Well, they're almost alive. Just kidding. Actually, it is a good experience to watch a meeting either live or on TV.
- Get involved in the BTU COPE. This past election season we did a lot of work for **Elizabeth Warren** and other successful candidates. We are always looking for help and new ideas, and we rely on all of

you for your input. Email Angela@acristiani@btu.org.

- Check your pay stub. Every year and after every salary event (lane change, step increase, career award) one should check his or her salary stub. This is the type of thing that ought to have no ambiguity on your end. How to check? Take your regular pay under the *current earnings* column and multiply by 26 (those who do not get paid over the summer – multiply by 22) and that's your gross salary. Check your most recent pay stub against the new salary pay grids found on our WebPages. http://btu.org/sites/default/files/Teacher_Salary_12-16A.pdf. Paras and substitutes – please take the same steps and see your correct salary here (paras – http://btu.org/sites/default/files/Para_Salary_12A.pdf; and substitute teachers – http://btu.org/sites/default/files/substitute_salary_12A.pdf). Remember, some paras get 21 paychecks and some get 26. Any questions, please call the BTU office.
- Take full advantage of the Health and Welfare Fund. Teachers, Paras, and Cluster substitutes – call the health and welfare office at 617-288-0500 and have a booklet sent to your house or check out the benefit package at <https://ecommerce.issisystems.com/bsite340/eremit.dll/34001/cm.asp?name=home>. There are many benefits in our plan and all you have to do is... sign up.
- Speaking of the Health and Welfare Fund... here are three resolutions: Make a will, get your eyes checked, and see a dentist. All are covered benefits, though the dental benefit usually has some co-pay attached.
- Take advantage of all of your salary benefits, like tuition reimbursement – all provisional teachers and all permanent teachers not getting their first career award can get a tuition reimbursement. Ditto for all paraprofessionals with more than three years of service. Take a course and get reimbursed up to either \$500 or \$1,000. Make it a resolution to check this out.
- Be aware of your ability to move over a salary lane. Teachers and paras are eligible for academic lane changes. Both groups can take advantage of up to 30 in-service credits for salary lane advancement. Take full advantage of these and if you have any question – any question – call the



Richard Stutman
BTU President

BTU office. This benefit is one of those if-you-snooze-you-lose benefits. So don't procrastinate.

- Make sure you've gotten all your step increases. Teachers advance one step generally at the start of every school year until they reach maximum (step 9) and paras advance one step every three years (Beginning step, after-three-years step, after-six-years step, after-nine-years step.) Provisional Teachers also get credit for 'outside' and 'inside' service, three years for each, if qualified. Paras, too, get credit for Para service if/when they become a teacher, on a one to three year ratio, up to maximum of three years. Don't rely on anyone else other than yourself to verify that you are on the right step. Again, any questions, call us.
- Check out your career award if you are eligible. Paras and teachers each get career awards or longevity bonuses. For teachers, the first career award is due the year after you reach step 9; for paras, the same: after nine years. Substitute teachers do not get a career awards per se, but per diems do get a yearly bonus for exceeding 120 or 150 days./ Paras – remember that if/when you become a teacher you get career award credit as a teachers for time served as a Para.
- Make sure your contact information and your beneficiary information is up-to-date at the Retirement Board – 617-635-4311.
- While you're at it, resolve at some point early in your career to seek the services of a fee-only financial planner to get some advice on your finances. The sooner the better. There are a range of financial planning devices available to teachers and paras – and it'd be a shame not to take full advantage when you're young.
- **One person to avoid:** the random salesman/saleswoman who shows up at your school unannounced to try to 'sell' you an annuity. Under a new agreement we have with the district, these folks are **NOT** supposed to be allowed access to the school. Instead, see a fee-only financial planner or someone else you trust. This is money well spent.
- **2nd to Last Resolution:** If you don't understand what any of the above means or how it works, call the BTU office or email on of us at <http://www.btu.org/contact-us>.
- **Last Resolution:** Join the gym. And by the way, many of the city health plans offer a \$150 rebate per year to those who join a health club.

Approaching the Midpoint

By **Patrick J. Connolly**, BTU Executive Vice President

As the end of 2012 nears the majority of educators in the BPS are approaching the midpoint of their evaluation cycle. For Educators on a one year self-directed plan their summative evaluation must be received by May 15th. For educators on a two year plan, they can expect a Formative Evaluation towards the end of this school year with no specific date established. So while it would be nice to thoroughly enjoy the Christmas and Holiday Season, there is significant work to do in preparation for 2013 and the next phase of the new evaluation system.



Patrick Connolly
BTU Executive
Vice President

Most educators now have their goals and action steps approved. Observations are being conducted by evaluators and entered into the on-line system. Educators need to respond to these observations and monitor closely their on-line evaluation account. Respond to entries by evaluators, even positive entries. If something appears incorrect, make an entry to document your concerns.

Educators should also be uploading artifacts to document and support the progress they are making in meeting the goals and making progress towards the standards listed in their evaluation plans. As we enter 2013 the educators on a one year self-directed growth plan (most teachers who have been placed in the Proficient category) will be receiving a Formative Assessment. Formative As-

(continued on page 5)

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

Election 2012 Update

Thank you to each BTU member for your voice and activism for the Election 2012 season!

BTU members engaged in member-to-member contact specifically on education issues. We were on the phones, canvassing, and active until the polls closed at 8:00 p.m. on Election Day.

The BTU, and Labor as a whole, made a difference in this election by working together as a Team! Our momentum and collective work resulted in many victories.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

BTU ENDORSED CANDIDATES 2012 GENERAL ELECTION RESULTS (Endorsed candidate = bold type, ✓ = winner)

PRESIDENT – General (AFT Endorsed)

Massachusetts - 2,171 of 2,172 Precincts Reporting – 99%

Name	Party	Votes	Vote %
✓ Obama, Barack (i)	Democrat	1,900,575	61%
Romney, Mitt	Republican	1,177,370	38%
Johnson, Gary	Libertarian	30,526	1%
Stein, Jill	Green	19,663	1%

U.S. SENATE – General

Massachusetts - 2,171 of 2,172 Precincts Reporting – 99%

Name	Party	Votes	Vote %
✓ Warren, Elizabeth	Democrat	1,678,176	54%
Brown, Scott (i)	Republican	1,449,039	46%

U.S. HOUSE OF REPRESENTATIVES

District 2 – General

Massachusetts - Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ McGovern, Jim (i)	Democrat	0	0%

District 3 – General

Massachusetts - 225 of 225 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Tsongas, Niki (i)	Democrat	210,833	66%
Golnik, Jon	Republican	108,868	34%

District 4 – General

Massachusetts - 220 of 220 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Kennedy III, Joe	Democrat	219,499	61%
Bielat, Sean	Republican	129,243	36%
Rosa, David	Independent	10,668	3%

District 6 – General

Massachusetts - 231 of 231 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Tierney, John (i)	Democrat	179,603	48%
Tisei, Richard	Republican	175,953	47%
Fishman, Daniel	Libertarian	16,668	4%

District 7 – General

Massachusetts - 269 of 269 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Capuano, Mike (i)	Democrat	206,424	84%
Romero, Karla	Independent	40,438	16%

District 9 – General

Massachusetts - 221 of 222 Precincts Reporting – 99%

Name	Party	Votes	Vote %
✓ Keating, Bill (i)	Democrat	211,051	61%
Sheldon, Christopher	Republican	115,541	32%
Botelho, Daniel	Independent	32,468	9%

MASSACHUSETTS STATE SENATE

2nd Middlesex – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Jehlen, Pat (i)	Democrat	0	0%

5th Middlesex – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Clark, Katherine (i)	Democrat	0	0%

Middlesex & Suffolk – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ DiDomenico, Sal (i)	Democrat	0	0%

Middlesex & Worcester – General

52 of 52 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Eldredge, James (i)	Democrat	51,427	65%
Cavaretta, Dean	Republican	28,210	35%

1st Plymouth & Middlesex – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Pacheco, Marc (i)	Democrat	0	0%



Angela Cristiani

MASSACHUSETTS HOUSE OF REPRESENTATIVES

5th Middlesex – General

13 of 13 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Linsky, David (i)	Democrat	14,736	65%
Callahan, William	Republican	8,078	35%

23rd Middlesex – General

19 of 19 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Garballey, Sean (i)	Democrat	18,918	81%
Manju, Joseph	Republican	4,351	19%

24th Middlesex – General

15 of 15 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Rogers, David	Democrat	12,338	57%
Gammill, James	Other	4,857	22%
Olson, Thommasina	Republican	4,420	20%

25th Middlesex – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Decker, Marjorie	Democrat	0	0%

27th Middlesex – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Provost, Denise (i)	Democrat	0	0%

34th Middlesex – General

12 of 12 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ Sciortino, Carl (i)	Democrat	13,731	84%
Rajczewski, David	Republican	2,578	16%

35th Middlesex – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Donato, Paul (i)	Democrat	0	0%

2nd Norfolk – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Chan, Tackey (i)	Democrat	0	0%

8th Plymouth – General

13 of 13 Precincts Reporting – 100%

Name	Party	Votes	Vote %
✓ E'Emilia, Angelo (i)	Republican	9,284	52%
Hunt, Marilee	Democrat	8,458	48%

10th Plymouth – General

Uncontested race, no results will be reported.

Name	Party	Votes	Vote %
✓ Canavan, Christine (i)	Democrat	0	0%

I Am A Winner...

by William Arthur Ward

...because I think like a winner, prepare like a winner, and perform like a winner.
 ...because I set high, but attainable goals, work toward those goals with determination and persistence, and never stop until I reach them.
 ...because I am strong enough to say "No!" to those things that would make me less than my best, and to say "Yes!" to the challenges and opportunities that will make me grow and improve my life.
 ...because total commitment is my constant companion, and personal integrity is my lifetime mentor.
 ...because I am learning to avoid the tempting shortcuts that can lead to disappointment, and the unhealthy habits that could result in defeat.
 ...because I have a well-earned confidence in myself, a high regard for my teammates and coworkers, and a healthy respect for those in authority over me.
 ...because I have learned to accept criticism, not as a threat, but as an opportunity to examine my attitudes and to improve my skills.
 ...because I persevere in the mist of obstacles and fight on in the face of defeat.
 ...because I am made in the image and likeness of my Creator, who gave me a burning desire, a measure of talent, and a strong faith to attempt the difficult and to overcome the seemingly impossible.
 ...because of my enthusiasm for life, my enjoyment of the present, and my trust in the future.
 (William Arthur Ward, 1921-1994, was an educator and writer.)

What is the Procedure for Teachers in Reporting Suspected or Actual Sexual Assault?



Caren Carew

All employees must review the Superintendent's Circular #LGL-13 *Sexual Assault Policy* to familiarize themselves with the procedures contained within. There is a comprehensive Q&A section in this circular to assist in appropriately responding to a variety of circumstances related to this issue. An employee who has been a victim of sexual assault reports the incident to the building administrator, the academic superintendents, or the chief operating officer. The employee who has been an adult victim has the right to contact the Sexual Assault Unit of the Boston Police, 617-343-4400, as well as review the Sup. Cir. #EQT-2-*Employee Grievances of Discrimination*.

A student who has been a victim of sexual assault may report to any school official (nurse, teacher, Para, etc.). The person who receives said report must **immediately** notify the building administrator (best in writing and keep a copy for your own documentation). Those of us who work in schools are all mandatory reporters and are thus required to report to the Department of Children and Families (formerly DSS) when there is reasonable cause to believe a child under the age of 18 is suffering physical or emotional injury resulting from abuse which causes harm or a substantial risk of harm to the child's health or welfare. Refer to Sup. Cir. #SSS-17 *Child Abuse and Neglect* for further information. BTU members have been investigated and disciplined for not **immediately** reporting suspected or known inappropriate incidents of this nature. Please review these policies available in your main office or on the BPS website. On the BPS website click on District, then on Superintendent, then on Circulars in order to access any Superintendent's Circular.

What Approach Should the SSC Take Toward Decision Making?

It is expected that the SSC will function by consensus or general agreement of its members. Members of the SSC are expected to operate as a single decision making team. Their task is to work together to fashion effective solutions to the school's educational challenges. SSC have parent, BTU staff, student, and associate members to guarantee that decisions reflect the viewpoints of everyone in the school community. Reaching consensus does not mean that all members must agree with decisions unanimously. Consensus is a way of working together where some members may disagree with a final decision, but yet agree to support it. Consensus occurs when most, if not all, members agree on the matter to be decided.

Consensus won't necessarily result in endless discussions and no decisions, particularly if the following **guidelines** are followed: *Prioritize the importance of the issue at hand. Normally, the more important the issue, the more time members should be willing to devote to reaching consensus decision. Routine matters should be given much less valuable time and energy than fundamental issues. Provide opportunities for all views to be expressed. Members with differing views should have the opportunity to make sure other members have understood their views before ending the discussion. Although others may still not be persuaded, everyone must have a chance to state their views and to have others listen. The strength of feeling about an issue must be gauged. How strongly members feel should guide how much time should be devoted to an issue as well.*

SSC meetings are not competitive, win-or-lose events. Making decisions solely on the basis of majority votes runs the unacceptable risk of dividing the Council. School improvement is defiantly a matter of teamwork, trust, and shared commitment on the part of everyone in the school community. This

team approach doesn't prohibit voting in every case. Occasionally, periodic 'straw polls' may be a good idea to identify the common ground on the way to reaching consensus decisions. Voting can save valuable time reaching decisions on routine matters. Under the terms of the BTU Contract, decisions must be formalized by a majority of the SSC. The Principal must vote with the majority of the SSC and they may not delegate their vote. Here, the purpose of voting is to validate and to make official consensus decisions. Formal voting should be the last step in the decision-making process. If the vote results in a simple majority but does not reveal consensus on the issue debated, it should be viewed as a signal that the best option has not yet been developed and proposed. Unless all members are willing to support a majority decision, more discussion is needed. Votes which split parents and BTU members are of

The Principal may veto a majority decision of a SSC. The Principal must vote with the majority for a decision to be adopted and carried out. In the event of a veto, the Principal is required to give their reasons in writing and in person at a following meeting for any vote that is in opposition to a majority of the Council. Successful School Based Management demands cooperation, trust, and mutual regard of every one!

When a Student of Mine is Suspended, Am I Entitled to Discuss my Expectations of Their Behavior with Their Parents?

Yes. The contract clearly states, "Teachers directly involved in the suspension of a student shall have the opportunity, if requested, to confer with students' parents or legal guardians prior to the readmission of the suspended student." This contract provision can be a powerful tool in assisting the teacher - parent connection to be forged at a time when such communication is imperative for the efficacious reentry and ongoing success of said student. It does little good to exclude a student through suspension without a shared action plan for the student supported by the key stakeholders in the child's life. Let's seize the opportunity and capitalize on it, while *focusing on children*.

How long do teachers have to submit grades at the end of the marking term?

A BTU/BPS Settlement Agreement grants teachers five days from the close of the marking term to submit their grades. The contract details additional information on the submission of final records/marks. The contract reads, "Teachers at all levels shall have at least two (2) school days following any week long vacation to submit their students' marking term grades and attendance reports (scanner sheets), making them due no earlier than noon on the Wednesday following the vacation."

How Many Bereavement Days are Teachers Entitled To?

"In the event of a death in the immediate family, including mother-in-law, father-in-law or anyone residing in the same household with the teacher, up to five (5) days without loss of pay shall be provided. Days are consecutive school days immediately preceding, following or including the day of death. Holidays, vacations or suspended sessions shall be considered school days under this provision. One (1) day without loss of pay shall be provided for a niece, nephew, uncle, aunt, and in-law other than above. Three (3) days without loss of pay shall be provided for a grandchild/parent."

What Happens When There is No Heat in My Class?

The contract is clear on this issue. "A classroom will be closed when the temperature falls below 60° f., or whenever the temperature or climate becomes too oppressive."

Report and record the actual temperature in writing to the Principal, keeping a copy yourself. The Principal must assign your class to an available space that is heated adequately as well as remedy the heating problem in your classroom. Keep a record or log of all of the days without heat and the temperature in the room at that time. The Principal should immediately report this in order to have the heat restored. Teachers should file a Step 1 grievance with the Principal as well.

If the entire school falls below the acceptable heat level, each building has an alternate plan in case of emergency. If the heating issue can't be fixed quickly, then the emergency plan for relocation should be employed. The BTU members at the affected school should file a Step 1 grievance at the school in addition. If the entire school is without heat and it has been reported to the School Department, please contact the BTU office as well.

Who's Responsible for Plowing School Parking Lots?

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

Do SPED Teachers Get Special Supplies For Their Students?

As a part of the previous round of contract negotiations, a side letter of agreement was penned by the BTU and BPS which addressed this issue and its' contents are as legally binding as if it were contained within the contract book itself. This agreement details the process for providing essential supplies and equipment to SPED Teachers in the following low-incidence SPED programs: early childhood, multi-handicapped, autistic, developmental daycare (DDC), and physically handicapped.

The agreement states; "Unified Student Services (USS) will be responsible for identify-

ing schools where programs are located and updating this information annually. USS will order a sufficient quantity of: medical-grade wipes, changing pads, disinfectant, disinfectant wipes, sanitary pads, and non-bacterial soap for SPED teachers at the designated schools based on the enrollment of students in each of the programs outlined above. These supplies will be distributed annually at the beginning of each school year directly to the designated schools to be used exclusively by those teachers assigned to severe low-incidence substantially separate classrooms (listed previously). A sufficient amount of changing tables for students shall be available throughout the school district. In the event that a teacher has exhausted his/her annual allocation of these supplies, the school based evaluation team leader (ETF/COSSES) shall be notified. The school-based ETF/COSSES will then notify USS Operations at 617-635-7800 who will verify the request and submit the requisition for additional supplies if needed."

You may wonder why this agreement was necessary. During the previous round of contract negotiations, SPED teachers of our most vulnerable students testified that they were routinely denied said essential supplies and had to go out of pocket for them. Descriptions of changing students on desks and tables not at the appropriate height and structure, without adequate changing pads, provided with gloves for restaurant use rather than for medical use, and the like, were poignant & insulting to both the professionals who had to endure such unsanitary and potentially injurious situations and most importantly to the students who were affected. I urge said SPED educators to hold the BPS to their agreement, *for the children's sake!*

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

Boston Union Teacher

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

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

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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 19th.
All copy should be e-mailed to gvirchick@btu.org and mmaguire@btu.org
This deadline will be strictly adhered to.

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Young Achievers School Day at the Polls

Mattapan Students Explore Equity at City Voting Centers

by Sherri Miles

Fifth-grade students from Young Achievers Science and Math Pilot School in Mattapan spent the November 6th Election Day visiting polling centers in Brookline, Mattapan, Newton, and Downtown Boston. Armed with clipboards and questions, they toured sites and interviewed voters, seeking answers to the

“A lot of thought went into selecting the polling sites to give the students a broad perspective of the voting experience,” said **Cynthia Colon**, fifth-grade teacher at Young Achievers. “We wanted a community-based site close to the school, a site with the opposite demographics, a neighboring town, and Downtown.”

At Morning Star Baptist Church, polling site for Ward 14, Precinct 8 located at 1257 Blue Hill Ave. in Mattapan, voters and election officials mingled outside the church, colorful signs posted instructions in four languages, and students had the unexpected opportunity to interview a local politician, State Rep. **Russell Holmes** (D-Boston) and his wife, **Sheree**, who were spending the morning at sites in his district. “We planned to be here from 7-9 [a.m.] but haven’t wanted to leave because of the excitement and enthusiastic turnout,” said Holmes. He noted that in the September primary, a total of 147 votes were cast at the polling site, yet by 10:30 a.m. on Election Day, that number had already reached 511 votes.

The students noticed a different scenario in Newton at Ward 8, Precinct 4, at Shuman Community Center, 675 Saw Mill Brook Parkway. A small brick building in



Student **Amaury Roman** interviews Mattapan voter **Tracy Mathurin**, a mortar person for the MBTA Green Line, on the steps in front of Morning Star Baptist Church in Mattapan.

– Photo by Sherri Miles

central question, “Is everyone included?” The question is posed by Word Generation, a literacy curriculum being used by teachers at the K-8 Boston Public School pilot school. “The learning opportunity here is for kids to ask: Is the election, and is our polling system, equitable? Is everyone included in it?” explains **Robert Hoppin**, experiential education coordinator at Young Achievers.

Students gathered data on Election Day to answer that question. At each of the polling centers, they noted the overall voting experience, languages spoken, availability of translators, condition of the site, visibility of signage, and the demeanor of people working and voting at the site. They interviewed exiting voters, cheered the process, and thanked voters for casting their ballots.

At Morning Star Baptist Church in Mattapan, polling site for Ward 14, Precinct 8, 5th-grade students **Mathew St. Louis-Verre** (front) and **Taylor Jordan** (back) interview voter **Eleanor Guilford**.



At Morning Star Baptist Church in Mattapan, polling site for Ward 14, Precinct 8, 5th-grade students **Mathew St. Louis-Verre** (front) and **Taylor Jordan** (back) interview voter **Eleanor Guilford**.

– Photo by Liana Cosgrove



5th-grade students **Anyeli Arias**, **Chima Njodoku**, and **Joshua Ayala**, with teaching resident **Austin James**, at Morning Star Baptist Church on Election Day.

– Photo by Sherri Miles

a residential neighborhood, the polling center was quiet, with two letter-sized colored paper signs beside the door, a private-only parking lot, and no bystanders. This polling station did not grant access to the students, but students were permitted to interview voters outside a 150-foot perimeter. However, little activity was evident during their visit.

At Precinct 6 in Brookline, students gasped in amazement at the sheer size of the Brookline High School Schlutz Gymnasium, 115 Greenough Street, where polling was underway. Warden **David England** showed them



Student **Nia Thompson** interviews **Jacqueline Cannay**, who went to the Morning Star Baptist Church in Mattapan to vote. Once there, Cannay was told to go somewhere else. “I was mad, but talking to these kids made it all worthwhile!”

– Photo by Liana Cosgrove

the lengthy Massachusetts ballot and the steps involved in voting, from filling in ovals in a private voting booth to feeding the ballot into a machine when complete.

Brookline resident **Jennifer Amigone** talked with the students at the site. “Students were asking people after they voted about why they voted, how they got there, and what was hard or easy for them.” Amigone is director of applied research and data support at Boston Plan for Excellence (BPE), which runs Boston Teacher Residency (BTR), a teacher development program at UMass Boston. Both teachers leading this field experience are BTR graduates and the Young Achievers school is a “laboratory” school for BPE. “The students were so

vote when that time comes.”

“This exposure opens their eyes,” said Colon. “It shows students what it means to come together as a collective and make change happen. The observations they are making and questions they are asking help them examine whether America



At Morning Star Baptist Church in Mattapan, polling site for Ward 14, Precinct 8, 5th-grade student **Samantha Torres** (right) interviews Young Achievers graduate and first-time voter **Mynan Adams**.

– Photo by Liana Cosgrove



In the Brookline High School Schlutz gymnasium, polling site for Precinct 6, Warden **David England** explains the Massachusetts ballot to the students.

– Photo by Sherri Miles

engaged and excited by the opportunity,” said Amigone. “What a nice way to engage kids early on in the democratic process!”

At City Hall in Boston, polling site for Ward 3, the students saw the longest lines of the day, with hundreds of people waiting an hour in lines snaking around the ground floor of the building. **Geraldine Cuddy**, chairwoman of the Boston Election Department, invited a group of the students to chat in her office. They emerged smiling, brandishing her business cards and reciting her statement that she would hire them when they were older.

“Most of these kids are 10 years old,” said **Austin James**, a BTR student teacher in the fifth grade class. “They have eight years before they go into a voting booth and mark a ballot. With this experience in their heads, I believe they will definitely

is doing enough to help all the diverse people in this country, for example, for those who have the right to vote but may not speak English.”

While students analyze their polling center data, the point, Colon says, is for them to notice the people who came out to flex their civil rights. “Is everyone included? Whether everyone should be included becomes a discussion that gets tied to the curriculum and to their daily lives. This is our way of getting

students engaged in learning through a literacy curriculum, and so they can make changes when they get older.”

(Sherri Miles is a freelance writer. She accompanied Cynthia Colon and Lichuya Reda, 5th grade teachers at Young Achievers, on their Election Day field trip.)



Students thanked voters for taking the time to cast their ballots at polling centers in Mattapan and Brookline.

– Photo by Sherri Miles

A Call for Greater Collaboration

by Michael J. Maguire
and Ted Chambers

On December 3, 2012, the Massachusetts Education Partnership convened a statewide conference of teachers, superintendents, political leaders, union leaders, school committee members, and other educational groups. The goal was to have a frank and open conversation on how to improve Massachusetts schools.

Chad d'Entremont, the organizer of the event, set the tone for the day by saying, "If the adults in the system can't get along, how can we expect the children too?"

State Commissioner of Education, **Chester Mitchell**, addressed the 300+ attendees by explaining that he is "worried" that the great American narrative of becoming successful through hard work and determination is "in trouble." Mitchell believes that "education is the cornerstone" to building success in America.

"I worry a lot that even in Massachusetts – where we are second to none in the nation – the gaps in education are astounding," he said.

"This is not a knock on the efforts of educators," he cautioned. But he warned that unless we as education leaders can solve today's problems, then outsiders (legislators) will continue to impose their ideas upon us. Mitchell referenced the recent turmoil in Wisconsin as an example of what he'd like to avoid.

W. Pat Dolan, a labor-management consultant, gave a history lesson via YouTube on how our current educational situation came about.

Mr. Dolan suggests that a fundamental shift occurred at the turn of the century with No Child Left Behind. NCLB, by offering or withholding funds, forced great changes upon how teaching occurs in America. Under the Constitution the individual states have control over education. But with NCLB the federal government declared that the uneven way education is conducted across the continent is no

longer tolerable.

So, in exchange for federal funds, the federal government "asked" the states to come up with measurement tools (MCAS) to track student performance, and to "force improvement" (AYP) so that all schools are 100% proficient by 2014. Most had difficulty complying because they did not have the staffing or tools to meet the new federal mandates.

RTT also offers money to states if they compete with each other for improvement. RTT requires a lifting of the charter school caps, new teacher evaluation tools, the offer of NCLB waivers, and the "voluntary" adoption of Common Core State Standards. RTT bypasses the triad of the teachers' union, school boards, and management by having the states look directly at classroom results. In short, the feds tell the states what it wants to see in the classroom. The centuries old notion of local level control is being abandoned. The sifting of these educational tectonic plates caused the recent earthquake in Wisconsin.

Jo Anderson, senior advisor to US Secretary of Education Arne Duncan, said "the real question from the outside world is 'can the system do this from within.'" Mr. Anderson pointed out that the federal government is looking at de-coupling schools from districts, ergo charter schools.

Mr. Anderson echoed a remark made by Mr. Dolan, "What value does the union-school board-management model add?" For unless we can come up with concrete answers, more and more schools will say "let my people go."

Over the past two years, the US Department of Education hosted a conference of international educational leaders. The chief lesson learned from other high performing countries is "we can't do this piecemeal." We can't just look at teacher evaluations; we have to look at all aspects of students' lives.

At the end of the second international conferences, the major leaders of US

education—from the US Secretary of Education to both national unions to national school board associations—signed a "treaty" entitled Transforming the Teaching Profession. (You can read the document at <http://www.nsba.org/Board-Leadership/Transforming-the-Teaching-Profession-NSBA-Helps-Build-Common-Vision.pdf>)

Mr. Anderson ended his remarks by telling us that he thinks Massachusetts has the best frameworks in the nation so that

we could become the leaders in reshaping educational policy. He believes that our cooperation between unions and management can show the country that the "value added" by local control is substantive and worthwhile. He called upon us to be the vanguard in the coming years.

(Michael J. Maguire teaches Latin at Boston Latin Academy and Ted Chambers teaches history at the Edwards Middle School.)

Commentary: Michael J. Maguire

The Twinkie Defense

The term "Twinkie Defense" was coined in 1979 to mock the claim of defendant **Dan White** that he was on a sugar high when he killed San Francisco mayor **George Moscone** and city supervisor **Harvey Milk**. White's defense of diminished capacity due to junk food did not hold up.

Neither does today's Twinkie Defense, though not for a lack of effort. As everyone knows, Hostess Brands has filed for bankruptcy. The final nail in Hostess' coffin, according to the news last month, was the bakers' strike. Talk shows and media outlets immediately began talking about how 18,000 employees are now out of a job due to the "selfishness" of today's unions.

A tantalizing story, indeed, if only it were true. But just like in 1979, 2012's story of sugar-induced madness just doesn't add up.

Robert Kuttner of *The American Prospect* writes, "Hostess Brands is classic case of private equity engineers and executives looting a viable company, loading it up with debt, and then asking the employees to make up the difference." (Nov. 19, '12)

Michael Hiltzik of the *Los Angeles Times* writes a very detailed article on the demise of Hostess. He begins his tale very straightforwardly, "(Hostess) failed because the people that ran it had no idea what they were doing.

Every other excuse is just an attempt by the guilty to blame someone else." (Nov. 25, '12)

But blame they do. **Dennis Kneale** of *Fox Business* says the demise of Hostess was due to "a union contract hit." (Nov. 19, '12) Mr. Kneale spins his story in a pro-business fashion, which is fine and contains some interesting data, but his conclusion tells you all you need to know about this man's intent to be "fair and balanced."

He concludes his piece with, "Even a parasite is smart enough to know not to kill its host. In the case of unions, the presence of such preternatural intelligence isn't yet readily apparent."

Even **George Will**, who usually backs up his well-articulated opinions with hard facts, wrote a one sided, snarky and dismissive column in the *Washington Post* (Nov. 23, '12). "And whatever else unions should do, they should not put employers out of business."

Business at any cost is not my idea of an employment policy. Just as some business go under if their customers abandon them, some business go under when their employees leave them.

Yet such was not the case with Hostess. Simply put, venture (vulture?) capitalists saw a company in trouble and tried to make a profit by taking it over. Sometimes these risks are rewarded; sometimes they are not.

But like mischievous lads caught doing something wrong, the owners of Hostess deflected attention away from their failures and sought a scapegoat.

So the millionaires grind the mill stone

workers and the billionaires blast the bakers. The crushing of the weak under the weight of the rich is a story older than Hostess, older than even bread or the harvesting of wheat itself.

If we the workers just sit back and let events happen to us, we will end up like Twinkie the Kid. Instead we must band together and fight back against both exploitative owners and propagandist media elites.

John F. Kennedy said, "The American Labor Movement has consistently demonstrated its devotion to the public interest. It is, and has been, good for all America." So how is it that the bakers' strike is "good for all America"?

While we cannot put ourselves into the white hats of the bakers, we do know that they had been negotiating for over two years without a contract. We also know that they had a vote



Michael J. Maguire



amongst themselves. We know now that the bakers' knew then that Hostess was planning to close shop forever if the bakers' did not accept Hostess' last offer.

When the vote was taken, the bakers had decided that working under the terms of Hostess' final offer was not worth it. The bakers said no.

What did conservative America say to this? Conservative America condemned the bakers for saying no.

The media frenzy following Hostess' announcement of yet another bankruptcy was not then and is not now about Twinkies. It is about corporate America's attempt to take away the right of any worker to say no.

For if workers cannot say no, employers will never have to say yes to better wages, improved working conditions, or benefits of any kind. And with union numbers ever decreasing, the 21st Century's workplace could easily resemble the 19th Century's.

So the bakers said no and a business failed. If we allow the bakers' union to be scapegoated, then no employee is safe. However, if we praise the bakers' for sticking together (*pun intended*) and if we hold sacred the right to collectively bargain, then CEOs will think twice before declaring "let them eat cupcakes."

(Michael J. Maguire teaches Latin at Boston Latin Academy.)

Approaching the Midpoint...

(continued from page 1)

assessment and Formative Evaluation are different reports and occur midway and at the end of the cycle.

The BPS began this year, I believe, with the intention of giving each and every educator a Formative Assessment. At this point it is uncertain if all evaluations will be completed at the same time. The Formative Assessment should be at the mid-cycle point for most educators. Given that they are due by May 15th and that most plans and action steps were not approved until late October or November 1st, the mid-point may be in mid January or early February. Now is the time to review what this involves and to prepare for this assessment.

"The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both." (Memorandum of Agreement, Article V F 12 B). The due date of this report is set by the Evaluator with **written notice** to the Educator. **Two weeks prior** to this date the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. This is where artifacts and other evidence are needed to

support your claims.

The Evaluator will complete the report and the Educator may respond in writing within **five (5) school days** of receiving the report. Educators shall sign the report within five school days of receipt indicating receipt, not agreement or disagreement. It is important to note that the rating in the Formative Assessment Plan can lead to the Educator being placed on a different Educator Plan. It is possible to go from Proficient to Needs Improvement or Unsatisfactory and have a plan of much shorter duration (minimum of 30 or 60 calendar days). This would place the Educator in a very difficult situation.

There are Educators on Directed Growth and Improvement Plans this school year. The BPS has already served at least one member with an intent to dismiss package. There are numerous other educators who have received a summative evaluation at the end of their abbreviated plan. Decisions on these educators' status will be made soon. It is unclear how many will be notified soon of an intent to dismiss.

There will be a continued effort to provide workshops to assist members with the new evaluation system. Consult My Learning Plan and the BTUE—Bulletin for information. If any questions or concerns, contact me at pconnolly@btu.org.

**Happy Holidays from the
Officers and Executive Board of
the Boston Teachers Union!**

The Price of Inequality by Joseph E. Stiglitz

Joseph E. Stiglitz, a professor at Columbia University, winner of the Nobel Prize and former member of President Bill Clinton's Council of Economic Advisers, has written one of the most important books in Economics so far this century and perhaps the last two as well. It is the first book that I have read that focuses on the malevolent consequences of unregulated market capitalism.

The Price of Inequality is a clear, concise polemic that illuminates precisely how the 1% of well-healed interests have compounded their wealth by stifling true, dynamic capitalism. These people have made the U.S.A. the most unequal advanced industrial country in the world. They have distorted key policy debates so that everything except the price of inequality is discussed. They have fomented a divided society, divided almost as dangerously as the one that was divided by race in April, 1861.

Stiglitz exposes the effect of inequality on our democracy making it a cruel joke or a mockery – take your pick. Our system of justice imprisons hundreds of thousands of people, overwhelmingly Black and Latino and 90% poor. This acts as a permanent depressor of the economy. There is monetary policy that exaggerates the inflation factor even as the interest rate is at zero in the deepest recession in 70 years. There is budgetary and globalization policy that works against working poor and unionized labor. All is detailed in this powerful book which nevertheless ends on a hopeful note with specific recommendations for national policy makers. All that is required is courage.

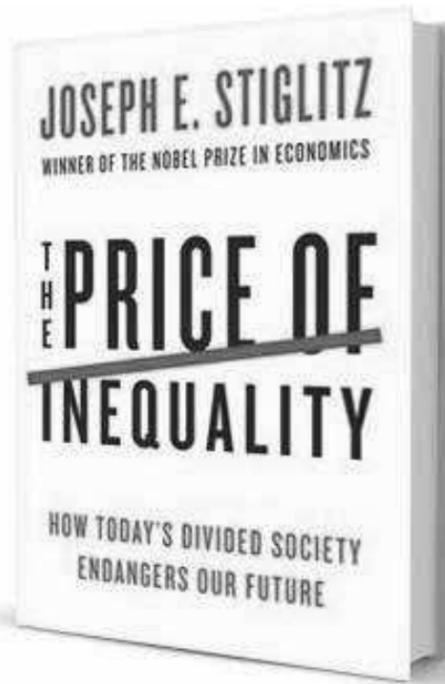
On a personal note, I took economics as an undergraduate at Northeastern University way back when in the pre-Reagan years. The "bible" then was Paul Samuelson's *Economics* – then, as most likely now, the layman's guide to the "dismal science" (*Malthus' words, not mine, but applicable anyhow*). As I recall, government budgets were well oiled political machines according to Samuelson, unequal but fixable according to the conventional wisdom of the day. A little Keynesian tinkering with the fiscal policy (turn the faucet on) but if it gets overheated – then turn the faucet off to head off inflation.

Back then inflation was to be feared more than anything – even recessions that impoverished whole swaths of the population. But essentially concerned citizens did not mind taxation, however high, because post-WWII baby boomers grew to be mighty consumers. Everything changed with the Reagan counter revolution. Here Stiglitz argues that the Reaganauts began a major transfer of economic power from the middle class to what has become the 1%. They did this by favorable regulatory rules that enhanced the wealth of the corporations.

The Reaganauts weakened or killed off the unions from roughly 1981-2008. They passed rules that sold off valuable U.S. shale deposits to insiders who bypassed a fair auction system. They set up a tax system that is arcane, complex and loaded with tax breaks for the already wealthy, which Stiglitz calls rents. Corporations are encouraged by the tax system to outsource jobs overseas. They get a tax break twice – once for sending them off shore and again when the capital comes back. Virtually every arm of the federal government... executive, legislative and judiciary... are at the service of the big corporations. The mass media and all major information centers are in thrall to the corporations. Is it really any wonder that there is no discussion – no serious discussion outside of the occasional news magazine story about

the corrosive effects of prolonged poverty. The vast majority of media resources push fictional "reality" shows on us instead.

This is a book that covers all the bases in any discussion of the economics of poverty. The chapter on rent seeking and the making of an unequal society alone is worth the price of admission and will stand for many years as Stiglitz's academic masterpiece. After reading it even the most unsophisticated layman would have to conclude that the economic system



we have cannot give the kind of society we want.

There is a chapter on "Why it Matters". It details how our nation could slide very rapidly into a third world country with a corrupted government, little or no functioning infrastructure, and no hope of advancement through education, while the 1% live in well guarded fortresses isolated from the hundreds of thousands who are homeless. Moreover the economy depends on constant warfare to employ those looking for work.

The foregoing is a dystopian reverie of mine – an exaggeration of what Mr. Stiglitz

wrote but the general idea is there. But there is hope and Stiglitz ends positive. Among his recommendations are the end of the rent seeking behavior of banks by making them more transparent, especially in the treatment of over the counter derivatives with restrictions on leverage and liquidity. There is also a call for reform of corporate governance to limit the power of CEOs to loot the company. There should be real regulation and not phony or worse... no regulation at all. There should be a drastic overhaul of the tax code to once and for all tax the 1%. There are proposals to end the practice of student loans that impoverish people and replace them with direct subsidies. There are also proposals that address globalization as well as expanding the safety net including health care and unemployment insurance. This is an important book. It is the antidote to the economic ignorance that the vast majority of Americans are bombarded with everyday. Read it and learn from it.

(Paul Tenney is a retired teacher.)

BTU Sends Letter of Support to Striking Haitian Teachers

BOSTON TEACHERS UNION

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LOCAL 66



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ANGELA J. CRISTIANI
POLITICAL DIRECTOR

November 20, 2012

Dear Minister Vanneur,

On behalf of the Boston Teachers Union, we write to support the demands of the UNNOH in their fight for better education in Haiti. We take note of, and support, the strike taking place on November 13-14, 2012 by teachers and others across Haiti.

Particularly, we strongly support these demands:

- For full payment of back pay for the teachers.
- For a minimum living wage for teachers.
- For better working conditions.
- For a quality, free public education system for all students in Haiti.
- For Haiti's government, and for the United Nations, to take immediate action on to stop the cholera epidemic, including vaccination of all students, teachers, and staff in schools and colleges.

As teachers and staff in the City of Boston, Massachusetts, we want to see improved education for our students, and for students everywhere. Education is the key to the future.

We urge you to respond positively to the demands of the UNNOH to improve education and the conditions for teachers.

Sincerely Yours,

Richard Stutman, President, Boston Teachers' Union
AFT Local 66 by vote of the membership

Retired Teachers Chapter Executive Board Minutes

June 4, 2012

Members present: Anne-Marie Adduci; Anne Broder; Marie Broderick; Sandy Carle; Larry Connolly; Martha Cotton; David Donovan, Chairman; Phil Fasano; Eileen Ganley; Donna Cooley-Hilton; Ruthanne Kennedy; Leonard Miraglia, Vice-Chairman.

Excused: Mary Cahalane; Marilyn Marion, Secretary.

Members of the Legislative Committee: Walter Wood; Janey Frank; Jean Cristiani; John Malloy; Mary Gaughan, Social Committee; and Andy Powell.

Reports

Secretary: Minutes from May meeting were read, corrected and accepted.

Treasurer: Report read and accepted.

Chairman: The Chairman thanked Eileen and Martha for updating the data to payroll.

Then he moved to special order of business. Andy Powell from the AFT to speak on Retiree health care. The Governor has formed a commission to look at reforming retiree's health care. Labor's position is to focus on cutting health care costs rather than benefits. 62% of bankruptcy is by health care costs. Most legislators and the Governor do not want to eliminate benefits for retirees, however many taxpayers would like retirees to fend for themselves. One thought is to scale employer contributions to health care dependent on years of service. Commission meetings are open to the public.

Andy will submit an article to inform current and prior employees on the commission's plans.

Andy Powell and Tom Gosnell have been asked to speak at the RTC membership meeting on September 27th at 11:00am. AFT-MA's new political director is Brian LaPierre.

Vice-Chairman: There are 15 new members signed up for a total of 2,055. 1,027 are singles and 1,028 are doubles. The problems with some discrepancies between Delta Dental roles and payroll deductions have been resolved.

Benefits: the 2010-2011 utilization was faxed to Delta. Report accepted.

Remembrance: 13 members have passed and received cards. Report accepted.

Scholarship: There were 13 applicants. The winners of the BTU/RTC Scholarships are:

Cameron Ahern of Tewksbury sponsored by Francis Ahern of Milton. Cameron is receiving the Phil Pirrone Scholarship. Cameron will attend the Wentworth Institute of Technology. Chayna McDermott of Milton was sponsored by Keitha Hassel of Dorchester. Chayne will attend Bentley University. Connor Muldoon of Weymouth sponsored by Judith Wyman of Mansfield. Connor will attend Xavier University. Report accepted.

Social: There were 219 dinners at the spring Luncheon. The Committee thanked Mary Gaughan for the 50/50 raffle, which raised \$900. The following dates were announced: Business meeting September 27 11:00 am; Fall luncheon November 13th; Spring meeting May 16th 2013; Spring Luncheon June 11th, 2013. Report accepted.

Travel: 29 have signed up for Foster's Clam Bake. 6 more are needed. Literature for fall trips will be sent out the end of June.

Legislative: Apparently the City Council was never informed of vote by the Retirement Board. Councilor Murphy wants to send the vote back to retirement board as he was present at previous meetings and had asked for a larger increase on COLA base. The council can only vote on what retirement board recommends. What should we do? Push for \$13,000 base or let Murphy carry the ball. Richard Stutman, BTU president, suggested we write a letter to the city council.

MTA compromised with Stand For Children. They agreed that Seniority cannot be 1st consideration on involuntary transfers. The initiative will not be on the ballot.

Data Processing: Let the RTC know when a spouse dies. Reminders to members will be given when new rates are announced. Report accepted.

Membership: 2,929 members as of June 4th. Report accepted.

Old Business:

Andy Powell will do the keynote speech at our business meeting on September 27th.

Ralph White had a serious accident. The letter announcing the meeting must go out by August 16th.

New Business:

A motion was made to authorize the treasurer to look into CD's and move some funds if a better rate is found. Motion accepted.

Larry read the draft of letter to councilors:

Dear Councilor,

At the May 22, 2012 meeting, the State-Boston Retirement Board voted to increase the COLA base to \$13,000. Frankly, we had hoped for the adoption of a higher base as many municipalities had gone to \$15,000 or even the \$16,000 allowed under chapter 188 of the Acts of 2010.

While we appreciate any increase in the COLA base, we want to thank you for your advocacy and support of an equitable increase in the COLA base for retirees.

Letter Accepted.

Meeting adjourned at 12:35 p.m.

Respectfully submitted,

Martha Cotton, Data Processing

September 10, 2012

Members present: Anne-Marie Adduci; Anne Broder; Marie Broderick; Sandy Carle; Mary Cahalane; Larry Connolly; Martha Cotton; David Donovan, Chairman; Phil Fasano; Eileen Ganley;

Donna Cooley-Hilton; Ruthanne Kennedy; Marilyn Marion, Secretary; Linda McNamee, and Mary Jo Murphy.

Excused: Leonard Miraglia, Vice-Chairman and Paul Tenney.

Chairman opened the meeting at 10:15 a.m.

Reports

Secretary: Report read accepted.

Treasurer: Report read and accepted.

Chairman: Andy Powell accepted the invitation to attend the fall Business meeting. Chairman is waiting to hear from Tom Gosnell. He noted that payments for Medicare were in last retirement check. Report accepted

Vice Chairman: Absent.

Benefits: Negotiations are ongoing with Delta regarding next year's rates. The Chair also thanked the members of the Board for their cards and well wishes during his illness. Report accepted.

Remembrance: There were 13 members who passed away. Committee chair received acknowledgements from the families of Mary Cooley and Robert Lynch. Report accepted.

Social: The fall luncheon is scheduled for November 13. Letters will be sent out late September. Business meeting is scheduled for September 27 at 10:30 a.m.

Travel: Mailing for the fall trips went out the end of July. Two of the trips (the Edwards twins and Latshaw) were canceled through no fault of ours. American Revolution and Mt. Washington in December still have spaces available.

There are two members going to Mackinac Island with Collette Vacations and 1 member to Mount Rushmore and Badlands of South Dakota. Report accepted.

Scholarship: The 3 BTU/RTC scholarships were awarded at the scholarship breakfast on June 9, 2012. The awardees were Cameron Ahern, Chayna McDermott and Connor Muldoon.

Cameron is a graduate of Shawsheen Valley Technical High School. He plans to attend Wentworth Institution of Technology where he hopes to graduate from the Construction Management Program with a Bachelor's degree. After graduation he would like to open his own remodeling business. He did volunteer work and was involved in sports during his high school career. He also received an Abigail Adams Scholarship.

Chayna McDermott is the granddaughter of Keitha Hassell and a graduate of Milton Academy. She plans to attend Bentley University where she will major in accounting and international finance. Chayna participated in a variety of activities including sports, music, dance, and cultural activities. She received academic awards and is a member of the National Honor Society.

Connor Muldoon is the nephew of Judith Wyman. He is a graduate of Catholic Memorial and plans to attend Xavier University in Cincinnati. He wants to major in journalism with an emphasis on broadcast journalism. Connor has been doing public speaking since he was a young child. He gave a eulogy at his second grade teacher's funeral mass when he was in the eighth grade. He has had experience in broadcasting play-by-play on CMTV. Connors has been involved in playing sports and volunteering. He is also a member of the National Honor Society.

Legislative: The committee will not meet until later this month.

Membership: We have 2,915 members. Report accepted.

Old Business: None.

New Business: Membership chair will be walking for Making Strides Against

Breast Cancer. Chair made a motion to donate \$200 to the breast cancer walk. It was unanimously accepted.

Meeting adjourned at 11:45 a.m.

Respectfully submitted,

Marilyn F. Marion, Secretary

October 1, 2012

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

Excused: Paul Tenney, Linda McNamee, Martha Cotton, Mary Cahalane, Donna Cooley-Hilton and Phil Fasano.

Meeting was called to order by the Chairman at 10:15 a.m.

Reports

Secretary: Minutes read and approved.

Treasurer: Report read and approved

Meeting was suspended at 10:25 a.m. for Richard Stutman who came in to report on the status of BTU absentee ballots.

Meeting resumed at 10:30 a.m.

Chairman: The Chairman stated that Andy Powell was informative at the business meeting. Chairman will get a copy of Andy's power point presentation. All Clear is a legitimate company that monitors credit reports. Regarding security of our members, all files have been cleared of social security numbers.

Vice Chairman: There are 1,037 single Delta members and 1,546 double members. Report accepted.

Benefits: Membership chair, Eileen Ganley gave report. Segal's negotiations yield an increase of 3%. As of January 1, 2013, the cost is \$47 for member and \$95 for double. Report accepted..

A letter with the 3% increase to members will go out soon to notify members who may want to opt out to do so by the 29th of November.

Motion made by the Chair: *to accept Segal's proposal with the 3% increase.* Motion was accepted.

Remembrance: No Report.

Scholarship: No Report.

Social: Plans for the November 13 luncheon is ongoing. Report accepted.

Travel: Two trips remaining this year. Revisit to the American Revolution on November 14th and to Mt. Washington Hotel December 5, 6 & 7. Chairs will be meeting with Yankee Bus Line representative in December to plan for 2013. Report accepted.

Legislative: Ralph White and Shawn Duhamel of Retired State County, and Municipal Employees Association of Massachusetts are scheduled to attend the November RTC Executive Board Meeting to update us on proposed changes to retiree health insurance benefits. The Legislative Committee will also attend. Report accepted.

Data Processing: Updates are ongoing. Report accepted.

Membership: There are 2924 members. Report accepted.

Old Business: Scheduled Drivers Education to take place on October 30. Report accepted.

New Business: Eileen Ganley thanked the members of the Board for their donation of \$200. She stated that she was able to raise an additional \$1,800. Meeting adjourned at 11:45 a.m.

Respectfully submitted,

Marilyn F. Marion, Secretary

Focus on Mathematics Teacher-Leader Fellows

Julee Burke (West Roxbury Academy), **Carmen Davis** (Urban Science Academy), **Eric Henry** (John D. O'Bryant School of Mathematics and Science), and **Julian McNeil** (Boston Green Academy) received Focus on Mathematics Teacher-Leader Fellowships for the 2012-2013 school year.

The fellowship provides a \$10,000 stipend to each teacher-leader as well as \$10,000 to each school's mathematics department. All four recipients participated in a rigorous mathematics immersion program called PROMYS for Teachers at Boston University this summer.

They are currently designing a lesson study program that provides opportunities for other mathematics teachers in the district to deepen their content knowledge and plan effective lessons.

— Julian A. McNeil

*Mathematics Team Facilitator
Boston Green Academy*



Annual Fall Retired Teachers Luncheon



BTU President Richard Stutman (second from left) greets retirees.



Anne-Marie Adduci presents Archie Walsh with a rose for his 15 years of retirement.



Former BTU Executive Board Member Rita Daly celebrates with former colleagues.



Former BTU Elementary Field Rep. Carol Pacheco with former BTU President Ed Doherty.



Jean Cristiani, Isabel Clegg and John Molloy.



Former BTU Secretary-Treasurer Ed Welch (center) enjoys a laugh with Gerry Reddy and Robert Donovan.

Lola McGrath (99 years old) enjoys the luncheon with Bill O'Connell.



Jim Mawn with BTU Political Director Angela Cristiani.



Judy Waterhouse and Mary McCue-Mullane.

Phil Fasano, Walter Wood, Peter Golden and Stephen Barry.



Yolanda Allison and Gail Glover.



Thanks to Martha Cotton and Mary Gaughan for their efforts in organizing the event.

BTU-RTC President Dave Donovan welcomes retirees to the Annual Fall Luncheon.



BTU-RTC Secretary Marilyn Marion (second from left) enjoys the luncheon with her colleagues.



AFT-MA President Thomas Gosnell with Kathie Trainor.

*Photos by
Mary F. Glynn*