

UNISERV Director's Report

April, 2013

Lorri Hayes, Southern Region

UNISERV DIRECTOR'S REPORT

Welcome Everyone, to the Southern Regional Council Meeting .

Thank you for joining us this evening.

All of the school districts in our region have completed their school district meetings. I have provided the results in a separate document.

It was wonderful to see so many delegates at the NEA NH Delegate Assembly. I am glad you are taking part in designing the future of your organization.

Our Southern Regional Training program went very well. Our hosts, the Litchfield EA, provided a wonderful facility that was easily assessable and user friendly. We hope to offer more training opportunities in the future.

I hope that you have had an opportunity to request the health and dental holiday reimbursement for you and your members. Please do not hesitate to ask any questions you may have regarding the process. LGC has issued its rates for the next school year. I do hope you all have received the rate sheets as it also specifically delineates your local's entitlement for the premium holiday.

It would be my pleasure to visit your local to attend a membership meeting, provide training to your Executive Board, or to conduct some organizational development training with your members. Please do not hesitate to contact me.

Lorri Hayes

Start Bargaining Now!!

Next year, the Southern Region will have 17 open contracts to negotiate. I recommend that we all get started now.

Steps to take:

NOW:

1. Identify your local team.

RIGHT AFTER APRIL VACATION:

2. Prepare and conduct a member survey identifying the most important issues, to be collected in early May.
3. Write a letter to your School Board (see attached draft) requesting bargaining to begin by mid-May.

BEGINNING OF MAY:

4. Compile survey results, review grievance history, consult with UniServ Director, and develop your proposal in early May.
5. Prioritize your issues.

MID MAY:

6. In ground rules, seek agreement to limit the number of issues brought by each team, set a schedule of meetings with the goal of settlement before December 1st, select a mediator for use if you do not settle by that date.
7. Bargain in earnest. Keep reviewing your calendar and assessing your progress.

Even if your School Board refuses to meet in May, push them to begin meeting as early as possible. Suggest that you meet in the Spring to deal with preliminary issues, (i.e. ground rules, schedule etc.) By beginning your preparation now, your Association will be ready to make the most of the limited time available under the new "bargaining calendar".

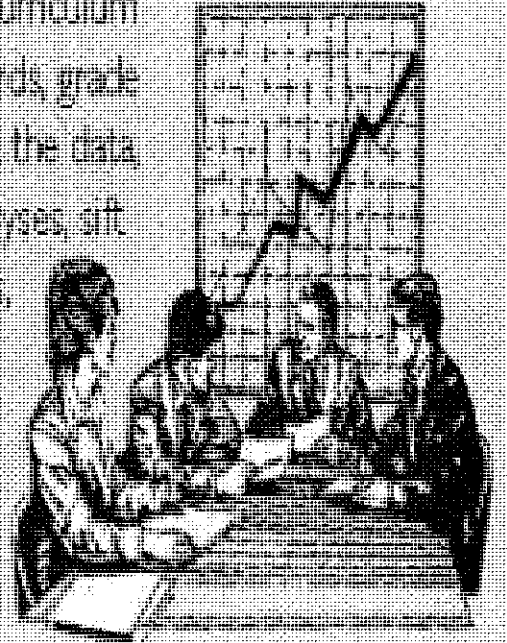
Please contact me to set up a planning meeting as soon as possible.

The next Southern Regional Council Meeting will take place on **June 13**. We hope to see you all there.

Sample Bargaining Surveys

NEA NH has many sample bargaining surveys that we would enjoy sharing with our locals. If you would like assistance drafting or preparing a bargaining survey, please contact me. If you would like to share a bargaining survey, please contact me. We would love to receive as many bargaining surveys as possible to share with our members.

I don't know why teachers are complaining that we're not giving them enough time to align the curriculum to the new standards, grade assessments, input the data, generate item analyses, sift through the results, and differentiate instruction. What could they possibly be doing all day!



www.facebook.com/CarlaGore&Teacher

New Hampshire Senate Set to Vote on Voucher Repeal

The New Hampshire Senate will be voting on HB370 that repeals the voucher program and privatization of public schools enacted by the last Legislature. The bill has already passed the House. Remarkably, the Senate committee hearing the bill, voted to recommend the bill be defeated by the entire Senate when it comes up for a vote.

We need every NEA-NH member to contact their Senator and urge them to **SUPPORT HB370.**

A \$2,500 voucher will not help any poor student attend a private school in New Hampshire where tuition can exceed \$15,000 per year. Fully funding public schools, whose mission is to educate all those who come to their doors regardless of their circumstances, will do far more to help less fortunate students in our state.

The only firm authorized to collect New Hampshire taxpayer dollars and distribute them to private, religious and home schools is based in California and calls themselves 'The Alliance for the Separation of School and State.' They have no interest in improving education opportunities for less fortunate students. Their only interest is "forever ending government involvement in education." We do not believe the citizens of New Hampshire want their public tax dollars controlled by such an organization.

Remind your Senator that a vote to allow The Alliance for the Separation of School and State to control the collection and distribution of New Hampshire tax dollars is a vote to privatize public education in this state. That will be an incredibly difficult record to run on in 2014.

TAKE ACTION TODAY!

In support of *Let's Move!* Active Schools, the President's Council on Fitness, Sports and Nutrition (PCFSN) is excited to share the following information about the new Presidential Youth Fitness Program Funding Opportunity and other grants available to support quality physical activity in schools nationwide.

NEW Presidential Youth Fitness Program Funding Opportunity

Through the support of the General Mills Foundation, the Presidential Youth Fitness Program partners are providing public schools with a new funding opportunity to acquire the elements of the program's three pillars—assessment, professional development, and recognition. An application worksheet is available online to help schools get started today! Visit

www.presidentialyouthfitnessprogram.org/funding/index.shtml to learn more.

Applications will be accepted online from April 1 through April 30, 2013.

ASAP Acceleration Grants

ChildObesity180's Active Schools Acceleration Project (ASAP) offers a new grant opportunity that draws on the findings of last year's Physical Activity Innovation Competition. This competition discovered innovative physical activity programs happening in schools all across the country. Now ASAP is sharing these fun, flexible, and creative programs with schools across the nation. ASAP is awarding 1,000 elementary schools each with \$1,000 Acceleration Grants to kick start one of three award-winning programs recognized in the Innovation Competition. Full details about ASAP, the Acceleration Grant opportunity, and the programs staged for widespread replication may be found at www.ActiveSchoolsASAP.org.

Grant applications will be accepted now through April 22, 2013.

Fuel Up to Play 60

Up to \$4,000 per year is available to any qualifying K-12 school enrolled in Fuel Up to Play 60. The competitive, nationwide funding program can help your school jumpstart and sustain healthy nutrition and physical activity improvements. To learn more about these opportunities, visit

http://school.fueluptoplay60.com/funds/funds_for_futp60.php.

The next funding application is due June 4, 2013.

Best regards,

President's Council on Fitness, Sports and Nutrition

1. Facebook will investigate and remove pages that violates their terms of use.

Facebook uses self-regulating to keep their website safe. Users “report” anything abusing the terms of the site. Instruction on reporting a page to Facebook is provided on the last page of this document. Once reported, Facebook promptly investigates to determine if the contents of the page violate the terms of use for the Facebook site. All users agree to these terms when signing up for the website. Below is the most-applicable terms:

- You will not bully, intimidate, or harass any user.
- You will not post content that: is hate speech, threatening, or pornographic; incites violence; or contains nudity or graphic or gratuitous violence.
- You will not use Facebook to do anything unlawful, misleading, malicious, or discriminatory.
- You will not facilitate or encourage any violations of this Statement or our policies.

The full terms of agreement for Facebook is available at: <www.facebook.com/legal/terms> If Facebook finds that the page violates any of the above, they will permanently take the site down. Facebook also has the right to block the creator of the page from using their page again.

Last month *The Atlantic* published an article highlighting the gossip-webpage problem. Specifically, the article explains a middle school Facebook-school-gossip-page and chronicles the local social worker’s journey to stop it. The article uses that story to explore the efforts to stop cyber-bullying and the presence of such pages. The author visited Facebook headquarters and explains how the process of reporting really works. It is a fascinating article, and I encourage you to read it if you have time. The link to the article is as follows but if you would like a hard copy or a PDF emailed to you, please contact NEA-NH legal.

<<http://www.theatlantic.com/magazine/archive/2013/03/how-to-stop-bullies/309217/>>

2. If the webpage is managed by a school employee, his or her free speech is limited.

Free speech is guaranteed in the first amendment of the US constitution and protects the creator from most legal recourse--- unless he or she is a government employee. Government employees are subject to a special application of the first amendment.

To be protected by the first amendment, the government employee's speech must (1) relate to a matter of public concern, and (2) the employee's interest in expression on the matter must not be outweighed by any injury the speech could cause to “the interest of the State, as an employer, in promoting the efficiency of the public services it performs through its employees.” *Pickering v. Board of Education*, 391 U.S. 563 (1968). Regarding school employees, New Hampshire has interpreted this to mean that the employee’s speech cannot disrupt the school environment.

Free speech is also limited when the speech constitutes defamation. Defamation is when one publishes, without consent, an untrue fact that causes another’s reputation to suffer. Of course, in order to pursue defamation, you must know who said it. Even finding the identity of the website creator may be tricky. Facebook has a strict privacy policy. Additionally, though

Facebook tries to weed-out fake emails, creating a Facebook account with a fake name is easily done. Other schools discovered the identity of webpage creators because the creator used school-owned internet or computers to create the page.

3. If the webpage is defined as bullying, school employees are legally obligated to act.

RSA§ 193 prohibits bullying and requires a school employee who witnesses bullying to report it through the school's established reporting procedures. Upon viewing bullying on a webpage the school employee should immediately print it. Printing it proves the incident even if the website later deletes it. RSA§ 193 defines bullying as:

I. (a) "Bullying" means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (1) Physically harms a pupil or damages the pupil's property;
- (2) Causes emotional distress to a pupil;
- (3) Interferes with a pupil's educational opportunities;
- (4) Creates a hostile educational environment; or
- (5) Substantially disrupts the orderly operation of the school.

(b) "Bullying" shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

II. "Cyberbullying" means conduct defined in paragraph I of this section undertaken through the use of electronic devices.


4. The Administration has a duty to monitor the website to ensure a safe school environment.

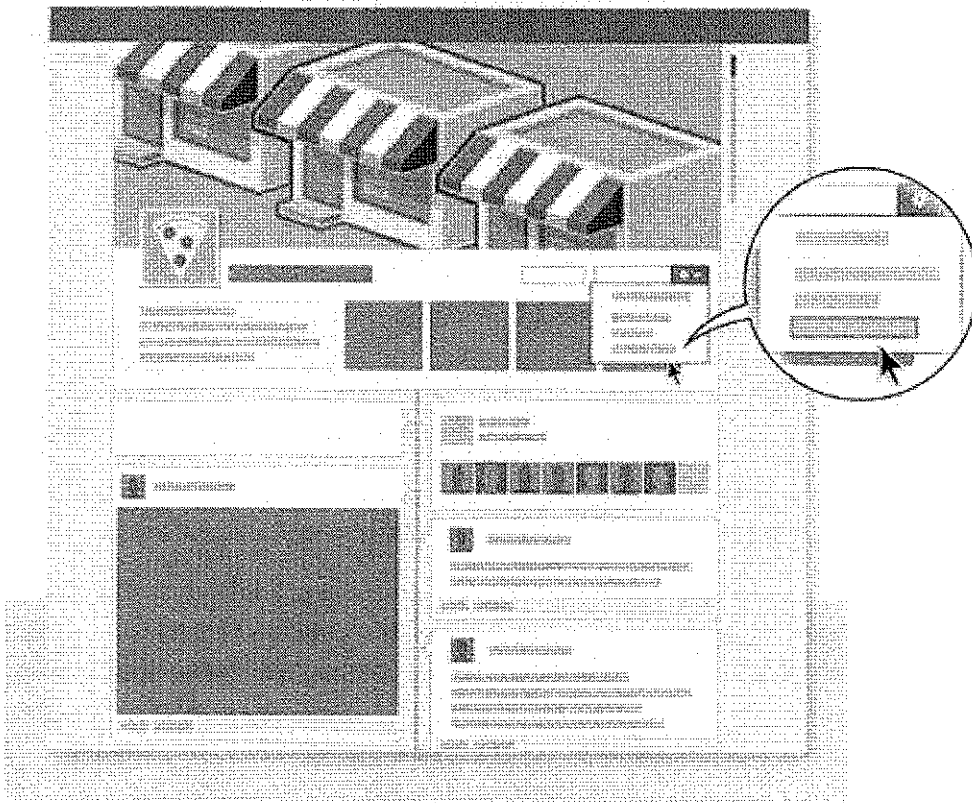
The Administration acted appropriately by sending out the letter. However, the administration failed to address the bullying aspects regarding statements towards teachers. Under NH law, bullying includes "substantially disrupting the orderly operation of the school" and derogatory comments about teachers affects the operation of the school. Therefore, those statements are breaking the law in New Hampshire. Reporting it to Facebook that way could have faster results. Also, informing the creator, through Facebook messaging, of this could yield some results. The creator could be receptive to at least censoring the postings about education professionals. The creator has already stated caselaw from other states about bullying in some of the comments, but fails to realize that the definition of New Hampshire bullying is extremely broad.

Despite the statement in the letter that the Administration "cannot monitor the site" they should. If the school knew about bullying and did not report it, the ramifications are serious. Similarly, if something terrible happened, and premonitions of it were on the website, and the Administration refusing to monitor the website has serious implications.

Another consideration is the use of the school's logo. The Administration should consider reporting to Facebook that the user is infringing their intellectual property rights. Facebook takes those reports very seriously.

How to Report a Page

1. Go to the Page you want to report
2. Click the  dropdown menu under the Page's cover
3. Select **Report Page**



MOCN3021

NEA-NEW HAMPSHIRE

Monthly/Annual Membership Comparison

Last day of current month: 4/30/13

Last day of prior month: 3/31/13

Last day of prior year: 8/31/12

SOUTHERN 07

Local	Current Month	Prior Month	Change CM/PM	Prior Year	Change CY/PY
AMHERST EA	138	138	0	140	-2
AMHERST SSA	44	44	0	50	-6
BEDFORD EPA	48	48	0	53	-5
BEDFORD ESSA	11	11	0	6	5
BROOKLINE ESSA	13	13	0	16	-3
BROOKLINE TA	42	42	0	44	-2
HAMPSTEAD ASSN SS	53	53	0	56	-3
HAMPSTEAD EA	90	89	1	91	-1
HAMPSTEAD SUPPORT PA	10	10	0	9	1
HOLLIS ESSA	54	54	0	54	0
LITCHFIELD EA	122	122	0	118	4
MERRIMACK ESSA	83	83	0	82	1
MERRIMACK T A	232	232	0	240	-8
MILFORD EPA	12	12	0	13	-1
MILFORD ESSA	40	40	0	42	-2
MILFORD TA	156	156	0	156	0
MT VERNON EA	25	25	0	26	-1
PELHAM ESPA	102	102	0	101	1
SALEM A FOOD SER PER	15	15	0	16	-1
SALEM E A	309	309	0	314	-5
SALEM ED PERSONNEL	15	15	0	14	1
SALEM ESPA	66	66	0	68	-2
SALEM SCHOOL CUSTODIANS EMPLOYEES ASSOCIATION	26	26	0	26	0
WINDHAM EA	220	220	0	212	8
Summary	1,926	1,925	1	1,947	-21

Data as of: 4/10/2013

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Run Date: 4/11/2013

Uniserv(s): SOUTHERN 07 Local(s): AMHERST EA, AMHERST SSA, BEDFORD EPA, BEDFORD ESSA, BROOKLINE ESSA, BROOKLINE TA, HAMPSTEAD ASSN SS, HAMPSTEAD EA, HAMPSTEAD SUPPORT PA, HOLLIS ESSA, HUDSON T A, LITCHFIELD EA, MERRIMACK ESSA, MERRIMACK T A, MILFORD EPA, MILFORD ESSA, MILFORD TA, MT VERNON EA, PELHAM ESPA, SALEM A FOOD SER PER, SALEM E A, SALEM ED PERSONNEL, SALEM ESPA, SALEM SCHOOL CUSTODIANS EMPLOYEES ASSOCIATION, WINDHAM EA Chapter(s): All

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MOCN3021

NEA-NEW HAMPSHIRE

Monthly/Annual Membership Comparison

Last day of current month: 4/30/13

Last day of prior month: 3/31/13

Last day of prior year: 8/31/12

CPESS CENTRAL 11

Local	Current Month	Prior Month	Change CM/PM	Prior Year	Change CY/PY
BEDFORD EA	251	251	0	252	-1
HOLLIS EA	143	143	0	138	5
PELHAM EA	149	149	0	153	-4
Summary	543	543	0	543	0

Data as of: 4/10/2013

Page 1 of 1

Run Date: 4/11/2013

Uniserv(s): CPESS CENTRAL 11 Local(s): BEDFORD EA, HOLLIS EA, PELHAM EA Chapter(s): All

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2013 Southern Region Membership Meeting

**Thursday, May 9, 2013
The Puritan Backroom
245 Hooksett Rd., Manchester, NH**

Arrival/Registration – 4:30 p.m.
Dinner/Welcome – 5:00 p.m.
NEA-NH Membership Committee Presentation – 5:30-7:00 p.m.

“Outlearning the Wolves”

Developed by the NEA-NH Membership Committee

Bring your entire Membership Team, including your Executive Board and Building Representatives, to this important and informative meeting!

Come grow with us as we learn: –

- How to develop a “learning culture”
- How to engage your members as active participators in a collaborative organization
- How to process membership forms and Contact Information Sheets
- How to access the “new” online order form for membership materials

Sign your team up today!

**RSVP – to Kris Fessenden kfessenden@nhnea.org or toll free 866-556-3264 ext. 346
by May 3, 2013**

The New York Times

March 27, 2013

With Vouchers, States Shift Aid for Schools to Families

By FERNANDA SANTOS and MOTOKO RICH

PHOENIX — A growing number of lawmakers across the country are taking steps to redefine public education, shifting the debate from the classroom to the pocketbook. Instead of simply financing a traditional system of neighborhood schools, legislators and some governors are headed toward funneling public money directly to families, who would be free to choose the kind of schooling they believe is best for their children, be it public, charter, private, religious, online or at home.

On Tuesday, after a legal fight, the Indiana Supreme Court upheld the state's voucher program as constitutional. This month, Gov. Robert Bentley of Alabama signed tax-credit legislation so that families can take their children out of failing public schools and enroll them in private schools, or at least in better-performing public schools.

In Arizona, which already has a tax-credit scholarship program, the Legislature has broadened eligibility for education savings accounts. And in New Jersey, Gov. Chris Christie, in an effort to circumvent a Legislature that has repeatedly defeated voucher bills, has inserted \$2 million into his budget so low-income children can obtain private school vouchers.

Proponents say tax-credit and voucher programs offer families a way to escape failing public schools. But critics warn that by drawing money away from public schools, such programs weaken a system left vulnerable after years of crippling state budget cuts — while showing little evidence that students actually benefit.

“This movement is doing more than threaten the core of our traditional public school system,” said Timothy Ogle, executive director of the Arizona School Boards Association. “It’s pushing a national policy agenda embraced by conservatives across states that are receptive to conservative ideas.”

Currently, 17 states offer 33 programs that allow parents to use taxpayer money to send their children to private schools, according to the American Federation for Children, an advocate for school vouchers and tax-credit scholarship programs that give income tax reductions if they donate to state-run scholarship funds.



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To qualify, students generally must fit into certain categories, based on factors that include income and disability status. Georgia students do not need to meet any specific criteria to receive tax-credit scholarships. And under the income criteria set for Indiana's voucher program, nearly two-thirds of the state's families qualify.

The Arizona Legislature last May expanded the eligibility criteria for education savings accounts, which are private bank accounts into which the state deposits public money for certain students to use for private school tuition, books, tutoring and other educational services.

Open only to special-needs students at first, the program has been expanded to include children in failing schools, those whose parents are in active military duty and those who are being adopted. One in five public school students — roughly 220,000 children — will be eligible in the coming school year.

Some parents of modest means are surprised to discover that the education savings accounts put private school within reach. When Nydia Salazar first dreamed of attending St. Mary's Catholic High School in Phoenix, for example, her mother, Maria Salazar, a medical receptionist, figured there was no way she could afford it. The family had always struggled financially, and Nydia, 14, had always attended public school.

But then Ms. Salazar, 37, a single mother who holds two side jobs to make ends meet, heard of a scholarship fund that would allow her to use public dollars to pay the tuition.

She is now trying to coax other parents into signing up for similar scholarships. "When I tell them about private school, they say I'm crazy," she said. "They think that's only for rich people."

These state efforts come at a particularly challenging time for public schools. Their budgets suffered severely during the recession, and they are now facing pressure to conform to new curriculum standards and to evaluate teacher performance.

"We're not providing adequately now," said Dennis Van Roekel, president of the National Education Association. "Why would you take away" financing from public schools?

In 2002, the Supreme Court ruled that school vouchers did not violate the Constitution's separation of church and state, even though many families use the public money to send their children to religious schools. Many states, however, still have constitutional clauses prohibiting the financing of religious institutions with public money, which is why some of the programs face legal challenges. Voucher opponents also have filed suits based on state constitutional guarantees of public education.

Beyond Indiana, the Supreme Court in Louisiana heard an appeal this month by a group of parents who are currently using vouchers and the Black Alliance for Educational Options, an advocacy group, after a lower court upheld a challenge to the state's voucher program. They argued that children enrolled in failing public schools had the right to a high-quality education.

“What we're dealing with is what public monopolies always give us, which is low quality at a very high price,” said Richard Komer, a lawyer with the Institute for Justice, a libertarian public-interest law firm that represents the pro-voucher groups in Indiana and Louisiana. “The idea is to try and break that cycle, because what we've been doing in public education since the beginning of time is rewarding failure.”

Critics say schools that accept vouchers or tax credit scholarships often filter out students with special needs, and that families already sending their children to private school use the public programs to subsidize their tuition. It is also not clear that students who attend private schools using vouchers get better educations, as many do not have to take the annual standardized tests that public school students do. Research tracking students in voucher programs has also not shown clear improvements in performance.

“At the same exact time as accountability and transparency seem to be the total watchword for how are we spending these dollars in an austerity-ridden environment,” said Randi Weingarten, president of the American Federation of Teachers, “there's absolutely no accountability with vouchers.”

Mr. Komer at the Institute for Justice called for a shift of focus. “We happen to take the view that parents know best,” he said, “and are the best accountability measure to make sure that things are done properly for their kids.”

In Arizona — which, over the past five years, cut more of its K-12 budget than any other state, according to the Center on Budget and Policy Priorities, a policy research group based in Washington — charter schools are ubiquitous and school districts have open borders, so children are free to go to school wherever they want.

Dr. Ogle, of the Arizona School Boards Association, said, “The arguments that you need to have more options is superfluous.”

But the savings accounts have many powerful supporters, including Arizona's governor, Jan Brewer. Unlike vouchers, these accounts allow the money to follow the child from one school year to the next. (Scholarships total roughly \$3,500 a year, or the state's portion of school per-pupil funding.)

“It will be the end of schools that don’t perform, and that’s a blessing,” said Darcy A. Olsen, president of the Goldwater Institute, which designed the program and led a robust lobbying campaign to pass it in the Legislature. “We’re not doing anyone any favors by keeping schools afloat that don’t teach children how to read.”

The school boards association and the state’s teachers union, among others, have challenged the savings accounts in court on the grounds that they violate a constitutional amendment banning spending public money on private schools. (Direct vouchers, begun in 2006, were deemed unconstitutional in 2009 for that reason.)

In January 2012, a Superior Court judge in Maricopa County, which includes Phoenix, upheld the savings accounts, though the plaintiffs appealed the ruling. Oral arguments were heard last month. A decision is pending.

The Washington Post [Print](#)

Teacher's resignation letter: 'My profession ... no longer exists'

By Valerie Strauss, Updated: April 6, 2013

Increasingly teachers are speaking out against school reforms that they believe are demeaning their profession, and some are simply quitting because they have had enough.

Here is one resignation letter from a veteran teacher, Gerald J. Conti, a social studies teacher at Westhill High School in Syracuse, N.Y.:

Mr. Casey Barduhn, Superintendent
Westhill Central School District
400 Walberta Park Road
Syracuse, New York 13219

Dear Mr. Barduhn and Board of Education Members:

It is with the deepest regret that I must retire at the close of this school year, ending my more than twenty-seven years of service at Westhill on June 30, under the provisions of the 2012-15 contract. I assume that I will be eligible for any local or state incentives that may be offered prior to my date of actual retirement and I trust that I may return to the high school at some point as a substitute teacher.

As with Lincoln and Springfield, I have grown from a young to an old man here; my brother died while we were both employed here; my daughter was educated here, and I have been touched by and hope that I have touched hundreds of lives in my time here. I know that I have been fortunate to work with a small core of some of the finest students and educators on the planet.

I came to teaching forty years ago this month and have been lucky enough to work at a small liberal arts college, a major university and this superior secondary school. To me, history has been so very much more than a mere job, it has truly been my life, always driving my travel, guiding all of my reading and even dictating my television and movie viewing. Rarely have I engaged in any of these activities without an eye to my classroom and what I might employ in a lesson, a lecture or a presentation. With regard to my profession, I have truly attempted to live John Dewey's famous quotation (now likely cliché with me, I've used it so very often) that "Education is not preparation for life, education is life itself." This type of total immersion is what I have always referred to as teaching "heavy," working hard, spending time, researching, attending to details and never feeling satisfied that I knew enough on any topic. I now find that this approach to my profession is not only devalued, but denigrated and perhaps, in some quarters despised. STEM rules the day and "data

driven" education seeks only conformity, standardization, testing and a zombie-like adherence to the shallow and generic Common Core, along with a lockstep of oversimplified so-called Essential Learnings. Creativity, academic freedom, teacher autonomy, experimentation and innovation are being stifled in a misguided effort to fix what is not broken in our system of public education and particularly not at Westhill.

A long train of failures has brought us to this unfortunate pass. In their pursuit of Federal tax dollars, our legislators have failed us by selling children out to private industries such as Pearson Education. The New York State United Teachers union has let down its membership by failing to mount a much more effective and vigorous campaign against this same costly and dangerous debacle. Finally, it is with sad reluctance that I say our own administration has been both uncommunicative and unresponsive to the concerns and needs of our staff and students by establishing testing and evaluation systems that are Byzantine at best and at worst, draconian. This situation has been exacerbated by other actions of the administration, in either refusing to call open forum meetings to discuss these pressing issues, or by so constraining the time limits of such meetings that little more than a conveying of information could take place. This lack of leadership at every level has only served to produce confusion, a loss of confidence and a dramatic and rapid decaying of morale. The repercussions of these ill-conceived policies will be telling and shall resound to the detriment of education for years to come. The analogy that this process is like building the airplane while we are flying would strike terror in the heart of anyone should it be applied to an actual airplane flight, a medical procedure, or even a home repair. Why should it be acceptable in our careers and in the education of our children?

My profession is being demeaned by a pervasive atmosphere of distrust, dictating that teachers cannot be permitted to develop and administer their own quizzes and tests (now titled as generic "assessments") or grade their own students' examinations. The development of plans, choice of lessons and the materials to be employed are increasingly expected to be common to all teachers in a given subject. This approach not only strangles creativity, it smothers the development of critical thinking in our students and assumes a one-size-fits-all mentality more appropriate to the assembly line than to the classroom. Teacher planning time has also now been so greatly eroded by a constant need to "prove up" our worth to the tyranny of APPR (through the submission of plans, materials and "artifacts" from our teaching) that there is little time for us to carefully critique student work, engage in informal intellectual discussions with our students and colleagues, or conduct research and seek personal improvement through independent study. We have become increasingly evaluation and not knowledge driven. Process has become our most important product, to twist a phrase from corporate America, which seems doubly appropriate to this case.

After writing all of this I realize that I am not leaving my profession, in truth, it has left me. It no longer exists. I feel as though I have played some game halfway through its fourth quarter, a timeout has been called, my teammates' hands have all been tied, the goal posts moved, all previously scored points and honors expunged and all of the rules altered.

For the last decade or so, I have had two signs hanging above the blackboard at the front of my classroom, they read, "Words Matter" and "Ideas Matter". While I still believe these simple statements to be true, I don't feel that those currently driving public education have any inkling of what they mean.

Sincerely and with regret,

Gerald J. Conti
Social Studies Department Leader
Cc: Doreen Bronchetti, Lee Roscoe
My little Zu.

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REGION	LOCAL	STATUS	SPECIAL MEETING	TERM OF CONTRACT	EVERGREEN	AGENCY FEE	SETTLEMENT - WAGES and HEALTH INSURANCE	NOTES - OTHER INFORMATION
Southern	Amherst EA	Impasse			No	Yes		
Southern	Bedford EA	Passed		2	No	No	3.6%; 3.5%; salary and insurance targeted on salary schedule; teachers grandfathered in 2005 at salaries higher than top step--salaries and insurance frozen; insurance--family 3% (85/15 employer/employee split); 2 person 2% (89/15 split); single 1% (92/8 split)	Sanbornized; language change requires teachers to give reason for taking personal day if day is Friday or Monday in months of May and June; one year extension on language that superintendent cannot hire new teachers at higher step than existing teachers with same experience.
Southern	Brookline ESSA	Passed		1	No	No	3% plus step	Committee to study compensation options; CBA now includes RIF, Just Cause, sick leave bank and time in one half for work beyond 8 hrs/day or over 40 hrs/wk or 32 hrs for holiday week
Southern	Hampstead EA	Passed		3	No	No	Base salary of mbr working full-time in prior yr at step below MAX will get increase: 2013-14--1% plus \$1,000, 2014-15--1.5% plus \$1,200, 2015-16--1.75% plus \$1,400, 2016-17--2% plus \$1,500. Base salary of mbr working full-time at beyond MAX will get increase: 2013-14--\$1,000, 2014-15--\$1,200, 2015-16--\$1,400 and 2016-17--\$1,500. Insurance--\$20 for doctor visits	Added Retiree Medical Benefit, single coverage of lowest cost plan upon retirement and increase retirement payout. Payout of annual leave days for those that have reached maximum number of days. Employees are paid \$75/day.
Southern	Hampstead SPA	Passed		3	No	No	75 cent increase each year for 3 years	
Southern	Hollis EA (Coop)	Passed		1	No	No	1% plus 1 step and 4% for staff off step; .5% merit bonus not intended to replace salary matrix; insurance--new driver plan: MTBSOS 20/40 1KDED-RX 10/20/45; 100% single; \$90/2 person and family; dental 100%/single, 95% 2 person; 90% family	RIF and evaluation policy; Just Cause; 100% course reimbursement (1 per year); professional development removed limits on expenses; Stipend Committee for extra curricula; revisions to working conditions
Southern	Hollis ESSA (Coop)	Passed		3	No	No	Steps plus 1% off step; steps plus 2% off step; steps plus 3% off step	ER will pay \$60/mth more on cap first year; \$50/mth more on cap last 2 years
Southern	Litchfield EA	Defeated	Not on Warrant	2	No	Yes	Everyone receives step increase, even those at top step; step increases plus \$300 longevity; insurance-change from LGC to Schoolcare, reduce HMO from 85% to 83% for 2 yrs	
Southern	Merrimack TA	Passed		3	No	No	YR1-2.99 % increase, YR2-2.75% increase, YR3-2.75% increase	Increased Death Benefit, RIF language agreement, Increase LTD benefits

Southern	Milford EPA	Passed		3	No	No	0%; 2%; 2%-no steps in this CBA; insurance-85%; 84%; 83%	
Southern	Milford ESSA	Passed		3	No	No	0%; 2%; 2%-no steps in this CBA	RIF and transfer language now in CBA
Southern	Milford TA	Passed		1	No	No	0% plus steps	No other change in the 1 yr agreement
Southern	Pelham EA	Defeated	Voted Down	4	No	Yes	0%; 2.5%; 2.75%; 3.25%; insurance-85%; 84%; 84%; 84%	All employees receive same % increase each year
Southern	Pelham ESPA	Defeated	Voted Down	3	No	Yes	0%; 2%; 2.25%--insurance-District will pay 10% more	Acquired sick leave bank called Catastrophic Incident Fund
Southern	Salem ESPA	Passed		1	No	No	1.25% plus one step	
Southern	Windham	Defeated	Voted Down	3	No	Yes	Yr 1--2 steps for those who have not received them and \$1,000 for those on top; insurance-90% single, 88% 2 person, 87.5% family for BC; new prescrip plan 10/20/45; Yr 2--1.5% on pay schedule plus steps, \$1,400 for those on top; Yr 3--2.5% on pay schedule plus steps	