After a little over a year of negotiations, a new contract was ratified by membership on June 12, the last membership meeting of the 18-19 school year. Although negotiations took over a year, it is the first time in decades that a contract has been settled in the same school year that it expired and that members were working without a successor agreement for less than one school year.

The contract was approved overwhelmingly and included a number of wins for both students and educators with few concessions.

For wages, this contract was focused on an increase in ESL and resource room/special ed teachers because single teacher inclusion classrooms will no longer be required to provide services for the ESL and resource room students. There is also a cap on the total percent of students with IEPs in inclusion classrooms as well.

The contract also takes steps to protect against any further loss of seniority rights and decrease the number of unassigned teachers. We did not have any concessions regarding seniority or due process rights — an issue that held up the last contract as well.

Teachers who have been underpaid for many years will benefit from improved pay equity. Previously, teachers in pilot schools worked up to 95 hours extra with no additional compensation. That number has been reduced to 46, so that additional hours between 47 and 95 will now be compensated at the contractual hourly rate. The amount is now comparable to that of teachers working in extended day "Schedule X" schools. Turnaround and former turnaround schools will also now be compensated at the Schedule A pay scale. All teacher bargaining unit members will also receive 6% raises over the three years.

In addition, a significant win is the increase in new positions. By the end of the contract, there will be a nurse in every school building (an increase of 22 nurses) and also 23 new licensed, student facing mental health providers. Our goal is to have at least one in every school for the next contract, but we are more than halfway there now, as we were with nurses in our last contract.

There are several other significant wins for athletic coaches ($100K), addressing the needs of homeless students ($300K) and a new citywide position for a Hub Community Schools Coordinator to support the increase in Hub Community Schools, which provide wrap-around services for students. Two memoranda of agreement (M0GAs) were also signed that codify a commitment from BPS, BTU and the City of Boston to continue to address and improve special education inclusion.

The second describes shared values and continued efforts to expand opportunities for ethnic studies, arts and access to culturally relevant curriculum, including dual-language materials.

While this contract did not achieve all of the 50 "Schools Our Students Deserve” priorities, it made great strides in the majority of categories and will continue to make progress toward our larger goals.

There are several other significant wins for our students and educators including a full time paraprofessional in all K2 classrooms, additional teacher-directed P and D time for elementary teachers (enabling a 5th P & D), and lower class sizes for SEI classrooms in grades K-0 to K-2. LATF’s will be compensated based on the number of students they serve and COSE will now have individual instead of citywide case-load maximums of 165 for school-based and 150 for citywide.

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<th>Candidate</th>
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<td>157 Ann Broder</td>
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Delegates

- Elected to Massachusetts AFL-CIO Delegate
- Elected to Greater Boston Labor Council Delegate
- Elected to AFT Delegate
- Elected to AFT Massachusetts Delegate

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<th>Delegate</th>
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<td>154 Roslyn (Ree) Arvand</td>
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<td>155 Sherry Pedone</td>
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What Does ‘Buying Back’ Time For Retirement Mean?

Buying back time for retirement credits service applies to people who were laid off or resigned from BPS and took money that was not being earned while on leave. When laid off and now pay to have it back, or must work the extra years in order to have the time credited towards their retirement. It also applies to people who worked eligible jobs, subbed, and the like who may need to pay into the retirement system to have that timemoney credited towards their retirement. You cannot pay for time not worked in this manner in order to accelerate your eligibility for retirement (also).

In order to determine what credible service time towards retirement, you currently have and how much time you may be eligible to claim, you must make a written request to the Boston Retirement Office, Room 816 in Boston City Hall. Get a time/ date stamped copy of your request when received and with your employment records. You then will need to work out an individualized payment plan with the Retirement Office once your case has been reviewed and the amount of time and its corresponding dollar amount has been achieved.

Can BTU Members Hold School-Based Union Meeting Within Individual Schools?

Yes – according to the BPS-BTU Collective Bargaining Agreement (CBA), “Union meetings may be held on school property by faculty members of individual schools provided there is no interference with any school activity. School buildings will be available for the conducting of union business outside of school hours subject to prior scheduling and in accordance with the present fee agreements.” Fees may be incurred if any meetings are held beyond the time a school building is open, thus requiring pay to custodians who must be present and compensated according to their contract for said additional time.

When Can a Teacher Collect Unemployment Compensation?

A teacher is eligible for Unemployment Compensation when they have been laid off or have not been rehired by the school system. If a teacher has been issued a letter of termination and has not been re-hired as of the effective date of said termination, then they are eligible for Unemployment benefits.

When a terminated teacher is paid over the summer months due to being on a 26 paycheck schedule, they are still able to collect Unemployment. These ‘summer payments’ are based on a percentage of their pay that has been deducted from each paycheck throughout the school year added together to provide said teacher with ‘stretch’ payments over the summer based on work already done between September and June of that academic year.

If a provisional teacher has been granted a letter of Reasonable Assurance (RA), they are NOT eligible to collect Unemployment because they have been reasonably assured of a job in the upcoming academic year. If a provisional teacher has not been granted an RA, and has received a termination letter from the BPS, they ARE eligible to collect Unemployment Compensation. If a teacher has been terminated due to just cause and has done so via a settlement agreement drawn up with the BPS Labor Relations Department, then they must refer to the terms of said agreement in relation to filing for Unemployment Compensation when applicable.

To obtain more information, call the Massachusetts Division of Employment via the web www.d withhold.org/peace/COBRA.htm or by phone TeleClaims services at 617-626-6800 or 617-626-6808. Hours are Monday-Thursday 8:30 a.m.-6:30 p.m.; Friday 8:00 a.m.-4:30 p.m.

What Does COBRA Mean?

COBRA stands for the Consolidated Omnibus Reconciliation Act of 1985. It is the law that requires employers who offer group health insurance plans to give their employees the opportunity to stay on their group health insurance plan if they are no longer employed by the employer and the former employee is still eligible for health insurance coverage through a spouse’s insurance.

If a teacher is terminated from the BPS, the teacher will be mailed a notice of COBRA benefits. For further inquiries concerning COBRA continuation of coverage, get in touch with the Health Benefits and Insurance Office, Room 807, City Hall. Give them a call at 617-635-4570.

If I Move, Get a New Phone, Email Address & Locate it on the HUB, Does BPS Automatically Notify the BTU?

No. You must contact the BTU directly to update changes of address, phone numbers, and email addresses. The BTU does not have access to the updates you file with the BPS.
The BTU Salutes Its Scholarship Recipients

Forty-Ninth Annual Boston Teachers Union Scholarship Awards Recipients

Another Course to College
Miguel Carrillo

Boston Adult Technical Academy
Iaia Seidi

Boston Arts Academy
Aaron Dingle Diamond
Adliz Santana

Boston Community Leadership Academy
Alberto Santiago
Asseret Laparra

Boston Day/Evening Academy
Knowledge Ball
Eleanor Whittaker

Boston Green Academy
Sheyla Barrios

Boston International
Jesus Batiz Bermudez
Deina DaCosta Lopes

Boston Latin Academy
Karolyn Ho
Matthew Walsh

Boston Latin School
Afton Kirkpatrick
Sean Wyse

Brighton High
Limaira Leon
Sarah Santana Severino

Burke High
Damilare Adetunji
Halyne Nogueira DaVeiga

Charlestown High
Jasmine Aguilar
Jianyi Guan

Community Academy of Science and Healthcare
Marc Joseph
Perla Tejeda Hernandez

East Boston High
Nicole Brangiforte
Sebastian Montoya Parra

English High (Doherty Scholar)
Kara Baez
Julien Soto

Excel High
Jordan Cardwell
Ahnu Isabella Zeiler

Fenway High
Carrie Dayvida Mays
Maxwell Robert Rich

Greater Egleston
Laylah Johnson

Henderson Inclusion
Andrew Bordenave

Kennedy Academy
Ysatti Bautista
Laisha Rodriguez

Mary Lyon High School
Michelle Castro

Madison Park High School
Regina Charles
Samantha Whitlock

Margarita Murray Academy
Angelica Mordan
Yuleisis Milagros Santos

McKinley S.E.A.
Laqtan Rashewmi Carter

New Mission High
Rebecca MacLean
Daniel Thomas

John D. O’ Bryant School of Math and Science
Yueder Joseph
Azziz Mohammed

Quincy Upper
Brandon Diaz Lopez

Snowden International
Danny Aguilar
Tuyet Tran

Tech Boston Academy
Adjaney Brutus
Yves Joseph

West Roxbury
Cartic Gomes (USA)
Amanda Iheudioha (WRA)

Philip A. Pirrane Scholarships (Madison Park)
Jose Moreno
Cindy Pierre

Kathleen Lowney Scholarships
Aidan Bowen
Jeremiah Bonnet
Mairead Walsh
Maya D. O’Toole

Catherine Gillis Scholarships
Luke Bryson
Emily Foster
Mia Santucci

Leonora Connors Scholarships
Jayce Bullock
Damon Cooper
Owen Kelly
Mairead Morgan
Sarah Tanner

Carol Howley Scholarships
Adam Nelson
Declan H. Power
Annie K. Wilson

Kathleen A. Kelly Scholarship
Cydnee Lane

George McGrimley Scholarship
Carina Layfield

RTC Helen Gallagher Scholarship
Sophie Collins Arroyo

RTC Scholarship
Donna Q. Shewory
Ryan Wood
Lynette is loved and respected by her students and fellow union members at Mildred Avenue. For six years, Lynette has been a Building Representative for seven years, a Paraprofessional since 1991 and on Para Council.

Paul Nardella of the Umana Academy and Allison Doherty from the West Roxbury Education Complex.

BTU Secondary Field Rep Caren Carew (center) presents Paul Revere Bowls to Secondary Education Reps of the Year Paul Nardella of the Umana Academy and Allison Doherty from the West Roxbury Education Complex.

Elementary Education

Michelle Hall – Ellis Elementary School
Roberta Udoh – Young Achievers KB School

Submitted by Michael McLaughlin

Paraprofessional/Substitute Teacher

Lynette Harrell (Mildred Avenue Middle School)

Lynette has been a Building Representative for seven years, a Paraprofessional since 1991 and on Para Council for six years. Lynette is loved and respected by her students and fellow union members at Mildred Avenue. Congratulations Lynette and thank you for your assistance and support.

Joan Harris (Ellison/Parks Early Education School)

Joan has been a Building Representative for 20 years and a Paraprofessional for 25 years. She is always there to offer support when needed. Congratulations Joan and thank you for your assistance and support.

Secondary Education

Secondary BTU Building Rep of the Year 2019 for K-8 Middle School is P.E. teacher, Paul Nardella of the Mario Umana Academy.

Paul has been a BTU Rep for over 15 years at the Winthrop, Kilmér, as well as the Umana. I first worked directly with him when I repped the Kilmér Upper School where he organized a meeting of the entire campus to address budget cuts, how they were being implemented and how it would be best to address these concerns as a BTU staff in a constructive, effective way with each other and with the administration.

You know Paul, he's the guy at the monthly membership meet- ings with a BPS school logged bomber, warm up or windbreaker jacket, shorts – no matter what the weather, a tumble of brown curly hair and a warm smile. His understated courteous manner belies a strong, caring educator who is always seeking a way to make a situation better, to improve the school's climate and cul- ture, while never shying away from tough decisions or actions if that is what need to be taken. Always at the ready to empathetically and ably represent a colleague in an disciplinary Investigatory Meeting, scrape mold samples from the hall leading to the pool to be tested, represent the school with his fellow Building Reps at grievance hearings, or drive the truck that the school's dance team's performing on in the East Boston Parade, Paul wants the best to happen and endeavors to assist in the achievement of same. Looking through the lens of ‘our work conditions are the student's learning conditions’, he walks the talk by also being an ILT Team Leader and co-chair of the school's Health and Well- ness Committee.

Seeing a need to revitalize BTU representation at the school, he and a few other BTU folks, worked at organizing BTU members to fed comfortable to run for BTU Building Rep which was an incremental process requiring perseverance, good communica- tion skills, and being an effective coach. Paul, despite sometimes very challenging conditions stemming both from administration and sometimes colleagues, remains composed, professional, and even-handed throughout. Politic, persistence pays could be his mantra. Perhaps it is his near-religious routine of working out on the elliptical equipment every day that keeps him in the zone. Whatever it is, may the force continue to be with him and with the wonderful team of Umana Building Reps!

***************

Secondary BTU Building Rep of the Year 2019 for High Schools is Special Educator, Allison Doherty of Urban Science Academy at West Roxbury Education Complex a.k.a. WREC.

Allison has proudly spent her career at Westie when it was one comprehensive high school, then was broken into four sepa- rate high schools, and then consolidated into two high schools. She assisted at successfully fending off closures of one or more components of the WREC campus on more than one occasion with WREC’s intact team of BTU Reps and allies until this last onslaught of #BuildBPS #HungerGames – a poor imitation of “right-sizing” the district by having the Westie Pirates walk the plank into the Swamp. High octane Allison, swashbuckling through testimonies at Boston School Committee meetings, lin- ing up and participating in interviews with various media outlets, commandeering the bullhorn at rallies, lobbying political & community representatives, performing the role of wonder wom- an, cheerleader and momma bear passionately and effectively communicating the reasons why WREC is a magical place and a safe haven of learning in its student's often otherwise tumultuous lives. While the wrecking of WREC is occurring, it is not without the love, sweat, and dedication of Ms. Doherty and crew.

Allison has been a WREC complex wide BTU Building Rep for 8 years. She formerly served on the BTU Executive Board for nearly a decade, was a member of the New BTU Members Recruitment Committee, a Futures Rep for the state as well as the national AFL-CIO and served on the GBLC E-Board among other labor involvements. Allison leads with her heart, advocates for her special ed students in the USA Symphonize Program like nobody’s business and can blow a mean sax during school assem- blies. She has been a part of impact bargaining twice as the school morphed from one, to two, to done. Able to command facts and communicate well, Allison has been a strong voice for those stu- dents, colleagues and labor issues she has championed. Effectively navigating various BTU Rep duties at the WREC complex, she has often been seen as the go-to person to get things done, while always working effectively with a very able group of WREC Com- plex BTU Reps.

Outgoing, gregarious, never shying away from leading the way, Allison has been the “tip of the spear”, in the words of Sarah Palin, in valiantly leaving no stone unturned in obtaining resources for her students and colleagues even in the face of Westies' demise. Never say never, Union Strong, with a dash of cherry-red lipstick and a whole lot of rock n’ roll, Allison breaks the mold of her labor involvements. Allison has been the “tip of the spear” , in the words of Sarah Palin, in valiantly leaving no stone unturned in obtaining resources for her students and colleagues even in the face of Westies’ demise. Never say never, Union Strong, with a dash of cherry-red lipstick and a whole lot of rock n’ roll, Allison breaks the mold of her families’ union legacy and forges new ground as she readsies to embark on a new journey always #BTUProud!
On Wednesday, April 24th the BTU hosted the 3rd annual BPS LGBTQ+ Summit with over 200 Students and Staff participating from many middle and high schools across the district. The summit included a panel of current and former BPS students who talked about their experiences. Participants enjoyed a terrific lunch with lively music and dancing that even broke out into a conga line. The day included speakers and many many activities such as workshops, spoken word, paint, journaling, beads, and a dance group. The summit was such a powerful experience for both kids and staff that students didn’t even want to leave.

The event launched a great support network between schools as many new friendships were forged. In the spirit of Lyra McKee let’s advocate for GSA access for ALL children across the City of Boston.

Although a Light Was Extinguished –
Her Message Shines On

By Colum Whyte,
Lee K-8 School

On Holy Thursday, the night before Good Friday, 29-year-old Northern Irish Journalist Lyra McKee was killed by a bullet while reporting from the front line of a riot in the city of Derry – in the “North” of Ireland. She liked to call the city “Londonderry” as a positive spin on the never-ending sectarian controversy of the Londonderry vs. Derry name. Id like to write about this amazing activit- ies, and not her death. Her oration will live on and I urge readers to research her writing and activism. One great place to start is a TedTalk she gave called “Uncomfortable Conversations Save Lives”: https://www.ted.com/talks/lyra_mckee_in_memory_of?language=en

Lyra’s message is important to us all. Too often many of us stay in our comfort zones: we preach to the choir or we go on the offensive, but we do not have difficult conversations. In the TedTalk posted above Lyra explains how her thinking about activism was transformed after a trip to the United States on an “Ameri- can Values” tour. The trip was very dif- ficult for Lyra and many others involved as they were required to listen and exchange views with people whose views they found abhorrent. Lyra explains that we have the most difficult and transformative part of her experience:

“For me though, the hardest part of the trip was when we got to Orlando and they told us we were going to be visiting a mosque. Now you ask yourself, Why would I find it hard to visit a mosque? Well, for those of you who don’t have Gaydar, I’m gay – don’t worry, you can laugh, it’s okay. (Laughter) I hated myself for much of my life because of what that religion taught me about people like me. And when I stopped hating myself, I started hating God. But I was intrigued by my own culture by a Muslim. Because I realised that I couldn’t go into this mosque with that in my bedroom as a teenager, bargaining with God, asking him not to send me to hell, because I was so convinced that I was going there. This text, this Bible, I know for so many people it offers them hope, it offers them salvation, but for me it offered a prison sentence. I think it’s the same for a lot of other LGBT young people. LGBT suicide rates are through the roof. This is the percentage (48%) of trans youth alone in the UK who have attempted suicide over the course of the last year. We see these numbers play out in Northern Ireland locally, and we know this from trans youth services, who say they see it play out among your young people. What do we do about this? I feel the only answer is to change religious teaching of homosexuality and LGBT issues. I don’t mean we berate Muslims and shout at them or berate Muslims and shout at them. We need to do the one thing that I didn’t want to do when I left school at 16: we need to have conversa- tions, difficult conversations, and fight for the hearts and minds of those who oppose us. I’ve studied this, and when you ask people like Megan Phelps-Roper, who was a member of the Westboro Baptist Church, a hate group in America, when you ask people like this, when you ask former neo-Nazis, the most extreme people, when you ask, “What changed your mind? What made you abandon your views?” they’ll tell you the same thing: It was a conversation. Someone who was listening to someone else who was very different, and that person wasn’t who they thought they were, and they got to a point where they could no longer hold those views.” I played Lyra’s TedTalk to my Grade 6 class recently. Afterward students jour- nalled. Here are some of their response excerpts:

• “The Ted Talk was so emotional and powerful. Her words were so moving and it even drove me to tears.”
• “I found a happy feeling in Lyra’s ending sentences, when she said, “if you have a problem with me, talk to me. And, if you’re okay with me, have a conversation with whoever isn’t.” After all, awkward con- versations save lives.”
• “I think that it is very sad that so many LGBT+ people have committed suicide. It is also very depressing to me that people are willing to have a conversation with and change the minds of people who hate them.”
• “I agree that something needs to change. It saddens me to hear that LGBT+ people have taken their own lives because they thought they had no other choice. I think that children need to be educated that they are also human and it is okay to be gay, or anything else. They aren’t much different from the rest of the people in the world.”
• “Do people not realize the PAIN they create? The suffering? The cry- ing? The cutting? People attempt suicide because of those cruel remarks. Oh, you’re gay? Great! The only gross thing about people is their power to bully and make offensive remarks. It’s absurd!”
• “What she said was very inspiring to younger people and the LGBTQ- IA community”
• “I think the video was very powerful, and it hit home for me. I have religious parents and I currently identify as gay. I haven’t told them because I’m too scared. The video almost made me cry because I relat- ed so much to it. I understood the struggle of being gay and religious. I understand the feeling of hate yourself for being gay. I was raised on the Bible and grew up learning about God and Jesus. I have my great friends to support me and tell me it’s okay to be gay.”
• “Me being Christian it was hard to come out. In the Bible it says that it’s a sin to like the same gender. I was afraid of being punished by God because I like the same gender. When she read the Bible verse it let me know that I won’t get punished because God loves me no matter what.”
• “What she said was true: ‘It does get better.’ I’m a part of the LGBT+ community as an ally, but I believe what she said was very inspiring”
• “I myself am a Christian that believes in supporting the LGBT+. My mother is also Christian, and doesn’t support the LGBT+, but doesn’t hate on them. If I were gay it would probably be the hardest thing to handle. I honestly wish the best to people a part of the LGBTQ community. I hope that everything truly does get better in the world, even if we’re not trying.”

In schools we need to do more to sup- continued on page 9
Reducing Racial Disparity in the BPS

By Joel Richards,
Young Achievers School

What I Learned?

I recently learned from an article in “Boston Magazine” that BPS has a superintendent that is in charge of reducing racial disparity in BPS. At first when I was reading the article, I was excited to learn about this, as after reading the article I was left with many questions.

Questions

The title of superintendent of reducing racial disparity points to the necessity of policy change in the areas of funding and accountability. The systemic issues black and latino students face is not a result of individual biases, but a system born out of segregation and racism, which creates designed systemic hostility. Therefore, changing the biases of individual teachers within the system will never cause/ enact the changes needed to reduce racial disparity. A teacher that loves their students with all their heart is great, but if the students educational needs and the wrong surroundings and encouragement. I’ll bet that that man could run our company as well as Winthrop.

“Ooh, hogwash. Exeter, Harvard - he’s the product of a good environment. Giv- en the right surroundings and encourage- ment, I’ll bet that that man could run our company as well as Winthorpe.” Instead of spending valuable time and resources on creating “woke” teach- ers and principals let’s give our students the environment they need/deserve to be successful. Let’s create environments with an adequate student to educator ratio and resources that will nurture and encourage our youth. Make them the products of good environments and the positive outcomes we desire for our stu- dents will follow.

( Joel Richards teaches at The Young Achievers School.)

Nevertheless, in my opinion, our civil energy, time, and resources would be better served tackling systemic racism. An individual office that has any ability to tackle systemic racism should focus solely on that. Yes, you can do two things at once, but when it comes to tackling and eradicating racial disparity in Amer- ica/Boston it requires great vigilance and singular focus.

Helping individuals realize that their biases can affect student outcomes is good, but we have to realize and accept that overt racism is no longer necessary to uphold a racist oppressive system, so changing the hearts and minds of the individuals within a racist system will not dismantle the racist system.

The civil rights movement would have meant nothing without the Civil Rights Act of 1964. The leaders of the move- ment knew they were correct in their assertions and understood the historical impact of years of segregation and Jim Crow laws they recognized the urgency and singular focus required to start the process of erasing years of racial dispar- ity. They knew they didn’t have time to convince individuals or point out their role in upholding the system. Instead they advocated and fought for the system to change.

The title of superintendent of reducing racial disparity points to the necessity of policy change in the areas of funding and accountability. The systemic issues black and latino students face is not a result of individual biases, but a system born out of segregation and racism, which creates designed systemic hostility. Therefore, changing the biases of individual teachers within the system will never cause/enact the changes needed to reduce racial disparity. A teacher that loves their students with all their heart is great, but if the students educational needs and opportunities are not being met what does that love mean?

Cultural-sensitivity training seems to be causing the wrong questions to be asked. According to the article a princi- pal realized he was running a school with parallels to a plantation. However, no one questioned what made him and others turn to a zero tolerance militaristic solu- tion? Did they have access to counselors? A culturally based curriculum? What is the teacher to student ratio? Do the K1 and K2 classes have paraprofessionals assisting teachers? Are the inclusion classes or Therapeutic Learning Com- munity classes staffed with ABAs? Are the students really better served now that Dr. Fishburn realizes that he was creating a prison style school? Is the real solution to the growing disparity in the mind of the principal and staff or is the push for militarism and the growing dispar- ity in schools the result of understaffed, underfunded, and under-resourced environments? Is the attention given to cultural sensitivity causing us to forget the children?

Randolph and Mortimer Duke from the movie Trading places gave us their opinion on this topic already:

“Oh, hogwash. Exeter, Harvard - he’s the product of a good environment. Giv- en the right surroundings and encour- age ment, I’ll bet that that man could run our company as well as Winthrop.” Instead of spending valuable time and resources on creating “woke” teach- ers and principals let’s give our students the environment they need/deserve to be successful. Let’s create environments with an adequate student to educator ratio and resources that will nurture and encourage our youth. Make them the products of good environments and the positive outcomes we desire for our stu- dents will follow.

( Joel Richards teaches at The Young Achievers School.)

The Sumner School Fights for Full Funding

As we celebrated Women’s Month I incorporated my project on past and present women who have contributed to society in one aspect of their lives, whether it’s motherhood, industrial, political, journalism, equality, civil rights, socialist or just being the voice of her story. Our history is our strength. Let us Celebrate together!

— Adrienne Jordan

Women’s Month

Boston Latin School Music Teacher Chris Grammer led members of the BLS Pep Band in this year’s Mothers’ Day Walk for Peace held on Sunday, May 12, 2019. The Band performed at the Madison Park High School site.
Although a Light Was Extinguished – Her Message Shines On...

port our LGBTQ+ students and advocate for more opportunities for all of our students to join GSA groups. Sure, views have changed and softened and progress has been made – but the language of hate, the bullying, and the harassment has certainly not gone away. Suicide rates, substance abuse, depression and anxiety still plague far too many of the LGBTQ+ community. In fact, last minute, I sat down to write this article a middle school student was yelling out “F***” in the hallway. I stopped him and had a conversation and called his parents. His reply was “ok, I won’t use that word I’ll use ‘ass’ (another derogatory word)” I continued to explain that his words were a form of violence. The student agreed that these words have been normalized. The harm that he has caused/ is causing is profound. Words have consequences and this trajectory of inclusivity will continue. I’d love to see an education bill that this trajectory of inclusivity will continue. I’d love to see an education bill that this trajectory of inclusivity will continue. I’d love to see an education bill that this trajectory of inclusivity will continue. I’d love to see an education bill that this trajectory of inclusivity will continue. I’d love to see an education bill that
Art as a Way of Talking for Emergent Bilingual Youth

Amanda Wagner, Vivian Poey and Berta Berriz

educators, community organizers and practitioners to co-construct learning using critical multimodal literacy tools through the arts. (Berriz et al.)

The book is organized in three sections with ideas for classroom applications in each section. There sections range from Walk the Talk: Bridging Life into Theories with Families, Schools and Communities, In the Heights: Lifting Potential, Expanding Possibilities and Lift Every Voice: Democratic Practice Before During and After School. The way the book is structured makes it perfect for school inquiry complete with guiding questions and great ideas for arts based instruction that honed in on connecting with student’s native culture and families.

Two of the projects that I really liked were the Family Art Backpacks by Dora Klocker and Mika K. Phinney and Sorn From Within, Photography, Culture and Community in a Dual Language School by Mary Beth Meehan and Julie Nora.

Family Backpacks

Each backpack is designed around one of ten art themes (paper sculpture, dance, weaving, multimedia, media, etc.) and contains 3-4 fiction and non-fiction picture books in which the characters use the art form as part of their daily lives or the art form is featured in the illustrations.

For example, the Weaving backpack contains Abuelita Weave (Castanedo, 1995), a book available in English and Spanish; A Long Piece of String, (Won-Drusk, 2010) a wordless picture book, and Abuela’s Weave (Castanedo, 1998) a non-fiction book about the Navajo community. Each set contains a bilingual book and a non-fiction book that introduces all families, regardless of their language or reading abilities can access the theme.

Each backpack also contains a response journal, a binder that includes a bilingual cover sheet of ideas for family responses, basic supplies for art and blank pages for responses. Families are encouraged to respond in any way they choose. The responses travel with the backpack as it journeys to its next home.

In the classroom, students are asked to talk about how they used the backpack and to share their responses and artifacts are displayed in the classroom as well as in a variety of settings around the school (p. 74).

I really loved that idea. It seems like a project that could be put together with some help perhaps from Donors Choose to reach out to families and promote both community and home literacy. It was intriguing. I can see where it could be extended to use more art forms, like music and dance.

The book is filled with great ideas for using art in the classroom and the book is well worth a read. I highly recommend it to educators and for teachers. If you have a topic you’d like us to explore, please email us. To find out more about Peer Assistants and Consulting Teachers, visit btu.org/whats-new-to-peer.

Mary Beth Meehan: What would you do in this picture?

Fatima Ponceano: I went close to the priest and my Grandpa. You can see my priest and my Grandpa, getting crowned very close.

MBB: How is this different than your other pictures?

FP: In my other pictures I was behind him and I wasn’t very close...

MBB: How did you develop this story?

FP: It changed the story because you didn’t really see what was going on inside the picture that I did before...

MBB: And then you see what is in this picture now, and how does it make the story different?

FP: I’m up close so you can see my Grandpa, and you’re not really paying attention to everything else...You just see the priest and my Grandpa.

MBB: By getting closer, what happened for us, as viewers?

FB: You get to see what’s actually going on, what I’m trying to take the picture of.

MBB: Do you think it changed the mood?

I love what I wrote about this short exchange that is the teacher supports the student’s understanding through her use of questioning. It has the same feel of a writing conference with the student doing the composing. The student photos shared in this chapter show a window into student’s lives and represent an engaging way to invite diverse cultures into the classroom. In addition to taking photographs and learning to be literate with a lens, students sketched and wrote about their photos and these glimpses into their lives meant to them.

Art as a Way of Talking for Emergent Bilingual Youth is an interesting collection filled with articles perfect for school based inquiry. It is also a great resource for ideas that support connecting with bilingual students and families both in and out of the classroom.


For more information visit: www.notal- relief.co.uk/7801353852622

If you’d like to share your voice and experience future future “Peer to Peer” column, please contact Anne Slater at adelate@bostonpublicschools.org

The Peer-to-Peer column is usually written by Anne Slater and Lauren Clarke-Mason, from the Peer Assistance program, and the Peer Assistance and Review (PAR) program, to columns for parents, students and teachers. If you have a topic you’d like us to explore, please email us. To find out more about Peer Assistants and Consulting Teachers, visit btu.org/whats-new-to-peer/mentoring/ or bostonart.org
AFT President Randi Weingarten on the Trump Administration’s Cancellation of Critical Resources for Minors in Migrant Shelters

Statement of American Federation of Teachers President Randi Weingarten following the Trump administration’s cancellation of all English language services, legal aid, and recreation programs for unaccompanied children staying in federal migrant shelters.

“This is a cruel, craven and illegal move. Kids who have been separated from their parents, and again in this administration, did not cause their circumstances—their administration insists on treating them with blatant and inhuman disregard.

“This action isn’t only unjust, it’s illegal. It violates the settlement in Flores v. Reno, which ruled that the federal government that detained children are entitled to receive things like education services, English language training, recreation time and social work staff.

You treat children says a lot about your character and your values, and with at least six migrant children having died in federal custody in the last year and countless more having suffered, Donald Trump has failed them and a generation of kids looking to this country for a better life, opportunity and an education.

Dear Members,

“Thank you to everyone who voted in the last election. Special thanks to those who voted for Timo and me.

One of the many reasons why I ran for re-election, during a time when many people believe that being old means not being relevant, is because of the following letter I received after sending out our campaign literature. The letter speaks for itself.

Letter from a constituent: "I would like to hear from people who remember her. Her address is at the top and her phone number at the bottom."

Mary Ann Urban

205 Person St.

Jackson, TN 38301

May 16, 2019

Dear Mary Ann

Thank you, Timo and others are still on the front line and fighting for all of our rights. It is because of people like you and others that we can say, Thank God, I am still alive. God is good all the time.

But I thank God that you and Timo are still thinking about me and sending me your election materials. I’m glad I’m not forget-

Dear Mary Ann

May God continue to bless all of you in Massachusetts.

Keep up the great work. We all

Ella M. Perham

857-334-0488

AFT-West Virginia Hits the Airwaves to Protect Kids, Teachers and Public Schools

AFT-West Virginia, the union representing 10,000 educators across the state, has launched a massive digital and radio advertising campaign to help voters understand that the future of public schools is at stake. The campaign features AFT-WV members Heather Ritter from Boone and Amber Brown from Putnam County, among others, who remind West Virginians that the Betsy DeVos-backed efforts to privatize public education failed in Michigan, and are doomed to fail in West Virginia as well—and that funding is better spent on the real supports kids need.

The campaign ramps up as the state’s House of Delegates considers next steps after the state Senate approved Senate Bill 1109, an omnibus education bill that forbids teachers from striking and creates a pathway for charter schools, and a separate education savings account measure that siphons taxpayer dollars out of public schools and into the private school system. Both measures are seen by many as retaliation against educators in the state who went on strike twice during the past year, fighting for more resources for their classrooms and better investment in public schools; the state ranked last in the country in teacher salaries in 2016, and 27th in per-pupil spending.

The ads are part of a statewide effort to organize educators, parents, community members and other allies in support of the public schools that the majority of West Virginia’s kids—more than 270,000—attend.

AFT-West Virginia President Fred Albert said: "We’re incredibly disappointed in how this legislative session has gone so far, and while we remain hopeful about the House, we’re taking our message straight to the voters. Public schools need investment. Charter schools run amok with little oversight, educations savings accounts and other Betsy DeVos ‘reforms’ have wreaked havoc in Michigan and in other states across this country—we won’t let that happen to public schools here in West Virginia.”

AFT-WV is an affiliate of the American Federation of Teachers, which represents 1.7 million education and healthcare professionals nationwide.

AFT President Randi Weingarten said:

“This is a cruel, craven and illegal move. Kids who have kids’ best interests at heart. It is written to punish teachers and hurt students, rather than strengthen public schools by increasing funding for our children, more teacher training and recruitment, and more classroom supplies. Under the guise of ‘choice,’ the plan takes money out of the public schools that need it. But make no mistake: That agenda has been a failure for kids and teachers before.

The DeVos-backed charters in Michigan lagged 84 percent behind state averages in math and 80 percent in reading. And nearly half of all the state’s charter schools ranked among the bottom of American schools. She’s trying to bring this failed plan to West Virginia, and we’re going to make sure West Virginians know what she’s trying to do to their public schools.”

AFT President Randi Weingarten on the House Committee on Education and Labor Voting in Favor of H.R. 1309, the Workplace Violence Prevention for Health Care and Social Services Workers Act

AFT President Randi Weingarten issued the following statement today as the House Committee on Education and Labor approved H.R. 1309, the Workplace Violence Prevention for Health Care and Social Services Workers Act introduced by Rep. Joe Courtney (D-Conn.). The bill is a historic first for federal legislation aimed at protecting health-care and social service workers from extremely high rates of workplace violence.

“Violence is a daily threat for 15 million nurses, healthcare techs, social service workers and other care providers in the United States. Currently, there’s no federal legislation to protect them. No workers should go to their jobs scared for their safety.

Workplace violence is an epidemic in these industries. The people caring for the sick, injured and mentally ill are more than five times more likely to experience workplace violence than other workers, leaving them with injuries that can end their careers, or even worse. With this bill, we tell them that they are as entitled as any other worker in this country to be safe on the job—and prevention is possible. Safer providers mean safer patients—and better care for everyone.

“Thanks to the leadership of Reps. Courtney, Bobby Scott, and Alma Adams and the more than 160 co-sponsors of H.R. 1309, we are moving toward building the safe and welcoming workplaces that all workers and the people they care for deserve. As a union of healthcare professionals, educators and public employees, we urge all representatives to support this legislation to finally make federal workplace-safety regulations a priority.”

AFT-West Virginia Bilingual Public Charter School Educators Vote to Unionize

Educators at Mundo Verde Bilingual Public Charter School, Washington, D.C.’s first “green” public charter school located in the Truxton Circle neighborhood, voted by a 3-to-1 margin to unionize in a National Labor Relations Board election held today on the school’s campus.

Teachers and staff voted for the union to ensure that the school is a place where parents want to send their kids, where teachers want to work, and where the kids will thrive. They know that this starts with educators having a greater voice in decisions made by school administration, and requires additional investment and resources for the school’s students. The union letter that organizers presented by the Washington, D.C. chapter of the American Federation of Teachers is the nation’s second-largest teachers union, and has worked alongside other unions to organize nearly 12 percent of the charter schools in this country.

Mundo Verde is the second charter school to organize in the nation’s capital; its teachers and staff join the wave of educators at charters nationwide who want a genuine voice at work.

“My stack the educators at Mundo Verde voted overwhelmingly for a union during National Charter Schools Week,” said AFT President Randi Weingarten. “Charters were supposed to be incubators, enabling parents and educators to have more of a role in students’ education, not competitors with public schools. And that’s what the educators at Mundo Verde want—an active role in the decision-making that’s making this school successful.

“Like so many other educators, teachers at Mundo Verde believe that having a say in how their school is run and being brought with dignity and respect are good not only for them, but also good for their students’ the said. “They know the union is an important vehicle for having a voice at work and helping meet the needs of students. I just got off the phone after talking to some of these educators, and am so proud of them and their devotion to the students and to each other.”

Following today’s vote, Mundo Verde educators will move to bargain a first contract with the school’s administration to ensure additional accountability, administrative transparency, and more resources and time to effectively identify and address student needs, as well as the high teacher attrition rate, which was nearly 30 percent this past school year.

Fourth-grade lead teacher Dani McCormick said: “I’m ecstatic that teachers and staff at Mundo Verde want—to be better advocates for our students and school community in the decisions that make this school successful.”

Kindergartener lead teacher Andrea Molina said: “While we teach our kids about social justice and equity, we do not always experience it ourselves. Our teachers and staff are a strong, dedicated team; they work around the clock to make our school an amazing place to teach and learn and to set an example for other schools in the district. Our victory tonight will ensure we are treated with the dignity and respect that reflects the commitment we each have made to our school.”

Nearly 7,000 charter schools serve 3.2 million students in the country, according to the National Alliance for Public Charter Schools. The AFT represents more than 240 charter schools in 15 states and the District of Columbia.

Letter to the Editor

Dear Members,

Thank you to everyone who voted in the last election. Special thanks to those who voted for Timo and me.

One of the many reasons why I run for re-election, during a time when many people believe that being old means not being relevant, is because of the following letter I received after sending out our campaign literature. The letter speaks for itself.

Ella would love to hear from people who remember her. Her address is at the top and her phone number at the bottom.

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Dear Mary Ann

May God continue to bless all of you in Massachusetts.

Keep up the great work. We all

Ella M. Perham

857-334-0488
Over 100 paraprofessionals from across the state gathered at the BTU Hall for the 33rd annual Paraprofessional Conference to celebrate Paraprofessional Appreciation Day to celebrate the dedication and work of Paraprofessionals.

BTU Vice President Erik Berg welcomed paras by thanking them for helping him learn the ropes when he was a new teacher.

Springfield President of Federation of Paraprofessionals Catherine Mastronardi kicked off the morning with a workshop on professionalism. What does professionalism look like? How do we best carry out our responsibilities toward our students, our colleagues, and our district.

Participants spent the morning rotation between three workshops. Steven Chen, BPS Director of Training and Accommodations, discussed equity issues. Zachary Houston, BPS Assistant Director for Applied Behavior, discussed Behavior vs. Trauma. Judy Storeygard, from the Cambridge, MA non-profit Doing the Math, discussed Math for Paraeducators.

Leonard Edmonds, American Federation of Teachers Associate Director PSRP, gave the keynote address on Minimizing Stress in the Workplace.

Paras From Across the State Attend the 33rd Annual Paraprofessional Conference at BTU

Photos by Michael J. Maguire and Casandra Samuel
Chapter can-and should-join the Retired Teacher Council. If you know someone who is recently retired, please let them know that they can find a list of the benefits on the www.btu.org/retirees. Membership in the RTC is not automatic. The hard-working Social Committee, co-chaired by Mary Jo Murphy and Annemarie Aducu, organizes the Fall Luncheon, Jazz Brunch, Spring Luncheon and two business meetings. While the schedule for next year is still a work in progress, the Fall Business meeting will be held on September 11, and the Jazz Brunch on December 2, 2019. Plans for the Fall luncheon are still being finalized. We cannot wait to see what they have planned for us this year.

Over two hundred RTC members attended the Spring Luncheon at the Venezia Restaurant in Dorchester. The luncheon provides an excellent opportunity to meet with colleagues. This year, the RTC honored Patty O’Donnell, the former secretary in the BTU office. Patty retired in March and we already miss her smile and her help in so many things. We also honored Richard Stutman, Richard was a strong supporter of the RTC during his presidency. He helped the RTC whenever we appeared before the City Council or state legislative to fight for our members.

The same goes for our Travel opportunities. You should have received flyers for the trips offered for 2019. Trips for 2020 are in the process of being planned. Look for notification in the BTU paper and mailings coming later in the year. Ruth Anne Kennedy chairs the Travel Committee and can be contacted through the RTC office.

The RTC also has three scholarships that are for the children, grandchildren, nieces and nephews of RTC members. The applications are available on-line and in the BTU office. Marie Broderick and Donna Hilton oversee the application process, review the applications, and select the awardees.

While our membership grew this year, it was also a year of loss. We honor these departed members with condolence cards to the families and giving to the scholarship fund in the name of all of our departed members. Linda McNamara chairs the Remembrance Committee.

The officers of the RTC also work hard to make sure that members’ needs are met. Marilyn Marion, the RTC Chair has the responsibility of running the chapter. She can be found in the RTC office at the BTU every Wednesday from 1000 am-2:00 pm every week.

Rox Avant, the RTC Vice Chair, is in charge of our Delta Dental program. She not only enrolls members in our plan, she checks on the accuracy of the lists, and along with Timo Philip and Marilyn Marion, negotiates the costs of the premiums. If you have questions about the Delta plan you can contact Rox on Thursday at the BTU office from 1000 am-2:00 pm.

Anne Broder is the RTC Treasurer who pays the bills and reports on our financial status. She invests our money and balances our books. While our dues are only $5 ($2.50 for paraprofessionals) per member per month, she manages to keep us in good financial shape.

Joan Devlin is the Secretary in charge of keeping the minutes and correspondence of the RTC. She also writes a regular column in this paper to keep our members informed.
Dear Union Member,

The CPA firm of Joseph B. Cohan and Associates has examined the balance sheet of the Boston Teachers Union and the related statement of revenues, expenses, and fund balances for the fiscal year ending August 31, 2018. The audit was conducted in accordance with the auditing standards generally accepted in the United States of America. Those standards require that the auditors plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatements. The audit gives a basis for the auditors' conclusion expressed in the paragraph on Auditors' Responsibility. Agreement on the financial statements is based on the auditors' conclusion, as this is the only basis for expressing an opinion on the financial statements.

We have audited the accompanying financial statements of Boston Teachers Union (the Union) and the related statement of revenues, expenses, and fund balances for the fiscal year ending August 31, 2018. The audit was conducted in accordance with the auditing standards generally accepted in the United States of America. These standards require that the auditors plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatements. The audit gives a basis for the auditors' conclusion expressed in the paragraph on Auditors' Responsibility. Agreement on the financial statements is based on the auditors' conclusion, as this is the only basis for expressing an opinion on the financial statements.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risk of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Boston Teachers Union as of August 31, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

The audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of pages 11 and 12 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Respectfully submitted,

Betsy Dinan
Secretary-Treasurer, Boston Teachers Union

Independent Auditor’s Report

We have audited the accompanying financial statements of Boston Teachers Union (the Union) and the related statement of revenues, expenses, and fund balances for the fiscal year ending August 31, 2018, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the entity’s preparation and fair presentation of the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risk of material misstatement of the financial statements, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.
The following tables present by level, within the fair value hierarchy, the Union’s investment assets at fair value, as of August 31, 2017 and 2016. Investment assets are classified in their entirety based upon the lowest level of input that is significant to the fair value measurement.

### Assets at Fair Value as of August 31, 2018

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair Value (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic Asset Allocation</td>
<td>$5,086,675</td>
</tr>
<tr>
<td>Chartwell Growth Fund – A</td>
<td>$5,086,675</td>
</tr>
</tbody>
</table>

### Assets at Fair Value as of August 31, 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair Value (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putnam U.S. Gov’t Income Trust – A</td>
<td>$4,978,826</td>
</tr>
</tbody>
</table>

### Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending on the existence of and/or nature of any donor restrictions. For the years ended August 31, 2018, and 2017, Boston Teachers Union did not receive any contributions with donor-imposed restrictions that would result in temporarily or permanently restricted net assets. In addition, the Union is required to present a statement of cash flows.

### Property and Equipment and Depreciation

The Union’s policy is to capitalize tangible property with an estimated life of three or more years. Property and equipment are recorded at cost. Depreciation is provided on the straight-line method over the estimated useful lives of the assets.

### Income Tax

The Union is a nonprofit organization that is exempt from both federal and state income taxes under Section 501(c)(3) of the Internal Revenue Code.

### Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

### Investments

The Union held $5,086,675 and $4,978,826 at August 31, 2018 and 2017, respectively, in mutual funds invested in bonds that are obligations of the U.S. government, its agencies and instrumentalities, and are backed by the full faith and credit of the United States and have short to long term maturities through Putnam Investments. The fair market value of the investments at August 31, 2018 and 2017 was $5,086,675 and $4,978,826, respectively.

### Advertising

Advertising costs are charged to expense when incurred. Advertising expense was $22,971 and $23,069 for the years ended August 31, 2018 and 2017, respectively.

### Contribution to Save Our Public Schools

During the fiscal year ended August 31, 2017, Boston Teachers Union made a contribution of $300,000 to Save Our Public Schools, an organization which opposes Massachusetts ballot question #2 that proposes to lift the charter school cap in Massachusetts.

### Legal Reimbursements/Settlements

The Union settled legal cases with two former Union members who charged the Union with breaching its duty of fair representation at the Massachusetts Department of Labor Relations (“DLR”). The Union denied those allegations and vigorously contested them. One case was settled in mediation in May 2018 for $10,000. The other case was settled in March 2018, after several years of legal proceedings, with the DLR issuing a change of prohibited practices against the Union, awarding the former Union member back pay and benefits in an amount estimated to be $70,699.

The Union received $16,500 in legal fee reimbursements from the City of Boston from cases the Union brought against the City in representation of Union members.

### Evaluation of Subsequent Events

The Union has evaluated subsequent events through February 11, 2019, the date which the financial statements were available to be issued. The Union is negotiating a new contract with the Boston School Committee. The previous contract expired August 31, 2018 and the Union continues to operate under the terms of that contract until a new agreement is reached.

As per a legal representation letter dated February 11, 2019, in response to the independent auditor’s inquiry as to whether there were any pending or threatened litigation, claims and assessments against the Union, the Union’s legal counsel indicated that the plaintiff in one of the legal cases referenced in Note 11 above has declined the $70,699 settlement awarded by the Massachusetts Department of Labor Relations (“DLR”) and a compliance proceeding is pending. The Union itself, was affected by a suit on December 28, 2018 and as of February 11, 2019 has taken the suit plaintiff filed another suit against the Union in the Norfolk Suffolk Superior Court on December 17, 2018, reprising essentially the same litigation over or liabilities to the Union in the DLR action.

The Union’s legal counsel does not believe it increases the Union’s solvency beyond the original judgment.
Winship Elementary School

The Winship Elementary School is located in Brighton Center on a quiet dead-end street, one block from the busy intersection of Washington Street and Chestnut Hill Avenue. With the fifth grade teacher out sick and no subs available, students are assigned to other classes throughout the building — to work on MCAS prep, to help younger students, &/or to serve as teaching assistants. Such is the flexibility needed in this small school of 200 students in grades K-5.

In Han Tran’s fourth grade class, students are completing graphic organizers to plan their narrative writing. In the computer class next door, teacher Cathy Licence guides first graders as they finish acrostic poems using the word SPRING and create poems using their names.

Students in Amy Thomas’s third grade class meet on the rug with “Miss C” — a BU student teacher — to analyze data about favorite meal times displayed on a bar graph. In K1, Jennifer Hayes is reading a story about bats to her class, while Bridget Molinaro’s kindergartners are at different activity stations around the room.

In science class with Nick Kapura, second grade students are enthusiastically examining rocks. They’re sharing their observations as they put three different rocks samples in water and describe changes in their appearance. Nick also runs a “Makerspace” once a week after school, offering Winship students a chance to explore materials and ideas independently.

Aaron Noll is introducing K2 students to a world atlas in the library. In Lisa Llorente’s ESL class, four kindergarteners are writing and illustrating sentences for their “Our Boston” project about adding slides to a local playground.

Out on the playground, P.E. teacher Robert Bowen is checking pedometers and recording how many steps his first graders have taken during class. They are aiming for 10,000 steps each!

Teachers at the Winship value “putting kids first” and the opportunities they have to collaborate with colleagues across grade levels during common planning time. The 3-5 team is pursuing an inquiry on embedding social emotional learning into instruction, and subs are available to make observing lessons in one another’s classes possible.

May their skills and ideas about nonfiction and I’ve learned that the mimic octopus can change colors. I was showing Mr. Tran my graphic organizer and he gave me advice on how to improve my writing. I’m learning how to do research for writing

I have a great summer!

Moosa Iqbal, Grade 5

We are working on writing about Gerald and Piggie’s school. We are learning to write sentences with Ms. Lisa. We are also sharing ideas about how to make Boston more fun and fair for children, like adding more slides in the parks.

ESL teacher Lisa Llorente’s K2 students

We are talking with Mr. Bowen about how we can get more fitness. We are trying to get to 10,000 steps in P.E. class. He gave us pedometers and at the end of class he writes down our steps — we are each trying to get to 10,000 steps! We are learning how to build stamina and how to get our hearts beating faster.

Shannon Dolan’s 1st grade students

We were helping Javier (Grade 1) with his assignment in computer class. He had to spell the word “fall” and write his name afterwards using the keyboard. I’ve learned to be patient when helping little kids or my peers! In my 5th grade class, I’m excited to be learning how to multiply and divide decimals!

Eric Ge, Lyn No, & Kristine Mr. Katchay, K1

We are listening to Ms. Hayes read a book about bats. We learned lots of things! We learned vampire bats only eat blood from animals, not from people. Bats are nocturnal — they sleep in the day and are awake at night. They use sound to find their way around and they eat bugs, seeds, or fruit. And we learned that baby bats (they’re called batlings) drink milk from their moms.

Jennifer Hayes’ K1 students

We were making an owl with paper and glue. We learned that owls are nocturnal animals — they fly at night and say, “Oooooh!” We also learned that they eat mice, rats, and bunnies. Baby owls are called owlets.

Eric Ge, Lyn No, & Kristine Mr. Katchay, K1

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Eric Ge, Lyn No, & Kristine Mr. Katchay, K1

This is in science with Mr. Kapura. We’re testing what rocks look like when you put them in water. We learned that basalt gets darker in water, but scoria turns a brighter color — like velvet red. We’ve also learned that we can sort rocks in different ways like color, shape, and size.

Rianna Perez, Valentina Burke, Ava Alakbarian, & Roscoe Powell, Grade 2

We were making an owl with paper and glue. We learned that owls are nocturnal animals — they fly at night and say, “Oooooh!” We also learned that they eat mice, rats, and bunnies. Baby owls are called owlets.

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