O n the last two days of June, over 200 members participated in the now fifth annual Summer Organizing Insti-
tute to wrap up a school year unlike any
other. The theme of the conference was BTU: Stronger Together. The first insti-
tute last year was the starting point for a second gathering for what was then, the fight of our lives —
defeating Question 2 — the charter ballot
question that would have led to unfet-
tered Common wealth charter growth and
the decimation of public schools. That summer, our members worked
tirelessly as we organized to defeat the
ballot question that fall, despite over-
whelming odds and deep pockets out
spending us. The victory was only short
lived as AFT-endorsed candidate Hill-
ary Clinton was defeated by President
Donald Trump. Over the next couple of
months, our members quickly mobi-
lized for actions in support of our Latinx
immigrant students and families with our "Everyone is Welcome Here Cam-
paign," which quickly expanded over
the next year to include so many other
groups that were targeted in hate speech
and rhetoric. That next year, we would also organize our first Black Lives Matter at
School Week of Action.

Meanwhile, from 2016-2017, we were also
living in the midst of a BTU "ALL-IN" campaign in anticipation of the
Janus Supreme Court decision that
summer and organizing our first Com-
monwealth charter school union drive.
BTU UnfairAid Educators were mobiliz-
ing around data sharing and the role
of ICES in the deportation of a BPS student
when superintendent Tommy Chang
abruptly resigned. As we mobilized for
the Working People's Day of Action, our
district once again began a new super-
intendent search while interim superin-
tendent Laura Perille was named for the
2018-2019 school year.

Fast forward to this past summer, we
were welcoming yet another new super-
intendent, Dr. Brenda Cassellius from
Minnesota, and she brought to us what
we hoped would be the beginning of a
longer stretch of stability in the district.
We settled a contract win including a nurse in
every school, more behavioral health staff
and big raises and wins for our paraprofes-
sionals, amongst many other wins. After
transitioning our No On 2 campaign to
the Pulitzer Future campaign, we also
won the hard-fought Student Opportuni-
ties Act in the State House.

Earlier this year as we awaited the
MA Department of Elementary and Sec-
ondary Education's response to the BPS
district review, we were concerned, but
hopeful that we would successfully fight
off state takeover. And then the Covid-19
Pandemic hit close to home and our world
would irreversibly take a turn that no one was prepared for. On
the same day the DESE MOU with the
district became public, Mayor Martin
Walsh announced that schools would be
closed, and we entered a new reality of
distanced learning.

In 2017, the new officers and staff
launched our first listening tour — visit-
ing all of our schools with the mission of
building POWER and ensuring all
of our members could and would feel
#BTUProud of being a part of the BTU.
These goals are still relevant as we contin-
uide to grow stronger in all areas:

- Professional Growth and Expertise
- Organizing with our students and families
- Workers rights and labor solidarity
- Equity, inclusion and social justice
- Respect for our profession and union
- This summer, as we continue to confront
dual challenges of the Covid-19 cri-
sis and a reckoning for racial justice, we
must center ourselves in what we stand
for, who we are as a union and get ready
to struggle together, because at the end
of the day, we are all in this together, and
certainly, stronger together.

President's Report  Jessica J. Tang

BTU Proud: We Are Stronger Together!

Our union is a reflection of society —
we are a family, just as biological fam-
dies don’t always see eye to eye, we, too,
have different experiences, perspec-
tives and views. So how do we confront
the challenges and crisis of our times and
move forward as a union family?

While our differences on the surface
may appear to cause rifts in ideology as
we debate on opposite sides of resolu-
tions or motions, our differences also
give us opportunities to learn and grow
and fight. Let us embrace that. As Freder-
ickett Douglass wrote, “There is no progress
without struggle.” If we are not strug-
gling, we are not learning and growing.
Although it will feel uncomfortable at
times, awkward or bring out emotions,
we all need to be ready to struggle with
each other to grow and learn because
ultimately, we will all be better for it.

This needed struggle happens through
one on one conversations — the building
blocks of organizing. Through dialogue
debate and through listening and ques-
tioning our own assumptions. Reading,
researching and exploring perspectives
that are new and unfamiliar. Through
this struggle, we stretch ourselves and
create more inclusive spaces. That is
the goal of democracy and a democratic
union — we may not always all agree, but
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Nurses

Last COVID-19 MLA Letter to Gov. Baker Sounds Alarm on Dangerous Decisions Being Made about Protective Equipment and Service Closures While Hospitals Layoff and Cancel Nurses Despite Extra Funding

The MLA is advocating for a consistent approach to COVID-19 utilizing the expertise of frontline nurses and healthcare workers

Providing safe and consistent personal protective equipment (PPE), including one-time use N95 masks, to every frontline healthcare worker

Not placing healthcare workers in the position of being test cases for largely unvetted unproven mask-packing and decontamination procedures

Halting dangerous and inexcusable closures of intensive care units and other essential services

Ensuring there are no staff layoffs or cancellations when redeployments can bolster surge capacity and hospitals are receiving more than $800 million in additional state and federal funding

The highly contagious nature of COVID-19, the severe sickness it causes and the lack of any vaccine or therapy have created a perfect storm in our healthcare facilities. This has been compounded by a shortage of personal protective equipment (PPE) and changes to PPE usage protocols based on supply rather than science. In the midst of this, some healthcare facilities have publicly stated that they plan to default to the assumption that any employee who test positive for COVID-19 must have contracted the virus in the community rather than in the healthcare facility and therefore, the employer does not consider their illness occupational.

There is legislation before the Joint Committee on Public Safety and Homeland Security (Senate Bill 2602/Housing Bill 4611) that attempts to address this by presuming occupational acquisition of the virus, however it needs to be expanded to include all workers in healthcare facilities. This legislation must be expanded to include these workers and fast-tracked through the legislature. The people on the frontlines are working for us - we need to take care of them. Please act now to pass legislation that includes all workers in health care facilities (from nurses to the folks cleaning the hospital rooms)

Includes both public and private health care workers

Allow these workers to access full workers comp benefits

Housing

Freeze Rent and Mortgage Payments!

This petition would just continue to put pressure on state and city leadership to do the right thing, and help communicate that teachers are on the side of justice and safety.

FYI the MA legislature did pass H4647 An Act Providing for a Moratorium on Evictions and Foreclosures During COVID-19 Emergency.

An immediate freeze on all rent and mortgage payments! People of color, women, families, and working people are disproportionately burdened with rent payments during this crisis. We need a rewire in the form of freezing rents and mortgage payments until this crisis is over!

Housing Guarantee

Ban evictions and foreclosures during the COVID-19 crisis and recovery period

Cancels late fees and mortgage payments for all those unable to pay during the crisis

Guarantee that in the aftermath of the crisis renters and homeowners will not face eviction, foreclosures, or pressure to reap impossible levels of housing debt from the crisis

Provide comprehensive support to people who are unhoused or living in overcrowded conditions, including safe isolation for the sick and relocation of people in crowded shelters

#EvictionMoratorium Victory!

#EvictionMoratorium was signed into law in Massachusetts, helping families across our state keep their homes! Congratulations to our partners who pushed this bill to passage. Here's what the bill does:

- Stops landlords from sending Notices To Quit
- Stops courts from hearing eviction cases or entering judgments
- Stops sheriff's from enforcing evictions for possession
- Stops late fees + negative reporting for COVID-19-impacted tenants
- Moratorium on residential foreclosures
- Moratorium on evictions of small businesses

Letter to Congress on behalf of Tenants: Letter to Congressional leaders to include $11.5 Billion in emergency rental and homelessness assistance in the next COVID Relief package.

During early May, Congress will start to decide on the next major CARES/Stimulus bill and this letter asks that it include a $100 billion Emergency Rental Assistance Program. This passed in the House version of the first CARES/Stimulus bill but the Republican controlled Senate and President wouldn’t agree to it.

### Coalitions

**Massachusetts COVID-19 Response Alliance**

What kind of Massachusetts do we want to see as we respond to the crisis and, eventually, create a “new normal”? The Massachusetts COVID-19 Response Alliance believes that our immediate and longer-term responses to the crisis must:

1. Put people and communities before big corporations
2. Advance racial justice
3. Deepen democracy
4. Invest in the public good
5. Put people and communities before big corporations

**The People’s Bail Out**

Five Principles for Just COVID-19 Relief and Stimulus

1. Health is the top priority, for all people, with no exceptions.
2. Provide economic relief directly to the people.
3. Rescue workers and communities, not corporate executives.
4. Make a down payment on a regenerative economy, while preventing future crises.
5. Protect our democratic process while protecting each other.

**Raise Up Massachusetts**

Emergency Paid Sick Time legislation would provide ten additional work days (80 hours) of job-protected paid sick time for immediate use during the COVID-19 outbreak. This Emergency Paid Sick Time would be available to employees not covered by the federal Families First Coronavirus Response Act (FFCRA’s) paid sick time provisions including workers at companies with more than 500 employees, and many employees of health care and residential facilities.

**Lift Our Kids Out of Deep Poverty**

H4622 An Act to Provide Short Term Relief of Families in Deep Poverty. This bill will provide immediate supplemental months worth of benefits to 30,000 families (focusing TAFDC (Transitional Assistance to Families with Dependent Children) with 19,000 seniors and individuals with disabilities receiving EAEDC (Emergency Assistance to Elderly, Disabled, and Children) cash assistance which has been referred to Ways & Means. This is a short term relief bill. We are signed on with this coalition which was previously approved to Lift Our Kids Out of Deep Poverty.

### Statewide Paraprofessional / PSPR Conference

by Colleen Hart, BTU Paraprofessional Field Rep.

The 2000 Statewide Paraprofessional/ PSPR conference was held virtually on June 11, 2020. We were joined by paras from Lawrence, Peabody, Lynn, Boston, Amesbury, Chelsea, Springfield, Billerica, Salem, Lowell and New Bedford.

It was a great evening of collaboration and learning amongst the paraprofessionals. The evening started with Beth Kento, Jessica Tassel and Colleen Hart welcoming everyone and explaining how the zoom session would work.

The first session was presented by a team of Statewide Paraprofessionals. After the session the group was split into two break out rooms. One of which was Survival Tips for PSPRs which Lauren Samet and her team from AFT National presented. In the second session the state and membership.
A teacher is eligible for Unemployment Compensation when they have not 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 rehired as of the effective date of termination, they are eligible for Unemployment benefits.

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

If a provisional teacher has not been granted a letter of Reasonable Assurance (RA), they are NOT eligible to collect Unemployment because they have been reasonably assured of a position for 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 NOT eligible to collect Unemployment Compensation.

If a teacher has been terminated due to just cause and has done so via a settlement agreement, the BPS Labor Relations Department, then they must refer to the terms of said settlement in relation to filing for Unemployment Compensation when applicable.

To obtain more information, call the Massachusetts Division of Employment via their website www.mass.gov/eversource/lowcosttel.htm or by phone TelClaims services at 1-877-626-6800 or 617-626-6800. Hours are Monday - Thursday 8:30 – 6:30; Friday 8:00 – 4:30.

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 plans. The 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.

Is Summer School Treated Like the Regular School Year Contractually?

No, it is not. Summer school is not governed by the collective bargaining agreement in the same way the standard school year is. Some time ago the BPS took the issue on summer school salary not being retirement worthy to court to demand that this earned income be retirement worthy. Unfortunately, the court ruled against the workers in the case.

The BTU/BPS contract report states, “The School Department shall determine the summer program curriculum, all aspects of operation and administration of such program, including employment in the program, salary, hours, and conditions of employment. Employer participation in the summer program shall be voluntary. Selection of employees shall be as determined by the [school] Department.’’

What is the Severance Pay Policy in the BPS for Teachers?

The BTU Contract details, “Persons who retire, resign, or after the first 10 years of teaching in the BPS shall be paid an amount equal to half of the average salary for sick days, without limitation. Payment shall be based on the annual rate of pay of the person at the time of death, retirement or resignation. In the event of death, pay- ment shall be made to the estate.” The severance shall be paid in two installments. One half of the payment shall be made before December 31st of the year of retirement and the other half shall be paid on or before December 31st of the year after the teacher’s death. The teacher is eligible for retirement within five years of teaching in the BPS, they lose their accumulated sick days if they leave the system.

Where Does a City of Boston Employee Turn When Things Seem Unbearable?

The City of Boston provides a ‘free and confidential’ program for its employees and their immediate families called the Employees Assistance Program (EAP). This service is here to help said individuals with challenges they may be dealing with, including substance abuse issues, job loss, depression, grief, being stressed out, and the like. To speak with an EAP clinician call 617-635-2200, Monday – Friday, 7:00 – 5:00. If in crisis mode, call 617-635-4500 to page an EAP clinician who is on call. EAP will continue to work with affected individuals as long as necessary.

If I Move, Get a New Phone or Email Address & Update 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.

What is the ‘Contractual Hourly Rate’ for Teachers?

The current contractual hourly rate for teachers is currently $50.73. During the standard school year, individual teachers are paid at their own rate (not a rate based on the amount of years teaching [step level] and the amount of educational degrees obtained and graduate credit earned (salary lanes) applied for approval, and on file at BPS Office of Human Capital.

Do Teachers Receive PDP’s for the 18+ Beyond the Instructional School Day PDP Hours and Full day(s) of BPS Professional Development?

Yes, the BTU contract reads, “Teachers will receive a PDP certificate at the end of the school year for all time spent in professional development activities. Teachers may combine PDP activities year-to-year to comply with state requirements.” These PDP’s, if earned, must be awarded in the 5-year recertification cycle. RETELLS/SEI training, Readers and Writers Workshop or teachers who offer group health insurance plans.

What is the Online Tool, Share My Lesson by teachers, for teachers?

The American Federation of Teachers (AFT) the BTU’s national organization which we members of, has developed an online teacher resource platform found at www.sharlemylesson.com. Share My Lesson pledges that AFT members can download and share user-generated resources free of charge for ever. They are committed to protecting the privacy of their member’s personal data and promise never to sell or share it with any third party.

To enjoy their Lesson states that it, “is a place where educators can come together to create and share their very best teaching resources. Developed by teachers for teachers, this free platform gives access to high-quality teaching resources and provides an online community where teachers can collaborate with, encourage and inspire each other.” A significant resource bank for Common Core State Standards, covering all aspects of the standards, from advice and guides to high-quality teaching resources and its corresponding dollar amount has been reviewed and the amount of time you may 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 buy back, 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 you submit it for your 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 you have been purchasing that corresponding dollar amount has been arrived at.
Definition of a Writer

By Lauren Clarke-Mason

I spend a lot of time wondering, as my therapist will attest, what it means to be a writer. I participate in the writing process; write, reread, delete, start again. I drink lots of hot beverages hunched over a laptop, participate in self-loathing when things don’t go the way I want them to. I’ve been to writers groups and practice my signature so I will look nice for my first book signing event. I worry most about the definition of what a writer is. Although I sit and write things, does it matter if those things have not had an audience, have never been outside of my own computer hard drive, never published? Does this disable me as a writer?

Someone shared with me a rejection letter from a query Alice Walker wrote when trying to get her novel “The Color Purple” published. I immediately felt hopeful. If this quintessential author had difficulty getting that amazing, life changing book to the marketplace and she didn’t quit, then obviously, I have no reason to stop now. This rejection letter is my screensaver now just in case I have reason to doubt my purpose.

Interview with Maria Marroquin, author of “My Hair is Magic”, a picture book for early readers.

By Lauren Clarke-Mason

I inspiration is around us everyday and some of the best stories come from this inspi- ration. Maria Marroquin, an intervention teacher at the Dudley Street Neighbor- hood Charter School, found the inspiration to write her first picture book, “My Hair is Magic” through her children. Her youngest daughter had a halo of curly hair that grew free and fun like the softest of pillows, but often her daughter would get strange looks and as her mom, criticism. Pressure from well intentioned friends and some family members to comb, braid or reign in her daughter’s hair became a point of contention that eventually became a touchpoint of strength and agency through daily empowering messages with her child. “It started as an affirmation. We’ll make something that not only affirms but builds self love in all of the children in our lives.

As a writer, I’m always looking for inspiration and some may have come from my own life and my own journey. I used to write all the time and journal all the time but since I had a baby I haven’t had time to have feelings. I have always written in journals and poems, sometimes something will happen like a song or being out in nature. That happened when I saw the call for submissions. I had this angst and had to get it out. My baby fell asleep for a solid hour and I had time to write. When I write by hand it’s all over the paper and it is sketchy, all over the page. When I type I sometimes write parts of sentences as they come to me and then put them together later. I really feel like when it comes to making sense of my own personal experiences in both science and writing that making sense is the same. One thing I used with my 11th and 12th grade Chemistry students was the SketchNote Handbook by Mike Rohde (Amazon $22). I used this to teach students how to make thinking visible. "The most important thing is to throw your ideas out there and then later on move them around. Find the words that are the most efficient and don’t be afraid to use different syntax.

Kara Stafford is a Chemistry/Environmental Science teacher at BLA and soccer coach.

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In closing by Anne Slater:

This spring, I have been hosting a livestream series on the writer’s notebook. Each week both teachers and students have logged on and joined in to talk about the writer’s notebook. I picked up my notebook again and tried to write a little every day. It hurt my hand so much. But when my pen started moving, ideas began to surface. We gathered, trapped in our screen boxes to talk about our memories and our stories. In this strange time of isolation we are forced to slow down. It was different, and it felt good. Recently I found an old diary of mine from when I was twelve. It’s a big lined diary called The Days of My Life. 3/17/77 - Today I got my ears pierced! They look great. It hurt a lot but most of the pain is over. 11/21/77 - I’ve missed a lot of things lately but forgot to write. Things are bad and good. I was asked out twice by a boy but I couldn’t go. Dad yelled at me all the time. Wish I could get easy answers to all questions. In 6th grade and almost twelve. 2/12/78 - Today I got my period. I didn’t feel anything. I hope no one finds out.

That is it. I stopped there. The rest is blank. I remember my mother’s face when I told her. How she looked alarmed and sort of sad. And what she said. “It’s too soon.” She is gone now and I can’t tell her about the diary. I showed it to my daughter who is now twelve. How I wish I wrote more. Looking at all of those blank pages made me think of all I might have remembered and how those times shaped everything that came after. Maybe it’s true that everything is different, time is different. We have the chance to look within and open a creative channel. Pick up a pen and jot down anything. Draw a sketch, tape in a headline, a flower petal, a snake skin, a face mask. Don’t worry about showing it to anyone, turn off your internal editor, try open your writer’s lens and see what happens!
Learning to Zoom

Meetings of the Executive Board moved to Zoom during the shutdown of the BTU offices. It didn't happen smoothly at first, but by May we became proficient. Motions were made seconded, discussed and voted on.

We approved the recommendations of the scholarship and awarded three scholarships to the relatives of members of the BTC. The winners are: Anne Gallivan, Holliston High School; BTC member Stephen Gallivan; Gabriel Gomez, Boston Latin Academy; BTC members Giuseppe and Janet Guarino; Autumn Johnson, Brookline High School; BTC member Crystal Haynes. Congratulations to these three excellent recipients of the BTURTC scholarships.

We have been watching the news in order to recommend Delta Dental will provide a discount of one month's premium that will be divided among the plan members among the plan members. Roz Avant, BTC Vice Chair and the person in charge of our Delta Dental plan, is working on the calculations and we will have more information in the BTC bulletin.

Membership continues to grow and we currently have over 3200 members. If you are a teacher or paraprofessional that retired that from the Boston Public Schools you are invited to join the Retired Teacher Chapter of the BTU. Membership in the BTC is not automatic. You fill out a membership form and you get from the BTU office when it reopens. You can also get the form on-line at http://bttu.org. Members in the membership form, this section of the BTU website also provides information on the benefits of membership in the RTC. Does are $5 for teacher retirees and $2.50 for Paraprofessional retirees per month deducted from your pension check.

We have lost many colleagues this year. We send sympathy cards to the families of deceased members and honor their memory by continuing to fight to better the lives of all of our retirees.

Most activities for the upcoming fall season are suspended. Travel opportunities are postponed until further notice. Hopefully we can resume trips in the spring.

While there will not be a fall luncheon this year; nor a Jazz Brunch in December, the Social Committee is making plans for the Spring Luncheon in May. We also plan to have a virtual business meeting in September. This meeting agenda and information on how to participate in the meeting will be sent via the BTC e-bulletin in August. If you have not signed up for us for the BTC bulletins, please send Marilyn or Roz your personal email so that we receive the latest information. We never give your personal email to anyone but us!

The Legislative Committee continued working on the estimates of doing so. Thank you for that from me and from our whole chapter.

— Barbara John, Retired Teacher

By JoAnn Devlin, BTC Secretary

To all Active BTC Teachers and Paraprofessionals:

The theme of the Retired Teacher Chapter expresses their awe and thanks to every teacher and paraprofessional who created lessons, made telephone calls, zoomed, typed, googled, explored every social media platform for creative ideas and the whereabouts of missing students. You may have created new instruction techniques and explored new technologies to help students continue to learn despite this pandemic and the stay at home orders that kept schools closed, businesses shuttered, and burdened parents that work in essential jobs unable to stay home and monitor student progress.

You did all of this on a moment's notice with little help in finding resources that you would need to do this work. None of us know what we would do if we found ourselves in your circumstances. We thank each of you for all that you did.

And we are thankful that it was not us!

You are Amazing!

— JoAnn Devlin, BTC Secretary

Learning to Zoom

The COLA: What’s Happening?

By Sandra M. Carle and Lawrence J. Conolly, Legislator

A s you probably know, we have been meeting with City and Retirement Board officials for the past few years in an attempt to improve the COLA for retirees. From 1997 to 2012 there had been absolutely no increase in the COLA base for any public retiree in Massachusetts. The Mayor and his Chief Financial Officer wanted us to “think outside the box” but the only proposals were coming from the BTC Legislative Committee. Finally, in a meeting with city and retirement officials there was an agreement that the Boston Retirement Board would fund an actuarial study of our proposal.

We found that to be somewhat promising as it was a departure from the typical pension systems must must achieve full funding first (scheduled for 2025) and they were putting their money into the actuarial study. As of this article the study has not yet been completed.

Considerable keying for keeping the City’s feet to the fire goes to the Legisla
tive Committee Secretary, Janey Frank. She is tenacious and regularly peppers e-mails including the Mayor with her “...just a friendly reminder, but…” e-mails to keep everyone on task.

Those of us who worked in the last half of the twentieth century received a pension that bears no resemblance to what your job 20 years ago would have been like.

We retired teachers know full well that teaching is very hard no matter what changes you see. People are now choosing to retire after a number of years in retirement and many of them are finding that their position is much better and salaries are much improved and therefore so are the pension systems.

We have lost many colleagues this year. We send sympathy cards to the families of deceased members and honor their memory by continuing to fight to better the lives of all of our retirees.

Most activities for the upcoming fall season are suspended. Travel opportunities are postponed until further notice. Hopefully we can resume trips in the spring.

While there will not be a fall luncheon this year; nor a Jazz Brunch in December, the Social Committee is making plans for the Spring Luncheon in May. We also plan to have a virtual business meeting in September. This meeting agenda and information on how to participate in the meeting will be sent via the BTC e-bulletin in August. If you have not signed up for us for the BTC bulletins, please send Marilyn or Roz your personal email so that we receive the latest information. We never give your personal email to anyone but us!

The Legislative Committee continued working on the estimates of doing so. Thank you for that from me and from our whole chapter.

— Barbara John, Retired Teacher

By JoAnn Devlin, BTC Secretary

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And we are thankful that it was not us!
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, 2019. 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 financial opinion of the Boston Teachers Union at August 31, 2019, on the changes in its net assets and its cash flows for the year. This statement is reprinted below to explain in detail the Union’s financial status.

Respectfully submitted,  
Betsy Drinan  
Secretary-Treasurer, Boston Teachers Union  

Independent Auditor’s Report  
We have audited the accompanying financial statements of Boston Teachers Union (the Union) (a nonprofit organization), which comprise the statements of financial position as of August 31, 2019 and 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 these 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 preparation of and fair presentation of financial statements that are free from material misstatement, 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.

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 risks 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 of the financial statements that is designed to provide reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error. The auditor obtains other auditing evidence to provide a basis for expressing an opinion on 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, 2019 and 2018, and the changes in its net assets and its cash flows for the year 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 expenses on pages 11 and 12 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is for the purpose of expressing an opinion on the effectiveness of the Union’s internal control. Accordingly, we express no opinion on such schedules.

Those standards require that the auditors plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error. The audit also includes considering the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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The following tables present by level, within the fair value hierarchy, the Union's investment assets at fair value, as of August 31, 2019 and 2018. The investment assets are classified in their entirety based on the lowest level of input that is significant to the fair value measurement.

### Assets At Fair Value as of August 31, 2019

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic Asset Allocation Conservative Fund - A</td>
<td>$5,283,262</td>
</tr>
<tr>
<td>Quoted Prices in Active Market for Identical Assets</td>
<td>$5,283,262</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Fair Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamic Asset Allocation Conservative Fund - A</td>
<td>$5,086,675</td>
</tr>
<tr>
<td>Quoted Prices in Active Market for Identical Assets</td>
<td>$5,086,675</td>
</tr>
</tbody>
</table>

### 4. Risks and Uncertainties

The Union invests in various investment securities. Investment securities are exposed to various risks such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported in the statement of financial position.

### 5. Transactions with Related Entities

The Union rents office and conference room space from a related entity, B.T.U.H.W.F. Building Corp. on a tenant-at-will basis under the terms of a lease which was terminated by both parties effective September 1, 2005. The yearly base rental amount was $22,971 for the years ended August 31, 2019 and 2018. The Union's legal counsel does not expect the issue of whether the Commonwealth Employment Relations Board (“CERB”) committed legal error in dismissing the plaintiffs appeal for untimeliness. The Union's legal counsel does not expect the issue of whether the Commonwealth Employment Relations Board (“CERB”) committed legal error in dismissing the plaintiffs appeal for untimeliness. The Union's legal counsel does not expect the issue of whether the Commonwealth Employment Relations Board (“CERB”) committed legal error in dismissing the plaintiffs appeal for untimeliness. The Union's legal counsel does not expect the issue of whether the Commonwealth Employment Relations Board (“CERB”) committed legal error in dismissing the plaintiffs appeal for untimeliness.
Secondary Education

K-8/Middle School is ELA/SPED teacher, Jacqueline Sedgewick of the Ohrenberger School has been an ELA and Special Education teacher in the BPS for almost 20 years and a BTP representative for over 10 years. A former member of the BTU Collective Bargaining Committee, she has also been a SSC and ILL member, co-chair of the faculty senate, has spearheaded the school’s COPE drive and has been the ELA Teacher Leader for 8 years there. Jackie has organized numerous school walk-ins, has attended Investigatory Meetings with colleagues, has been the teacher representative on the grade 6 roll-out committee at the Ohrenberger and on the school’s inclusion expansion negotiation as well. She diligently has worked at communicating and feedback within the school, providing staff check-ins and updates as to what’s happening at BTU membership meetings helping to build a strong positive BTU membership voice within the building.

A serious-minded educator, she is very organized, inclusive and a no-nonsense individual with very high standards for herself and those around her. She works towards promoting a positive alliance with BTU members, parents and the Community Center concerning on-going issues to address a constructive school community, culture and environment. She listens to teachers’ concerns, questions, and feedback to develop a collective, solutions-oriented collaboration of ideas along with her other BTU Rep colleagues and with the BTU as a whole. Focusing on how to make the Ohrenberger’s working conditions better, especially during the COVID19 remote learning service delivery, she solicited further understanding on improved communication and the MOU to make sure the teachers were on-board and that their concerns and some of their proposed solutions were communicated to the Union as a whole.

Facilities Management Vocational teacher, Perino Watson of Madison Park Technical Vocational High School. He has been a BTU Building Representative for over 15 years and has built the vocational industry for over 25 years in carpentry, painting and property management. He serves on the MPTVHS SSC personnel subcommittee, has been a New Teacher Developer/mentor teacher at Madison for new vocational instructors, has organized and facilitated numerous BTU stand-outs and was a former member of the Instructional Coaching Committee and faculty senate.

Madison Park High has gone through many iterations over the last decade or so. Perino has been working there when it was a traditional vocational high school, an Innovation school, and now a Turn Around School, all with their own version of the contract/Election to Work Agreement or Turn Around Agreement as the staff’s working conditions. He’s been a part of invaluable focus groups, an Intervention Team, worked with DESE groups and NEASC committees among others in attempts to improve teaching and learning and the vocational focus of MPTVHS. Never daunted, always positive and with a pragmatic approach, Perino perseveres.

Strong in his field and as a teacher, Perino endeavors to assist in facilitating the maximum level of understanding between people in any environment he is a part of – whether that be between students, fellow BTU members and/or with administration. A strong individual who walks in his own power, Perino is undoubtedly able to effectively listen, synthesize, and strategize around wide-ranging issues and situations resulting in very collaborative outcomes through a mediation-type approach. He takes pride in the Career Champion Network where he and a cohort of his peers worked on developing career exploration & skills development, living skills development, Social/Emotional Learning, and other skills required for postsecondary success utilizing standards aligning with CTE standards used in vocational programs statewide. It is a Green Technology based program making MPTVHS a more environmentally conscious school as well. It’s all about the kids with Mr. Watson – the teachers’ working conditions are the students’ learning conditions which is never more true in the vocational/academic milieu of the home of the Cardinals, Madison Park High.

By Careen Carew, BTU Secondary Education Field Representative

Elementary Education

Laura Delgado-Clemens (Condon K8), an ESL teacher, has been a BRep for several years. Laura was a persistent advocate for the rights of all the educators at the Condon K8 this year. Several issues related to educators’ working conditions were questioned by the faculty during the year. Laura was proactive in contacting us at the union to advocate for Condon BTU members. Working with the BTU, grievances were filed on behalf of the impacted educators. Laura stayed the course and participated in all the stages of the grievance process. If it were not for her diligence and willingness the grievances would not have been successful. As part of the grievance process, Laura effectively organized the Condon staff around the issues that were negatively impacting educators’ working conditions. Thank you Laura and congratulations.

Torena Webb (Winthrop E.S.), a Grade 2 teacher has been a BTU BRep for several years. Torena has been a tireless advocate for the Winthrop School community this past year. She led a major organizing effort focused on the social and emotional wellbeing of the Winthrop School community. As part of that effort, Torena was instrumental in bringing BPS decision makers to the table alongside of Winthrop educators. The efforts were focused on changing an unhealthy culture at the Winthrop that was impacting educators, fellow BTU members and/or with administration. As wide-ranging issues and situations resulting in very collaborative outcomes through a mediation-type approach. She takes pride in the Career Champion Network where she and a cohort of her peers worked on developing career exploration & skills development, living skills development, Social/Emotional Learning, and other skills required for postsecondary success utilizing standards aligning with CTE standards used in vocational programs statewide. It is a Green Technology based program making MPTVHS an even more environmentally conscious school as well. It’s all about the kids with Mr. Watson – the teachers’ working conditions are the students’ learning conditions which is never more true in the vocational/academic milieu of the home of the Cardinals, Madison Park High.

By Michael McLaughlin, BTU Elementary Education Field Representative

Paraprofessional

Tatiana Hollins has been a para since 2017 and building rep since 2018. She is always there to assist her colleagues with any issue that arises. One of the things I notice most about her is the way she always follows up for her colleagues to make sure that their issues have been answered or if they need assistance. Tatiana, once being a student of BPS, understands the schools in every way. She is truly supportive for her school and school community. Thank you for your commitment and hard work.

Bianca Pierre has been a para for five years and building rep and member organizer for the last two years. The school she was assigned to this past year when though many changes for upcoming school year, Bianca ensured her colleagues were well informed and knew their rights before the changes occur. Even though she herself was also facing the same changes to her position. She advocated for any different committees. She stands up for things she believes in.

Thank you for your commitment and hard work.

By Colleen Hart, BTU Paraprofessional/Substitute Teacher Field Representative

On behalf of the BTU, I would like to thank all of our elected Building Reps. We appreciate all that you do on behalf of our members. We realize the challenges that come with the position and are grateful for your commitment to representing our union for the members at your work site. So many of our Building Reps are deserving of the Building Rep of the Year award. However, each year we recognize two top deserving BReps for each level of education, Secondary, Elementary and Paraprofessional. Congratulations to all!