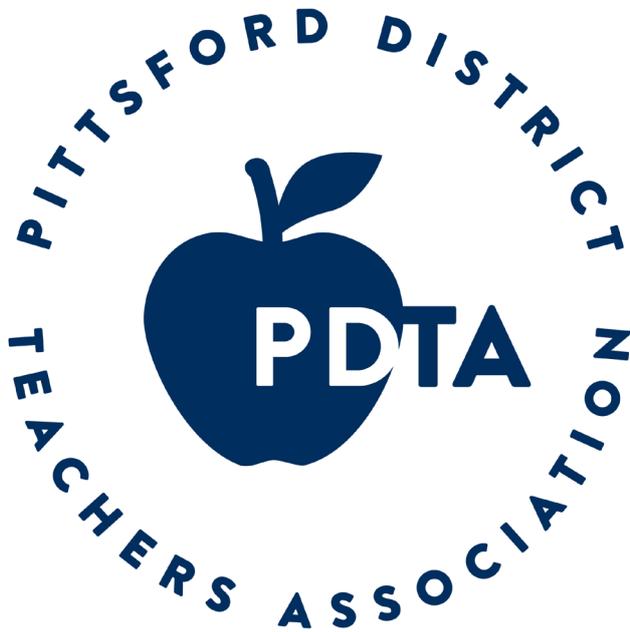


SPEAK OUT!



In this issue:

- 1** From the PRESIDENT
- 2** EXECUTIVE VP
- 3** RESOLUTIONS/PR/SAFETY& WELLNESS
- 4** SRP/NEGOTIATIONS/BUILDING NEWS
- 5** PROFESSIONAL LEARNING
- 6** POLITICAL ACTION
- 7** GUEST COLUMNIST
- 8** NYSTRS CONVENTION REPORT
- 9** APPAREL ORDER FORM
- 11** YOUR REPRESENTATIVES

PDTA - Our Shared Mission

Dwayne Cerbone, President



Recently my heart and mind have been struggling with the overwhelming challenges our union and our members have faced in the past weeks and months. We do not need to ponder too hard nor look too intently to find a topic that, if it has not already, has the potential to further isolate and divide us.

Many of these topics have been polarizing, resulting in a surrendering of common ground, a loss of civility and an inexplicable setting aside of common decency. As we struggle to deal with our own anxiety, confusion, anger, frustration, fear, doubt and exhaustion surrounding these topics we are simultaneously called upon to support and guide the children entrusted to us. Amid all of the chaos, as we lurch from one overwhelming crisis to the next, we risk losing sight of our primary objective and the heart of who we are as educators. In these moments, we must rely on each other, our shared values and our character to keep us centered and focused.

Though we do not, nor are we expected to, have all of the answers, how we process all of this with our students, in their presence and in other public venues will model for them life skills we could never hope to convey through our typical curriculum. We are not merely teachers, counselors, librarians, paras, nurses, and SRPs. We are so much more to these children and they are watching. They need us to conduct ourselves positively and professionally through our words and our actions.

It is worth considering that our own transparency and vulnerability may be the very attributes of true strength that they need to observe in us to help them build their own empathy, tolerance and resiliency. We do a disservice to our students if we portray that we artificially have the answers to these dilemmas, as this unfairly implies they can and need to get to the same level of understanding.

For years we in education have been talking about "life-long learning",

"real world problem solving" and moving from "the sage on the stage to the facilitator of classroom learning". This is an opportune time to model and practice this with topics that are neoteric, providing opportunity for truly authentic learning. This is deeply powerful if we work to assure all students and ideas have voice in an environment that is flooded with kindness and civility.

I am cognizant that we have members spread along the continuum of many of the major topics. Some may feel that they hold the only acceptable, logical or ethical position on that matter. This may or may not be true, but either way, how we proceed is vitally important. Likely schools fully open/completely remote and the vaccinate/not vaccinate topics are among the most relevant this week to our members as we receive inquires and comments regularly.

Relative to vaccination, PDTA is

Continued next page

Cerbone, continued...

committed to doing all we can to support and secure voluntary access to the earliest possible rounds of vaccination for our members.

Additionally, we know that some members have personal interests that need to be protected if discussions shift to mandatory implementation of vaccination. As of the writing of this article, information is limited but we will continue to work with district, county and state leaders to gather and distribute accurate and relevant information as it becomes available. At this time the opportunity is available, yet remains voluntary, to all PDTA unit members.

Passionately fueled discussions regarding the status of our schools remaining open have been ongoing

among members and within our community. Unfortunately, the criteria used to assess our status have been changing on a fairly regular basis so it has been very challenging for anyone,

FYI - PDTA Dues for 2020 Taxes:

\$782.94 for full-time, dues-paying teacher member.

If your situation is different, check the amount on your 12/31/20 paycheck in WinCap Web under "Teacher Dues".

including us, to determine where we stand. We know that our protocols are working effectively and that students

are best served in our schools. Yet we are emphatically committed to protecting the health of our members and their families.

I wish that this was an easy decision to manage these two seemingly competing interests. I assure you, although some may voice such, we are not committed to remaining open at any cost. We actively, and I mean regularly throughout each day, monitor the rates in our schools, the potential for transmission among staff and students, any staffing impact and other interests that relate to our status and the health and safety of our members. We remain committed to doing what is right for our students and our staff and we appreciate all of you that have shared your input and insights along the way.

Got Questions? Visit PDTA.org.
To contact your PDTA President confidentially
off of school email, please use dcerbonepdta@gmail.com



Executive Vice President Stephanie Warchol

PDTA Student Benefit Fund

As Executive Vice President, one of my responsibilities is to Chair the committee approving requests for the **PDTA Student Benefit Fund**. The Fund was established to provide assistance for PCSD families experiencing financial difficulties, which could limit their child's opportunity to learn or participate in school-sponsored educational activities.

PDTA provides the resources for this fund, however we occasionally accept contributions from other organizations as well. We want to encourage all PDTA members to utilize the Student Benefit Fund when they know a student is in need. Only the signature of the

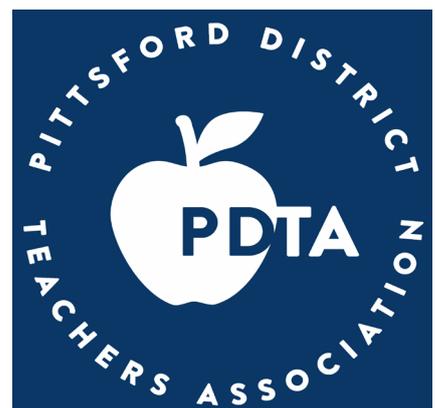
Building Principal is required.

The selection committee, which consists of the PDTA Executive Vice President & Treasurer and one additional member of the Representative Assembly, will determine the merit of each request and identify the amount to be allotted (\$50.00 maximum), all while keeping the information confidential.

The applicant must be a current student attending Pittsford Central Schools, and no specific income criteria is necessary. Funding requests can be used for items including, but not limited to, field trips, college exam fees, Pittsford Youth Services programming, health or safety needs, etc.

If you are interested in learning more, visit pdta.org for the [Fund guidelines](#) and [application form](#).

Once the form is complete, please return it to the PDTA Office in the Lomb Building. If you have any questions about the fund, please don't hesitate to contact me.



Resolutions Specialist

Kim Chesko



Some Second Semester Reminders

Welcome to 2021! As we begin the second semester, I wanted to send out some reminders about contract issues that routinely come up at this time of year.

Overloads – An overload is a situation in which the number of students (or students with IEPs) exceed contractual limits for a class. We have MANY overloads this year. I would like you to be conscious of the number of students on your rosters, especially if:

1. You received a contract for an overload in the fall. If your overload is continuing into the 2nd semester, you should be receiving a new contract in

the next week. If you do not receive a new contract by January 25th, please contact your building rep ASAP.

2. You are gaining students due to shifts from full remote to in-person or hybrid. If you are assigned a new overload, contact your building rep ASAP.

Overages – An overage is a situation where a teacher agrees to teach more classes than the contractual limit. We also have MANY overages this year. I would like you to be conscious of your teaching load, especially if:

1. You received a contract for an overage in the fall. If your overage is continuing into the 2nd semester, you should be receiving a new contract in the next week. If you do not receive

a new contract by January 25th, please contact your building rep ASAP.

PDTA is currently working with the District to determine if 1st semester overload and overage contracts can be paid out at the end of the 1st semester. Stay tuned for more information.

Continuing Reminder- Maternity and Medical Leaves

Please remember that PDTA is here to help guide you through the process for requesting a maternity or medical leave. As soon as you know that such a leave will be necessary, please contact one of PDTA's Leave Advocates, me or Dwayne Cerbone, to begin the process.



Public Relations

Nina Talamo

Happy New Year everyone! We have two ongoing apparel sales for PDTA benefitting the Student Scholarship Fund.

The winter 2021 apparel sale will be through each building's PR Volunteer from 1/11 - 1/22. Exact cash and check are easiest forms of payment, but members can also purchase with a

credit card. A sample order form with pictures is on page 9.

Cash & Check Purchases: Fill out the apparel form, and submit with payment to your Building PR Volunteer by 1/22. Make checks payable to: PDTA.

Credit Card Purchases: Use [this link](#) to submit your form digitally. An invoice will be generated and emailed to you

within 1-3 business days. You will then receive a link to pay through our vendor, PayPal. You do not have to have a PayPal account of your own.

The [embroidery sale](#) is still ongoing and 15% of all sales from here will also go to the PDTA Student Scholarship Fund.



Safety & Wellness

Emily Natoli-Burns

Thanks to NYSUT's advocacy, education workers have been moved up in the vaccine schedule, and will be able to receive the Coronavirus vaccine earlier than initially indicated. Education professionals now fall into the 1b schedule with first responders, public safety workers and public transit workers. Although the Coronavirus vaccine is not mandated for education professionals, staff should

consider receiving the vaccine by reviewing the information available and making the best choice for themselves.

The [NYSUT website](#) has a wealth of information for educators on the vaccine, all based on research and science. Soon, we will receive information to schedule your Coronavirus immunization. I hope many of you will join me in receiving the Coronavirus vaccine as soon as possible.



SRP Newslink

Lorinda Spring

Welcome Back and Happy New Year!

I hope that everyone was able to relax and enjoy a well-deserved winter break. Now that 2020 is behind us, I'm confident that we will continue to persevere through any challenges that may come our way. Your diligence and hard work continue to pay off as we strive to keep our students engaged in the Temporary Learning Models.

As your SRP Representative, I have been involved in several meetings over the last few months to help create a

reference document for SRPs, which revolves around remote learning expectations. Many of our Assistant SRP Representatives were also instrumental in providing important input and feedback. We have also completed work on the District Handbook for Paraprofessionals. This was distributed to buildings and is a valuable reference guide for both new and seasoned paraprofessionals. It focuses on some general information that is useful for paraprofessionals to know, and also provides guidance around topics such as behavior

management, communication, and confidentiality.

Reminder: If you are planning to retire at the end of this school year, your letter needs to be submitted to Human Resources by Thursday, April 1 in order to receive your Career Award, if eligible. Please request communication from HR verifying receipt of your letter.

As always, if you have any topics you need to discuss, please don't hesitate to reach out to a Building Representative, Assistant SRP Representative or me for help with answers to your questions.



Negotiations

Cindy Merrifield

Happy New Year! As I reflect on 2020, I am in awe our union and more importantly you, our members. You rose, met every challenge put before you..., and continue to do so.

As we begin 2021 we are working on compiling a PDTA Pre-Retirement booklet. A small subcommittee comprised of Lisa Magur, Patti Mayer and myself have been working on this. The first draft is complete and revisions are underway. PDTA will share with all as soon as possible.



Building News:

ACE

- Lindsey Onofrey welcomed a baby boy, Evan Michael Onofrey, on October 28, 2020.
- David Wikiera's father-in-law, Dave Curtis, passed away on October 29, 2020.
- Lori Ianniello's (ACE) sister passed away in December after an extended illness.

MCE

- The MCE family extends our heartfelt congratulations to Tresa Dragonetti and Marcia Hunsinger on their retirement from PCSD. They will be hugely missed by the Mendon Center community and are leaving very big shoes to fill.

PRE

- Tami Holihan (librarian) married her love, Joe Frocchi in November.

TRE

- Taimi Ardieta's mother-in-law passed away unexpectedly on 1/1/21.

SHS

- Jason and Sara Foti welcomed a new baby boy, Wells Wagner Foti on December 29th!



Every Thursday is Kindness Thursday at TRE. A majority of staff wears T-shirts sporting messages of KINDNESS.

Professional Learning Updates

Julie Barker



Communicating with Families

Communicating effectively with families is one of the most important ways to engage parents in the educational process. This communication should include sharing information about the instructional program, as well as the individual students' progress – as shown in component 4c: Communicating with Families in Danielson's Framework.

While the relationship with families varies based on the age of the students—most kindergarten teachers have more contact with parents, for example, than high school teachers do—it is still critical to recognize that parents care deeply about their child's progress in school. Creating and nurturing this important relationship with families can enhance student learning and lead to positive relationships in the classroom and beyond.

Deciding how often to communicate and what to share are common questions teachers have. Here are some tips to keep in mind when considering your communication with families:

- Parents need to be contacted whenever you see a change in a student's behavior or academics. If you are trying to decide if you should reach out, then that is probably a sign to make the call or send an email.
- Involving families early will often lead to better outcomes—viewing parents as partners in the process will allow you to work together to address issues before they become too big.
- Positive contact with families is important! Don't wait to reach

out until there is a problem. Build connections with home for actions and behaviors that you want to celebrate; it can lay the foundation to a stronger working relationship.

- When sharing concerns, use data to support your observations. Focusing on the student's work, or evidence related to their progress, will direct the conversation away from the student's character and toward the work.
- If you anticipate a phone call may be difficult, do your homework first. Talk to the counselor, a colleague, or an administrator to find out if there is anything you should know before calling home.
- When possible, and age appropriate, connect with the student first about the issue. If that isn't successful, let the student know you will be contacting home so they don't feel blindsided.
- Determine if the communication should be via email or a phone call. Consider the length and the type of communication. If it is going to be multiple paragraphs in an email—a phone call is better. If your message is not indicating positive progress, you should deliver that news in a conversation (phone or in person) rather than in writing.
- When talking to parents, invite them to share information with you about their child; what they might be experiencing at home could be consistent, or inconsistent, to what you are seeing in the classroom. Making space for parents in the conversation will allow for two-way communication and show the parent you value their input.
- Be sure to convey the message

that you are here to support the child. Your purpose is to help the student be successful and you are willing to assist them in getting there.

- Remember to start any conversation by introducing yourself. If you aren't sure how to address the parent – i.e. Mrs. Anthony or Susan—ask directly. It will show you are interested in connecting with the family in a way that is comfortable for them.
- Conclude your communication with the family by summarizing what was discussed, any next steps that will be taken, and by whom. Consider sending an email to follow up on a phone call if there are 'action steps' that the student or teacher will be taking.

Conversation starters

If you are not sure how to open a conversation with a parent, or need sentence starters, here are some ideas:

- "I wanted to call to celebrate..."
- "I have good news to share!..."
- "I'm so proud of _____"
- "I've noticed that (student) has _____"
- "I wanted to find out a little more about..."
- "Can you help me understand..."
- "What has worked in the past when..."
- "You are the expert on (student). Can you tell me what works at home?"
- "I'm not seeing the (behavior) that I'm used to seeing from (student)."



Political Action

Karen Grace

At an earlier board meeting this year, Superintendent Pero addressed the current climate of political divisiveness and civil unrest in our country and our community. Below is an excerpt of what he said regarding teachers in Pittsford:

“Here’s what I can promise you from our staff: during, throughout, and after, is that our words and actions will express tolerance for varied ideas while always opposing hatred, always opposing discrimination of any form – always. We will model, we will teach, and we will foster civil discourse, ensuring our students have the ability to reflect, challenge, and develop their own thoughts. we will not tolerate or accept any bullying or harassment from peers for having differing viewpoints.”

Superintendent Pero’s remarks resonated with me as a Social Studies teacher, and with my Social Studies colleagues. His words helped each of us in the department reflect on what we do, individually and as a department, in order to bring Mr. Pero’s words to fruition. To that end, our reflections led us to reaffirm what we know we do best and here is a small sample of that work:

- We collaborate with other disciplines to provide our students with primary/secondary

sources that cover all sides of an issue

- We provide our students with resources that include diverse perspectives
- We provide our students opportunities to think critically and think for themselves
- We provide our students opportunities to engage in informational literacy
- We provide opportunities for our students to understand issues related to civil discourse
- We provide our students opportunities to engage in and understand responsibilities of citizenship

My department reflections helped me make connections to my PDTA political action position. I recognized that Mr. Pero’s statements connect to all of us on an even greater level. I believe his comments transcend teachers and our profession; his words are what all citizens should be reflecting upon. Furthermore, as educators, shouldn’t we be reflecting upon the things Social Studies teacher do, because ultimately isn’t that what we all do as educators? The ideals that we pride ourselves on as educators are what we should pride ourselves on as humans. These ideals should help us better balance our

individual approaches to the current climate of political divisiveness, as well as help us step up and to take action to change the current course of civil unrest and ultimately help us create a better world in which we all live.

On a side note:

Part of my job involves researching and providing multiple resources and perspectives for my students. I do that for my PDTA political action position as well. One resource I have found extremely valuable in helping to understand current politics and connections to history is reading the work of Heather Cox Richardson.

She is a highly regarded Professor of History at Boston College and author of 6 books, including 2020s *How the South Won the Civil War: Oligarchy, Democracy, and the Continuing Fight for the Soul of America*.

Since September 2019, she has been publishing “Letters from an American”, a daily recap of the news with historical perspective and excellent footnotes. You can find her on [Facebook](#) and [Substack](#). She also does weekly Facebook Live events.

And with that, I will let you decide if her work is an avenue you would like to use as an opportunity to think more critically, see multiple perspectives, engage in informational literacy, and understand our responsibilities related to citizenship too.

IMPORTANT DATES:

- Saturday, Feb. 6th: Pink the Rink at RIT (Wear Pink)
- Thursday, May 20, 2021 at 4:30 pm: Retirement Party (Eagle Vale)



Speak Out is edited and assembled by Brian Regan.

Your feedback is welcome at brian_regan@pittsford.monroe.edu

A Note to Parents: Mrs. Kokinda's realizing some things and Thank You for all you are doing...

Mary Kokinda

I rely on you or your child to create and use structures, routines, spaces and schedules that support their days.

I rely on you or your child to integrate physical movement, proper hydration and nutrition, as well as ensure good sleep patterns daily.

I rely on you or your child to navigate the materials you have for school, keep them organized, store them in proper spaces, and return to them as reference materials.

I rely on you or your child to prioritize what to do every school day and what can wait.

I rely on you or your child to seek out clarification for skills and concepts that I am expecting them to use daily.

I rely on you and your child to engage in material not only independently but in a fair degree of isolation, without me being able to watch how the child engages with the text and reacts.

I rely on you and your child to maintain social connections that support their social emotional health.

Parents, these are all things I would normally be observing, watching closely, evaluating and working on every single day as a classroom teacher who spends all day, every day with a young child.

That is my job, and they are still children.

Parents don't always realize that, to a teacher, a classroom roomful of 10-11 year olds is not focused and engaged non-stop, is not silent, does not look like children with their heads in a book non-stop. It is a place where moods happens - some children get angry, some cry, some lay on the floor, some get overly enthusiastic and

chatty. People avoid work, stare off in space, or alternatively dive-in somehow able to ignore the buzz of everyone around them; people take mental breaks and physical



breaks; people get drinks of water or snacks; people watch what their friends are doing and step in to help, admire or socialize, or remind. Teachers provide announcements or visual reminders often every ten minutes to keep people on track and the nature of our work is extremely context driven - the classroom itself sets a tone to trigger a working mind.

As a teacher, if your child was in a room with me I would let a couple days go by before getting worried about a kid who hasn't kept up with their work. I would monitor their mood, their energy level; I would ask them how they are doing, perhaps invite them to have lunch with me and a classmate. In a classroom, I would step up to a child and provide some examples of the work they are doing and provide step-by-step reminders of expectations which would be listed visually somewhere in the room, too.

Motivation would arise from the fact that their peers, their friends, their classmates were on task and working to complete their work. Motivation would arise from the fact that, in the classroom, missing a deadline could

result in being left out of free choice time or even recess outside, or even just make you look bad in front of your friends.

Things in remote school are going remarkably well, but there are MAJOR differences in what I am able to observe and what I am able to support. I must ask and empower you to make many decisions for your child; the literally millions of decisions that an elementary teacher makes every day for each of her students is now out of my control for the most part.

My job has become very different despite the similarities. I don't always have answers yet, because this job is mostly new in so many ways. So I hope that by realizing a 10-11 year old is still a child, with very little executive functioning skills developed, with many emotions and hormones beginning to fire, we can all work together to manage our expectations and our supports for the kids.

Please realize that I spend my days working to imagine, research and build the best version of school I can for your child at this time. I collaborate with colleagues non-stop every afternoon, evening and even over the weekends sometimes. I can plan to speak with you about your child at conference time, or if I have a huge concern that I'm noticing. However, I implore you to use all your resources to support yourself and your child.

Reach out to our school administrators or school counselors regarding behaviors and other concerns. Reach out to your own pediatrician or therapists. Reach out to parent friends.

We are all in this together. We truly are inventing a new way of doing things and I hope that we will learn more about what is most essential and most helpful to the growth of our young learners and what we can let go of a bit.

NYSTRS (New York State Teachers' Retirement System) Annual Convention (Virtual) Report

November 9, 2020 : Pittsford Delegates Kathleen Curtis, Kelly Sanderson, and Lynn Smith attended the first virtual NYSTRS Annual Meeting to accomplish two goals: Elect a teacher delegate to the NYSTRS Board and attend seminar presentations to share with colleagues. Below you will find highlights and links to the presentations.

Election Outcome: Elizabeth Chetney of Baldwinsville Central School District was elected to continue on the NYSTRS Board as one of the 3 teacher members.

The mission of NYSTRS is to provide members with a secure pension. The vision: To be the model for pension fund excellence and exceptional customer service. NYSTRS is among the best funded plans in the nation, largely due to uninterrupted employer and employee contributions with a long term return rate goal of 7.1% . Investment earnings have accounted for about 84% of NYSTRS income over the last year. Employer contributions accounts for 14% of the income, and member contributions accounts for about 2% of the income.

There are six tiers, each with different benefit structures and eligibility rules.

Tier 1: Membership prior to 7/1/73	Tier 4: Membership 9/1/83 — 12/31/09
Tier 2: Membership 7/1/73 — 7/26/76	Tier 5: Membership 1/1/10 — 3/31/12
Tier 3: Membership 7/27/76 — 8/31/83	Tier 6: Membership on or after 4/1/12

Active membership 261,232 (as of June 2020)

Tiers 1-3 –2169 members .8%
Tier 4 –170306 members 65.2%
Tier 5 – 13040 members 5%
Tier 6 –75717 members 29%
Fun facts ~6000 retirees > age 90 and 185 retirees > age 100

Workshop Highlights

NYSTRS Year in Review

There are a number of legislative updates that were impacted by covid-19.

There is a death benefit for members who died from Covid.

The \$35000 limit for earnings for members <65 was waived primarily to entice healthcare workers back into the workforce.

E-notarization is acceptable on NYSTRS documents during the pandemic.

Watch the [VIDEO](#)

Benefits and Consultations at Your Convenience

This session identifies the essentials to the retirement process through a video conference with a member who is considering retirement. If you are thinking about retirement, the one on one video conference provides you the information you will need to make an informed decision.

Watch the [VIDEO](#)

Protecting Against Fraud

This session reviews the reality of identity theft and fraudsters that may be seeking your personal identity information (PII) NYSTRS urges us to be vigilant by using strong passwords, limit social media, and keep your social security number in a safe place.

[Protecting Against Fraud Presentation Slides](#)

Additional information from previous conventions:

- The Calculation for a pension is determined by the rules in your pension tier. All pensions are calculated using the formula (pension factor) X (age factor) X final average salary (FAS). The Final Average Salary (FAS) is determined by your three highest consecutive school years of regular service. This excludes increases above 10% from year to year.
- You should have received your Benefits Profile in November summarizing many individual details including service credit, pension projections, and designated beneficiary as of June 30, 2020. Be sure to read this document and alert NYSTRS if the information is incomplete or incorrect.
- Planning for retirement at least 5 years in advance is wise. We suggest attending a PREP Seminar and scheduling a consultation through your MyNYSTRS account or call (800) 348-7298 Ext.6100.
- In your MyNYSTRS account, you can review your benefit profile, find contact information and publications, utilize secure messaging and download forms that you may need. The on-line retirement application is preferred as there is less room for error on the electronic document and the submission time for digital applications is faster. There are two steps in collecting your pension. You must resign from your position with Pittsford, and retire from the state. The date of resignation from Pittsford is usually June 30th, the last contracted day of work. The earliest date of retirement is the day after your last contracted day of work, so July 1st. . The earliest you can file for retirement is 90 days prior to your retirement date, so April 2nd is the earliest you can file if you plan to retire on July 1st .

PDTA APPAREL SALE ORDER FORM

MASK- \$8
SHORT SLEEVE T-SHIRT- \$10
LONG SLEEVE T-SHIRT- \$15
HOODED SWEATSHIRT- \$20

**CHECK PAYABLE TO PDTA, OR CASH DUE
 JANUARY 22**



CUT THIS PORTION OFF AND RETURN WITH PAYMENT TO YOUR BUILDING PR COMMITTEE REP

NAME: _____ **BUILDING:** _____

MASK QUANTITY: _____

SHORT SLEEVE QUANTITY: _____

SIZE (CIRCLE): XS S M L XL 2X 3X 4X

LONG SLEEVE QUANTITY: _____

SIZE (CIRCLE): XS S M L XL 2X

SWEATSHIRT QUANTITY: _____

SIZE (CIRCLE): S M L XL 2X 3X 4X

Nina Talamo, Public Relations Committee Chair, MCE

AC: Joe Juzwiak, JR: Jen Terenzi, MC: Nina Talamo, PR: Rebecca Kemp, TR: Radhika Ramesh,
 BRMS: Peggy Carr, CRMS: Julie Pellegrino, MHS: Kristina Otto, SHS: Lisa Backscheider



FIVE SOCIAL MEDIA TIPS

IN TIMES OF CRISIS

These are extraordinary times for students, families and educators. Social media can be tricky; it's more important than ever to be professional and positive.



1

KEEP IT POSITIVE

It can be tempting to use social media to complain and vent. Don't. Comments about colleagues, community members, parents or students that may be negative in tone can be misconstrued or taken out of context.



2

BE SENSITIVE

Many families are struggling. Seeing educators complain about how we are working or changes to our planned time off could be insulting to some and create resentment.



3

USE HUMOR CAREFULLY

People handle stress differently. Humor can be a way to relieve stress, but it can also come off as offensive or insensitive.



4

FACT-CHECK

Misinformation is everywhere. Take extra precautions when posting, especially on education issues. Know your employer's policies. Check out [NYSUT.org/Coronavirus](https://www.nysut.org/coronavirus).



5

BE A GOOD DIGITAL CITIZEN

Be respectful. Protect student privacy. These are difficult times for everyone, consider other perspectives before posting.

Your Reps:

Building Representatives:

Stephanie Barg, AC
Brett Burrows, JR
Jennifer Villareale, MC
Spencer Jones, PR
Lisa Mauger, TR
Kristen Dolan, BR
Melissa Althouse, CR
Paige LaBarr, MHS
Lynne Drake, SHS
Lorinda Spring, SRP

Assistant Building Representatives:

Kathy Rudd, AC
Elizabeth Kramer, JR
Patty Mayer and
Trisha Sullivan, MCE
Rachel Sweet, PR
Amy Adams, TR
Liesa Ehrlich, Rhonda
Matthews,
Tammy Cole, BRMS
Adrienne Ehrlich, Lisa Riley,
CRMS
Tom Kennell,
Paula Fink, Kelly Jordan MHS
Marc Hellems, Brian Shafer,
Amanda Marshall, SHS

SRP Representatives:

Cathy Anstrom, JR
Lisa Backscheider, SHS
Kristi Kelley, JR
Kristina Otto, MHS
Radhika Ramesh, TR
Janet Realbuto, SHS
Jenny Telek, MCE
Rebecca Tan, MCE

DISABILITY INFORMATION FROM NYSTRS

If you face a potentially life-threatening illness or surgery, consider filing a disability retirement application. Doing this provides a safety net for you and your beneficiaries.

NYSTRS one-page document on how to file
https://www.nystrs.org/nystrs/media/pdf/library/video%20transcripts/disability_transcript.pdf

NYSTRS video on filing for protection
<https://www.nystrs.org/Library/Videos/Member-Information/Filing-for-Disability-Protection-What-You-Need-to>

PLEASE NOTE: For assistance filling out this document, please contact the PDTA President, NYSTRS Disability Unit directly at 800-348-7298, ext.6010 or one of the NYSTRS Teacher Trustees listed here:

David Keefe (Retiree Representative): 516-741-1241
Sheila Sullivan Buck: sbuck@nysutmail.org
Beth Chetney: bchetney@nysutmail.org
Ron Gross: ron.gross@nysut.org



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Send copy and questions directly to brian_regan@pittsford.monroe.edu.

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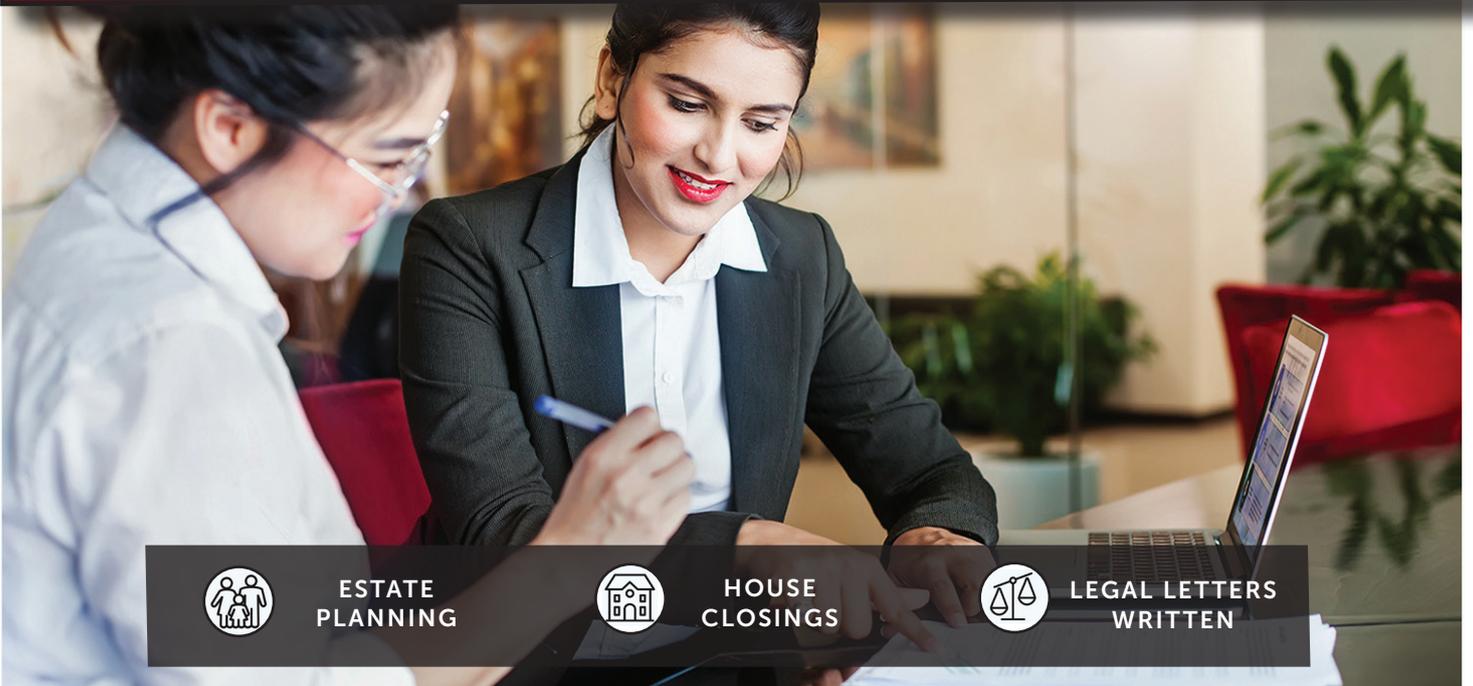


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