

VC ECHOES

Volume 16, Issue 4

Valley Central Teachers' Association

February 2014

NYSUT=STRONGER TOGETHER

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President**



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Vice
President**



**Kathleen
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Vice
President**



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Secretary
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See Story on Page 9

There are no greater advocates for children and education than teachers and teacher unions.

Valley Central Teachers' Association

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In this issue:

Blood Drive	2
That School!	3
Kindergarten	4
Common Core Bright Side	7
Turning the Tide	7
Regents' Task Force	10
Gov Budget	11
VCTA Elections	
NYSUT Elec- tions	9

VCTA Officers:

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Contribute to the next issue!
Articles or
Contributions
should be sent to
Meghan Rilley, HS, by
28 February 2014

Executive Council Building Representatives

•Berea: Amy Doce, Robin Scott
•E. Coldenham: Pasquale Leo, Tiffani Garrison
•Montgomery: Gail Nozell, Susan Page, Randy Sutter
•Walden: Mary Ellen Raskopf, John Fisher,
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•High School: Steve Altman, Nancy Brother, Deborah McKenney, Antoinette Oakes, Henry Pizzonia, Mike Score, Melissa Verlin, Keith Sexton (A)
•Secretarial Representative: JoAnn Cassisi (HS)
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The VC Echoes is the official publication of the Valley Central Teachers' Association—Local 3076—and is published regularly during the school year. Any articles submitted to the VC Echoes will also be posted on the VCTA web site.



♥ The VCTA raised 47 units of blood on

♥ January 15th for the NY Blood Cen-

♥ ter!

♥ We would like to thank the Montgom-


♥ ery Fire House for generously allow-

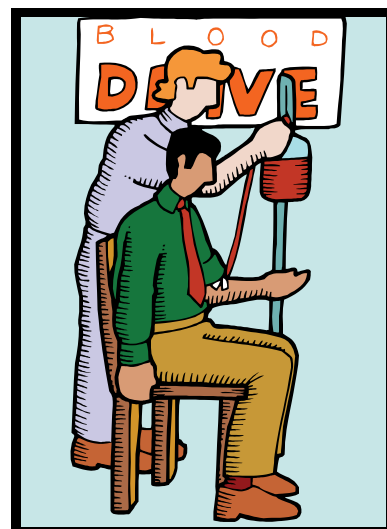
♥ ing us to use their facilities.

♥ The next Blood Drive is tentatively

♥ scheduled for Wednesday May 14th.

♥ —Sonya Berger, MS, Science, Bldg. Rep





That School Has a ...Problem!

Teachers attempt the improbable if not the impossible every day with their students. Teachers accept that this is an expectation of the profession and work to accomplish the improbable/impossible in circumstances where others would give up or not try at all. However, to be punished and chastised on a daily basis for not accomplishing at times what parents and communities could not accomplish is frustrating, demeaning and inherently unfair.

On numerous occasions throughout my life I have heard comments/accusations from ignorant individuals, including parents and elected officials, accusing schools of being the causal factors of some of societies most complicated and destructive social and behavioral problems. Some of these accusations include statements such as:

- That school has a drug problem.
- That school has a teen pregnancy problem.
- That school is racist.

Really? It's the school's fault? Does the school provide drugs to students? Do students get pregnant in the middle of math class? Do schools offer classes with step-by-step instructions on how to be a "good" bigot? Just in case any reader might be a few marbles short in their common-sense intellect—racism, sexism and homophobia are all bad and no religious text or cultural history can justify such actions. Schools are a reflection of the communities they serve and school employees attempt miracles daily to correct bad influences, often without any family support and laws that do not permit true intervention on the part of the school.

"Schools are a reflection of the communities they serve and school employees attempt miracles daily to correct bad influences, often without any family support and laws that do not permit true intervention on the part of the school."

Although the above bulleted accusations are certainly not an all inclusive list, I would like to address each of those listed. First, students get their drug money from home or via home through jobs that their parents permit them to have—jobs that often interfere with



students' ability to be successful in school. Second, I would guess that a tiny fraction of one percent of child-bearing age students get pregnant at school events or on school grounds. Are teachers now expected to chaperone students at non-school events, on weekends, on vacations? As a teacher I am happy to address these issues to the best of my ability, but when, how and where did these issues become the responsibility and fault of public schools?

The Pine Bush School District is now being investigated for "racism" due to the alleged actions of a small number of students several years ago. Did these students learn to be racist at school? I doubt it. The school appears to have addressed this at the time and punished the offending students—yet lawsuits have been initiated well after the fact. It is a school's responsibility to address issues when and if they are aware of them but, unless omniscience becomes a reality, the school cannot predict and, therefore, prevent every occurrence. How are these incidences the school's fault? Whatever happened to parental responsibility?

(continued on page 4)

That School Has a ... Problem! (continued from pg 3)

Schools do not have drug problems. Schools do not have teen pregnancy problems. Schools do not have problems with bigotry. These are clearly a family and community problem that have either not been addressed or have been unsuccessfully addressed by parents or community organizations. But don't fret...if the school can't fix these problems, we'll just blame the school anyway so everyone else and every other organization can feel better about their own failures.

Teachers attempt to make the school for which they work outshine the community every day. However, schools ARE a reflection of their communities. A school that may have thousands of students representing thousands of unique families, as well as the independent villages and towns and political organizations within those communities, that may not have the same goals and aspirations for students and education that schools have. School employees often have to

battle opposing forces that have different agendas in their daily struggles to put children front and center.

To my Valley Central colleagues as well as my colleagues in other school districts such as Pine Bush—I am proud to be associated with you via the teaching profession at a time when dedication and resilience in the face of adversity are most needed. In the words of Retired VC English Teacher, Kevin McFadden, I encourage each of you to “keep pushing back the barriers of ignorance in whatever venue life finds you.”

—Tim Brown, HS Health, VCTA President

The View from Kindergarten at VC

In his State of the State Address, Governor Cuomo recently championed his initiative to mandate full-day Universal Pre-Kindergarten in New York. Sounds terrific, doesn't it? Get students into classrooms with educators even earlier, jump-start their learning and cultivate a love for it at an even earlier age—concepts every teacher would love, right? Hearing Cuomo espouse such a program might give one the impression that he must value and understand the importance of early childhood education to the success of our state and nation. It might, unless you have actually worked in education in New York State.

As a New York teacher, you know that what this actually means is yet another addition to the unfunded mandate family that is destroying public education. The extended family includes the “2%” property tax cap, PILOT agree-

ments, STAR program, and charter schools that draw money away from truly public schools. If you are a Valley Central teacher, the idea defies reality and actually borders on insulting as we do not even have full-day Kindergarten for our students anymore. Reflecting on this has made me think about what half-day Kindergarten without assigned paraprofessionals really means for our students and our teachers.

Kindergarten is the foundational year of a child's education. It is when children learn to become students. They learn to read, follow directions, establish academic routines, and acquire basic math and writing skills. The job of a Kindergarten teacher is demanding, daunting, and crucial to our children. Ask any teacher, Elementary, Middle or High School and s/he will tell you that time is precious and that there is never enough. Now imagine (*cont'd on pg 6*)

The View from Kindergarten at VC (from pg 4)

having that prized time cut in half. On top of that, the assistant that you had to help you manage students so that you could have more small group and one to one time with struggling students is now gone. A simple fact: You cannot manufacture time. You could be the Ron Clark of all teachers, but the plain truth would be the same: you will not be able to get your students to the same level that you could with full-day Kindergarten. Conscientious educators, like our Kindergarten teachers, will suffer no small amount of distress at this reality. These actualities are apparent before we even get into the classroom.

Now let's look at the day-to-day logistics of half-day Kindergarten for the teachers and the students. As a teacher, you now have half the time (probably less) and double the students. As a high school teacher, I envision this as akin to having a two-hour delay, twice a day on every day of your teaching year. Kindergarten students come in at 9 am. With unpacking and settling in, the day probably begins at about 915. There are announcements to listen to and then the teaching begins by about 930. The students get on the bus to leave at about 1145 so that the next group can be picked up and at school by 1245. Total teach time in this scenario: two hours and fifteen minutes. This must mean no down time for students within that time. Ever try to get a 5 year old to attend to something for two hours and fifteen minutes straight? I don't envy the teachers this task. Take away the time for students to have physical education twice a week, computer lab twice a month, and possibly library once a week and time dwindles even further. Time is also lost to the ADAM-sponsored art and music assemblies taking place this year to expose kids to those disciplines which were fellow casualties to last year's initial budget failure.

With these challenges, snack time must also be teaching time. That means that the times normally associated with social development such as snack, lunch, and recess no longer exist. How will socialization be affected? Also,



if a student is struggling or exhibiting misbehavior, the teacher has no recourse available (e.g. keeping the student in for recess). This will clearly affect the quality of work and students are learning that there is no real accountability which will also affect quality. The lack of paraprofessionals already inhibits the teacher's ability to have sufficient one to one and small group time. Think about the students who are naturally needier than others, who have emotional difficulties, or who have undocumented learning disabilities. How are teachers going to find the time to address these problems or give them the attention they need? Every moment must be used for instruction. Even then, standards and expectations will have to be lowered. Regardless, the Common Core State Standards for first grade remain the same.

The demands of the Common Core curriculum for ELA and Math instruction have already marginalized time for Social Studies and Science. Is it even possible to address those topics in this new reality? From a developmental standpoint, five year-olds are still five year-olds. They require downtime. Try to establish classroom routines under these circumstances with busy five year-olds who know they are packing up in two short hours. There is not a natural flow to the day. Students are probably more difficult to settle and focus at the start of the day.

(cont'd pg 6)

The View from Kindergarten at VC (from pg 5)

Then the afternoon session, think about it: those kids are coming in after lunch. That is a lull in the day for most kids; some might even have been taking naps at home still. The teachers are getting them at a point in the day when they are not as ready to learn or energetic. Their endurance levels are not being increased as would typically happen. As a result, they will go into first grade without having gotten acclimated to the demands of the longer day.

With all that being said, we know that the district originally proposed an all-day, every-other-day schedule when Kindergarten was reduced. The intent of this every-other-day model was to provide more time on-task while saving money on busing. This every-other-day schedule, however, would have resulted in kindergarten students being out for 5 or 6 consecutive days during certain times of the year. This alternating day schedule would have done little to establish consistency or build student endurance. Overall, the half-day, every-day provides more consistency with regard to routine while the every-other-day scenario would have required the re-teaching of routines daily, which would certainly cut into instructional time. It is unlikely that the every other day schedule would have allowed any more of that than does the half-day, which is likely why most schools reject it.

Re-teaching is crucial, particularly with the foundational skills Kindergarten instills. Where is there time for re-teaching in a half-day program? Teachers can teach the ideas and the skills, but is there even time for application of those skills? This alone sets up a scenario where re-teaching must occur. I have heard people reference the fact that "VC used to be half-day Kindergarten and my older kids turned out just fine!" However, the reality is that when VC had the half-day program, the educational landscape was dramatically different. For starters, there were no Common Core Standards to meet, no writing prompts at the Kinder-

garten level, no guided reading, no NWEA assessments three times per year. In short, there were no stringent academic expectations—expectations that also translate into skills necessary for success at the next grade level. The Common Core is vertically aligned throughout all the years of primary and secondary education. Each year builds on the skills acquired in the previous one. We are in a different world today. Our kids need to be prepared for the years of education ahead of them. There are expectations, but also Standards that need to be met. Contrary to popular opinion, these Common Core State Standards are not going away. As a community, we are putting our students, our teachers, and our futures behind the eight ball.

Valley Central has made many painful cuts in the past several years. Each of them has proven detrimental to our students, parents, teachers, and thus the community as a whole. It is imperative that parents fully understand the situation and take into account the real, lasting costs of these losses to the futures of our children. Teachers, administrators, paraprofessionals, and all other stakeholders in education need to make these issues known to all fellow community members. The average person does not fully understand classroom realities. It is our job to educate them as to the real costs to our students.

—Meghan Riley, HS, Soc St, Editor

Editor's Note: I would like to investigate the real costs to our children of the loss of art and music instruction at the elementary level as well as the librarians. Those are harder for me to quantify, but no less important. I would appreciate any teacher feedback that anyone at the elementary level can offer with regards to these and any other cuts that have hurt students and made the jobs of educators more difficult. Please e-mail me at:

Kilgore114@yahoo.com

Common Core Bright Side

When any one of us thinks about the common core, we can all recite a long list of problems. However, being an eternal optimist, I am always looking for the positive. In this education climate, every positive needs to be highlighted merely for survival. Focusing on the negative can drain the enthusiasm out of the most passionate teachers. I'm sure many of you are wondering, "What could be the bright side of the common core?"

The bright side is the collaboration between teachers. I have been a teacher for over 20 years and this is the first time I have seen collaboration to this extent. Teachers by nature collaborate with other teachers, but in the past it was usually one maybe two teachers that would feel comfortable enough to share ideas, solicit thoughts, and seek out criticism. The long list of common core negatives has created, albeit unintentionally, an environment where we have let our protective bubbles down and put our egos aside.

The collaboration I have seen isn't tension laced, it is led with enthusiasm. Please don't misunderstand me--it isn't enthusiasm about the

common core. It is the enthusiasm of great teachers who want nothing more than to enable their students to experience unlimited success. The collaboration isn't limited to your neighbor in the next room, your colleagues on your grade level, or in your department. It isn't even limited to your building or school district. AFT/ NYSUT has a tool at our disposal called Share my Lesson. This is a website where we can share our lessons and ideas with thousands of others teachers.

Maybe it is due to the poor implementation or any or all of the other problems found surrounding the common core, but whatever the impetus, teachers have stepped up to the challenge and are engaging in unprecedented collaboration. The one thing that remains constant is that teachers care about their students and the success of their students is and always will be the reason we became teachers. So yes, there is a bright side to the common core it is what we find at the core of teaching:

THE COLLABORATION OF TEACHERS.

—Rich Steger, Phys. Ed., EC, VCTA VP

Turning the Tide

When we first began as officers in the VCTA we sat across from Peter Roden at monthly meetings and negotiations. Peter lived in the community, spent his career here; his wife, Susan Roden, was a long-time guidance counselor at the Middle School and they raised their family here. Peter retired in 2003. Peter had a reputation for holding a tight rein on the finances—as was his job—but what we came to respect about Peter was his commitment to the employees and the students of VC. All we ever had to do was tell Peter about a hardship an employee had and he

would usually do all he could to help us reach a solution that was as good for the person as it was for the district. When a situation concerned the student body, Peter never forgot his roots in the classroom.

Peter has often been called back to advise Central Office since his retirement and he was asked to join the finance committee formed this summer by the BOE and Central Administration. Peter sat next to me at the latest committee meeting and while the committee was reviewing the 5 year projected budgets shared by Mr. Dale; Peter shook (*cont'd pg 8*)

Turning the Tide

his head as we all have over the state of the district's finances and asked me, "So how are the teachers doing in the face of all this?" Like most of us when asked that question, I shook my head and told him it was more difficult every year. He offered this advice: he said that he remembered when he was in the classroom that it was best to concentrate on that classroom despite whatever was happening beyond it. "95% of the teachers' effectiveness is about what goes on in that classroom everyday", he said.

As I head into the last years of my career, I face each day knowing that Peter Roden is right—it is about staying focused on the kids—truly putting children center. In my past 29 years in the classroom I have watched reform after reform come and go—The Regents Action Plan; Effective Schools, The Compact for Learning, The NEW Compact for Learning, NCLB and now Race to the Top and Common Core. Each had some okay ideas—but nothing earth shattering or nothing that any decent teacher didn't already know. Common Core and Race to the Top have been infuriating — not just because they are the reforms we face daily— but because they shut out the wisdom of classroom experience. Common Core is lofty in its goals and unrealistic with regard to student development. Race to the Top has no real understanding of the world of education—education is not a business—our results cannot be quantified by a test score. It may take years for what a student really learns to transform his future. As Henry Adams said, "A teacher affects eternity. You can never tell where his influence stops."

I really appreciated Peter's concern as it was reminiscent of the days of VC "family" where all things were considered- especially the well-being of teachers and students. The days we are in are much more challenging times for the VC family than we have faced before. We tirelessly look for an end to this madness; lack of funding, mistrust of educators, unrealistic curriculum expectations; and no end is in sight. The constant blame of all of society's ills on the educational system is not new- but politicians of late have

become brutal in their abuse of the educational system as a means to furthering their own careers, all without making any meaningful attempt to solve society's problems. Instead they conveniently blame the school system saying educators don't do enough and then take away necessary funding. It is maddening and there has yet to be a turn to the tide.

Diane Ravitch, renowned educational historian, has made the following analogy about what is happening to teaching—she says it is like a surgeon being told how to perform surgery by politicians and "experts" many who have less than three years experience in the field. Would you be comfortable under his knife? Of course not. And who would we expect to turn things around...the surgeons—we would count on them to speak out and to make their voices heard for the sake of their patients. Our students are our patients and they need our voices to be heard.

I share Peter's worry about our teachers, especially those who have half or more of their careers left. How do they stay focused? I would advise that they heed Peter's advice- remember to focus on the classroom- do the best that you can for your students each day and pay as much attention to what you know is best as you do to the forces outside of your classroom who have no experience at all in your job. I would also advise now, more than any time in our recent educational history: stay awake. Know what is happening on the national, state and local levels and make time to make your voice heard. Where do you begin to do this? Start with building meetings and VCTA information emails; check out NYSUT's website and MAC center every week; seek out and pass on teacher sharing websites. Ask questions and seek answers. Instead of waiting for the tide to turn, take steps to turn it. We cannot do this alone, but working together as one "VC family" we can.

—Patti Behr, MS, Art, VCTA VP

NYSUT Knocks Regents' Task Force Recommendations

ALBANY, N.Y. Feb. 10, 2014 – New York State United Teachers said a Regents' task force that worked to fix the failed implementation of the Common Core acknowledged problems, but only skimmed the surface of the significant course corrections parents and educators have been seeking.

"Instead of listening to parents and educators who are grappling with the fallout from the State Education Department's disastrous implementation, the task force dismissed their concerns with a report that, in the end, adds up to a 'we know best' collection of minor adjustments," said NYSUT President Richard C. Iannuzzi, who noted - contrary to a comment by the governor - that the Regents did not pause or delay anything that is not already in law.

NYSUT acknowledged "as a start" Regents' support for banning standardized tests for the state's youngest students and delaying Common Core graduation requirements - two steps strongly pushed by NYSUT. But Iannuzzi blasted the Regents for not concretely addressing New York's participation in the controversial InBloom project; not taking meaningful steps to correct major problems with Common Core modules; and not embracing the Legislature's call for a moratorium on the high-stakes consequences for students and teachers from state tests.

"After months of outrage from parents and teachers and clear guidance from the Legislature, the Regents today acknowledged significant problems but stubbornly rejected detaching, for at least two years, high-stakes consequences for students and teachers until they can make the course corrections they now agree are necessary. On teacher evaluations, what the Regents put on the table - allowing teachers to point out failures in their district's implementation of the Common Core - is nothing new. It is a provision that already exists in state law and which we planned on pursuing

with or without 'permission' from the State Education Department," Iannuzzi said.

NYSUT Vice President Maria Neira noted some of the Regents' recommendations require federal waivers while others only suggest new "guidance" to school districts. Neira said the union would study the task force's report and seek more detail, but she criticized the State Education Department's lack of public input.

"The task force worked in secret, and the Regents accepted its report with no public input," Neira said. "This lack of transparency and lack of responsiveness to the deeply held concerns of parents, teachers and others in public education is, frankly, indicative of a body that seems to care more about the corporations influencing public education than what parents and practitioners know will work."

New York State United Teachers is a statewide union with more than 600,000 members in education, human services and health care. NYSUT is affiliated with the American Federation of Teachers, the National Education Association and the AFL-CIO.

—Taken from *nysut.org*

The Governor's Budget Proposal: Education Edition

Governor Andrew Cuomo proposed an increase in aid for education amounting to \$807 million dollars next year. Initially, this may give the impression that he supports public education and is finally working towards strengthening our schools rather than undermining them. However, NYSUT estimates that it would take at least a \$1.9 billion increase to maintain existing programs in districts throughout the state and put New York on the path to providing the important services its children need.

Cuomo called for Universal Full-day Pre-Kindergarten for New York's children in his State of the State address. He touted the program as crucial to giving our students a head start on their learning. Most teachers would agree with this proposal. One must remember that funding a new mandate such as this will be challenging. The state would dedicate \$100 million to its inception in 2014-2015 and up to \$500 each year after the first five years. The costs of this program will no doubt exceed the amount that the state will fund. It will be yet another unfunded mandate. In a district like Valley Central where we do not even have full-day Kindergarten, this program would present unique challenges.

Another proposal called for Special Education Mandate Relief. Though it is unclear exactly what form this would take, the proposal would give districts the right to petition to the State Education Department to get flexibility with regard to implementation of Special Education requirements. This is a proposal that NYSUT opposes for fear that it would put vulnerable students at risk. Additionally, aid to schools for the deaf and blind would decrease by \$900,000. If this comes to pass, the impact to these schools would be severe.

As a demonstration of Cuomo's love for teachers, he would also cut all teacher center funding from the budget. Last year the Legislature stepped in to prevent this, restoring about \$14 million. NYSUT has publicly stated it will

seek \$40 million for teacher center funding. The idea of cutting teacher center aid at a time when you are also "implementing" the common core is not a wise proposal. The need for professional development is great; why cut one of the best sources for it? It dovetails nicely with his plan to pass a \$2 billion bond act to put technology into schools and build Pre-K facility. So, you may get a nice new SMART Board or iPads for your students, but there will be no teacher centers providing professional development seminars to teach you how to use them if Cuomo's proposal is accepted by the Legislature.

My personal favorite of his plans is his "teacher excellence fund." Ah, yes people, the merit pay we have waited so long for. His vision would be to provide up to \$20,000 per year for teachers who achieve highly effective APPR ratings. Can you imagine what this would look like? Picture those colleagues among us who already kiss up to administrators *without* merit pay. The sycophantic shenanigans will become less amusing and more nauseating than ever. Though on the bright side, we will finally get the answer to the age-old question of whether or not the derriere will wrinkle up like the fingers with prolonged exposure to moisture. If this is put into practice, what teacher will willingly teach a collaborative or special class? After all, you are only as good as your test scores and with \$20K on the line, people who normally wouldn't protest getting more than their fair share of at-risk students will get competitive. How can you ensure fairness and objectivity in this type of system? As it is there are administrators who make decisions based upon who they like and who they don't, knowing very little about actual job performance. This would make that collaboration that Rich Steger wrote about abruptly end.

If the Legislature does not radically amend his proposals, Cuomo will succeed in his goal of ruining public education.

—Meghan Riley, HS, Soc St, Editor

VCTA Elections Procedures

Constitutional language requires notification of election procedures. This constitutional language is included in this message along with a simplified version of the procedural dates that must be adhered to for constitutional compliance. If you have questions, please address them to our Elections Co-Chairs: Joseph Collins (MS), Anne McKallen (MS) or Melissa Verlin (HS). For a Nomination Form visit our Forms page at www.vcta.net.

Constitutional Language: Section 2—Nominations and Elections of Officers

A. Nominations

1. By March 1st, notice will be sent to all members detailing the election procedure. The active members of the Association may obtain a nomination form from a building or unit representative to nominate a candidate for president, vice-presidents, secretary, and treasurer during the month of March. The person being nominated must also sign the nomination form to demonstrate his/her willingness to run for office. Nomination forms must be delivered to the Committee on Elections by March 20.
2. Votes will be valid only for those candidates who have followed the procedures set forth in Bylaw VI; therefore, write-in votes are invalid.

B. Information on Candidates

1. Nominees must prepare and present a biography to the Committee on Elections for publication to the membership by March 20.
2. The Committee on Elections shall publish to the membership on or before March 30, brief information on each candidate and present these candidates at the general executive council meeting in April.

C. Secret Ballot

1. Members shall vote for officers by secret ballot in each building on an election day in May determined by the Committee on Elections.

D. Absentee Ballots

1. Members who know in advance that they will be absent from work on Election Day may place their signed vote(s) in a sealed envelope with their name also written across the envelope's seal. The envelope should be given to a building representative on the member's last day of attendance before Election Day.
2. Members who are unexpectedly absent on Election Day may call the Association phone and leave a detailed message indicating their vote(s). Upon return to work they must immediately follow the procedure specified above (Bylaw VI, Section D.1) to verify the authenticity of their vote.

Simplified Procedural Dates to Remember

March 1, 2012: Notice of Election Procedures (That would be the notice your are reading now!)

March 20, 2012: Nomination Form and Biography Due to Elections Co-Chairs (Melissa Verlin (HS), Joe Collins (MS) or Anne McKallen - MS)

March 30, 2012: Candidate Information Published to Membership

April 8, 2012: Candidates Presented to Membership at General Executive Council Meeting

May 6, 2012: Voting for Officers, Building Reps and Chapter Leaders in each Building

VCTA Supports Stronger Together Slate in NYSUT Elections

As you may already know, there is a contested election for the officer positions on NYSUT's Executive Board. The incumbents (Stronger Together Team) face a challenge from a coalition engineered by current Vice President Andy Pallotta and UFT President Michael Mulgrew. Below you will find an accounting of the accomplishments of each incumbent as well as links to pursue for additional information.

Stronger Together Team



Accomplishments:

- Unification of all AFT and NEA Locals in NYS;
- Representing ALL the voices of the entire rank-and-file membership of NYSUT;
- Negotiated the best APPR deal in the nation;
- Initiated a lawsuit over the constitutionality of the tax-cap;
- Withdrew support for common core due to repeated implementation failures on the part of SED;
- Initiated a unanimously approved resolution by the NYSUT Board of Directors declaring "no confidence" in the policies of Commissioner John King, asking for his removal by the Board of Regents;
- Effectively adjusted the NYSUT budget over a 3 year period for expenditures to reflect the loss of 30,000 members;
- Traveled the state to visit and listen to the concerns of rank-and-file members more than any officers in the history of NYSUT.

BREAKING NEWS: Arthur Goldstein of the UFT will run against Andy Pallotta for the position of Executive Vice President of NYSUT!

A further strike against the Pallotta Revive Slate is the fact that both he and Mulgrew have repeatedly taken a soft stance with regard to Governor Andrew Cuomo. That fact alone should make every teacher in the state wonder about the intentions of this group if they were to take the reins at NYSUT. The VCTA endorses the Stronger Together Team in this contested election.

—Meghan Rilley

Pallotta's Revive Team



Accomplishments:

- Under Andy's leadership of the Legislative Department, we have "gained" a tax cap, charter schools, Tier V, Tier VI, a decrease in school funding, no movement on a moratorium and a further shifting of the balance of power away from small city, suburban and rural locals. A single NYSUT officer, with a dismal record, claiming to be the only officer worthy of reelection, while disavowing all four of his fellow officers, should be a "red flag" to our membership.

Want to know more? Visit

www.strongernysut.com
(or) **www.vcta.net**

for more information.

Like Stronger NYSUT on Facebook as well!