

The Member Ship



The Newsletter of The West Genesee Teachers' Association, <http://www.wgta.net>

Receivership: Coming to a School Near You?

With the passing of the state budget in the spring of 2015, the Board of Regents convened shortly after to address the issue of struggling schools. The budget bill provided the new receivership law adopted by the Legislature and the corresponding regulations, adopted by the Board of Regents as an emergency action at the June meeting, effective June 23, 2015. This new law put in place provisions that could allow the New York State Education Department to take control of or “receive” schools that are struggling. This law establishes a process for the appointment of a receiver for “Priority Schools” that fail to make demonstrable progress within a prescribed time frame. Priority Schools are the five percent lowest performing school buildings in the state, as identified based on student performance measures. This designation is required to comply with the State’s Federal ESEA waiver. The Priority Schools list was created once at the beginning of the approved waiver period in 2012. The list is updated annually to remove schools if student performance goals are met or schools are closed or reconfigured. Schools can be removed from the Priority School list if they make sufficient academic improvement in two consecutive years.



Who is the Receiver?

Superintendents in districts with receivership schools will become “school receivers” beginning with the 2015-16 school year. School receivers are vested with the powers of independent receivers with some important differences. School receivers are not required to create or implement a school intervention plan or to convert a school to a community school, though they may. School receivers cannot supersede decisions of the Board of Education (BOE) related to his/her employment.

A receivership school must make “demonstrable improvement” to avoid the appointment of an independent receiver. This improvement must occur over the course of one or two years. State exams are used to evaluate if that “demonstrable improvement” has occurred.

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HOW POLITICAL ARE WGTA MEMBERS? Pretty political.

Percentage of members registered to vote WGTA : 94.53%

Percentage of NYSUT MEMBERS registered to vote: 85%

Of WGTA members registered to vote: 81.68% voted in 2012

Of WGTA members registered to vote: 64.14% voted in 2014

NYSUT members make up 7% of the registered voters in the Town of Camillus and the 50th Senate District that includes the West Genesee district. That is a large percentage!

What can an Independent Receiver do?

Independent receivers could be an individual, another school district, a non-profit entity or a charter school network, an independent receiver has the authority to abolish the positions of all teaching and administrative staff assigned to the school and require staff to reapply for their positions. The receiver may abolish all positions, but also may select specific positions for abolishment. However, there are procedures the receiver must follow and there must be a justification for abolishment of any positions. The receiver has the right to supersede the employment decisions of the Board of Education. The Independent Receiver also has the right to extend the school day and the school year, they are given tremendous autonomy. They can request that collective bargaining agreements be nullified and renegotiate.

Why should parents and teachers in West Genesee Central School District oppose this law?

Please refer to the Receivership Letter writing campaign and explanation below that is an initiative of the Syracuse Teachers' Association.

1. It's an assault on collective bargaining rights. The Receivership Law overrides 49 years of the Taylor Law and 34 years of the Triborough Amendment by granting the Commissioner of Education the right to impose terms and conditions of employment upon union members working in Receivership schools.

2. It's an assault on Education Law. The statute allows a receiver to abolish all positions in a receivership school and require union members to reapply for their jobs. Those who are not hired back "shall not have any right to bump or displace any other person employed by the district," effectively ignoring seniority rights and terminating them without due process.

3. It's undemocratic. Locally elected school boards have been stripped of their powers and oversight under the Receivership Law. This suspension of democracy would never be tolerated in suburban districts, yet the state imposes it on receivership districts that serve almost exclusively poor and minority students.

4. It's based on flawed measures. On December 15, 2015 the Board of Regents voted to implement a four-year moratorium on the consequences of using the 3-8 ELA and math Common Core State Assessments, in any form, and state-provided growth scores on Regents exams in teacher and principal evaluations. Recognizing that attaching test scores to evaluations of teachers and principals is, at best, a questionable practice, the Regents imposed the moratorium. Why, then, does the Receivership Law continue this dubious practice when it comes to evaluating and sanctioning our schools?

5. It hasn't worked anywhere. In their study, *State Takeovers of Low-Performing Schools: A Record of Academic Failure, Financial Mismanagement & Student Harm*, The Center for Popular Democracy concluded: *The record of the three existing takeover districts offers no evidence that the current takeover approach improves educational outcomes at failing schools. The contours of the problems are similar in each instance. Our report finds:*

1. Children have seen negligible improvement—or even dramatic setbacks—in their educational performance.

2. State takeover districts have created a breeding ground for fraud and mismanagement at the public's expense.

3. Staff face high turnover and instability, creating a disrupted learning environment for children.

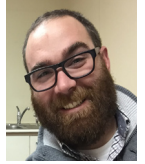
4. Students of color and those with special needs face harsh disciplinary measures and discriminatory practices that further entrench a two-tiered educational system.

6. The funding isn't there. The state has only dedicated a woefully inadequate \$75 million to fund persistently struggling schools and there is no allocation for struggling schools. Struggling schools typically have a large ELL population and a large student population living in poverty. Categorical and formula funding aid must be added and increased to better support these students and their families. Without adequate resources to serve our high need populations, no turnaround effort can be successful.

Click on the link below to help push back against this new law. https://actionnetwork.org/letters/why-are-the-sta-and-nysut-oppose-new-yorks-receivership-law?source=direct_link&

Making Us All Better

By Keith Newvine--VP for Grievances & Negotiations



Article XI, Section O of the West Genesee Teachers' Association Contract states that the West Genesee Board of Education and the West Genesee Teachers' Association both agree to a Sabbatical Leave "for the purpose of increasing the professional competence of the individual, thus raising the quality of the instructional staff" (pg. 51). It stands to reason that the same logic can and should be used regarding Article V, Section K: Determination of Salary Schedule.

One of our biggest accomplishments, in my opinion, with these most recent negotiations was the changes made to this section of the contract. In the 2016-2020 Contract, "Each six (6) semester hour block of administratively approved courses taken beyond MA+30 or BA+36 for the express purpose of strengthening the teacher's background in specific, identified areas related to his/her teaching assignment at West Genesee Central Schools will also be compensated." This is a huge change from the 2012-2016, which compensated members for each twelve (12) semester hour block.

Put simply: members are getting reimbursed at twice the rate they were previously.

In addition to how frequently members are reimbursed for graduate level coursework, we also negotiated an increase in the amount of reimbursement: "Teachers will have the option of being reimbursed the contract rate for a six (6) hour block or payment of tuition cost not to exceed \$1,250" (West Genesee Teachers' Association 2016-2020 Contract). This is another important change as the cost of graduate course level work continues to increase.

Put simply: members are getting reimbursed 25% more than they were previously.

Lastly, an entirely new portion of the contract states that "Teachers who reach MA+90 of previously approved graduate credit hours will be compensated an additional two thousand dollars (\$2000) above their current salary if said course work is related to the learned discipline to which he/she is assigned" (West Genesee Teachers' Association 2016-2020 Contract). This is amazing benefit and motivation for members to continue to learn and grow as educators.

Put simply: members who reach this level of graduate coursework are getting an annual \$2000 stipend for the remainder of their teaching career at West Genesee.

As you might assume, the District is hesitant to see so much money going out of the buildings. The District is about investing in children, as we all should be. They completely understand that investing in teachers is, indirectly, investing in students. However, it might not look that way to taxpayers--hence the District's hesitancy to approve of and reimburse for coursework.

That being said, if you should have any concerns regarding the District's approval of any graduate level course work, please feel free to contact one of your Executive Officers.



The Value of NYSUT Membership

You may not be aware that your NYSUT membership allows you to enjoy the benefits of the more than 40 programs & services endorsed by NYSUT Member Benefits, including a variety of quality, competitive insurance plans.

Member Benefits strives to provide the highest-quality programs for NYSUT members and closely scrutinizes all proposals from reputable vendors before any endorsements are given.

While we work continuously to maintain quality benefit programs at competitive prices, you are encouraged to shop and compare before making any purchasing decisions.

MetLife Auto & Home®



Call MetLife Auto & Home to learn about the special savings and discounts you may be eligible for.

1-866-NYSUT-22

If you are looking for potential savings on your auto or homeowners insurance, consider enrolling in the NYSUT Member Benefits Trust-endorsed MetLife Auto & Home Insurance Program.

This program offers special group rates on personal property and liability coverage not available to individual MetLife policyholders. NYSUT members can choose from a variety of coverages that include auto, homeowners, boat, renter's, and much more.

Policyholders can earn extra discounts for good driving, multiple policies and anti-theft devices. MetLife Auto & Home recently raised the multi-policy discount on its homeowners insurance with auto from 7% to 15%. The multi-policy/multi-product discount on auto insurance with home remains at 8%.

Visit the NYSUT Member Benefits website at memberbenefits.nysut.org or call **800-626-8101** for specific details about this program or other Member Benefits-endorsed programs & services.

MetLife Auto & Home is a NYSUT Member Benefits Trust (Member Benefits)-endorsed program. Member Benefits has an endorsement arrangement of 5.5% of total premiums for this program. All such payments to Member Benefits are used solely to defray the costs of administering its various programs and, where appropriate, to enhance them. Member Benefits acts as your advocate; please contact Member Benefits at 800-626-8101 if you experience a problem with any endorsed program.

Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits-endorsed programs.



For information about contractual endorsement arrangements with providers of endorsed programs, please contact NYSUT Member Benefits. Agency fee payers to NYSUT are eligible to participate in NYSUT Member Benefits-endorsed programs.

Contact Your WGTA Executive Officers

<http://www.wgta.net>

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Building Representatives Are Your Union Connection *By Jeanine Stables, WGTA Secretary*

Building leaders and Reps play important roles in keeping the lines of communication open for all members. According to our Constitution and Bylaws, it is the job of the Building Leaders and Reps “to represent their respective schools on the Cabinet and to report back to their constituents regularly on the work of the Cabinet”.

They are “the liaison between Administration and staff within their buildings on matters relating to Association business and the negotiated agreement.” Cabinet meetings are held once a month, usually the second Wednesday. You may contact your leader or rep at any time with questions or concerns. Here is the list of current Building Leaders and Reps:

Officers (O), Leaders (L), Representatives(R)

High School	John Mannion (O) Keith Newvine (O) Mary Gotham (O) Chris Paoli (L) Rob Manipole (L)	Theresa Mosey (R) Pat Haines (R) Craig Dowler (R) Greg Allen (R) Seth Joslyn (R)
West Genesee MS	Mary Weaver (O)	Matt Bolha (Membership Chair) Mary Beth Smith (R)
Camillus MS	Dale Keida (L) Sharon Bush (R)	Eric Howes (R)
Onondaga Road	Jeanine Stables (O) Kathy Gauthier (L)	Kristen Hudson (R)
East Hill	Janet McDonald (L)	Heather Thome (R)
Stonehedge Blue	Allyson Winters (L)	Marcia DeMartini (R)
Stonehedge Gold	Courtney Lyons (L)	Terry Lindsey (R)
Split Rock	John Lawrence (L)	Wende Ogden (R)

Mary's Musings



Internet Bubble, Google Data and Digital Footprints! Oh My! by Mary Gotham, Treasurer

Do you know your digital footprint? How about the breadth of your Internet bubble? Who else has access to your Google data? For our students, digital access is an integral part of their personal, social and academic life. I polled 80 students in my library if they connected digitally through personal devices. Every student answered yes; 79 students had cell phones, 1 used his iPod. As students and teachers adopt Internet tools and connect through social media, we should be aware of the consequences of digital use. The Internet bubble, Google data and digital footprints are seldom discussed, but they have a significant, usually hidden, impact on our students that extends far beyond their online usage.

Search engines and social media, such as Google, Bing and Facebook, track your Internet use; they gather your history, recognize your habits and build a personal profile based on your searches, your “likes” and the links you follow. These applications try to anticipate your needs and desires by providing results geared to your individual preferences, which they base on your collected history. In his presentation [*Filter Bubble: How the hidden web is shaping our lives*](#), Eli Pariser describes how the “if you like that, then you will like this” algorithms are applied to huge amounts of personal data used to classify and categorize the “type” of person you are. The algorithm generates individualized results and determines the search hits, news feeds, and information with which you are provided, creating an [*Internet bubble*](#) that blocks you from seeing content the algorithm thinks you do not ‘want’ to see. Results are filtered to a narrow, slanted view, not by your conscious choice but by computer code. Controversial news articles and opposing views are filtered out (TheRSAorg) so that you don’t receive information with alternative viewpoints. You won’t hear both sides of hot button arguments. In a world ripe with polarizing social and political issues, these censored results contribute to a pigeon-holed view of complex matters.

When all of your searches and feeds are biased towards one view, are you open to other options and ideas? If you are not provided balanced information from both sides of an issue are you able to make well-informed decisions? If you’d like to compare a search that is unfiltered to one that is within your bubble, try the same search terms in Google and [*DuckDuckGo*](#). The more polarizing or controversial the term, the more disparate the results.

Channeling results to match your personal preferences is only one way your data is used, or misused. As more districts become Google schools, there is concern over Google’s practice of gathering and using student data. After being confronted with privacy rights violations, Google has changed some of its practices. This is discussed in Emma Brown’s recent article, [*Google says it tracks personal student data, but not for advertising*](#). Continued on Page 7

Google is the nation's largest K-12 educational technology provider and its reach and use are growing. As such, there are valid questions over student data collection and privacy issues. Sen. Al Franken (D-Minn.), the ranking member of the Judiciary Subcommittee on Privacy, Technology and the Law, is concerned that Google collects and uses "children's personal information without parents' knowledge or consent" (Brown 10). Who has access to the data? Are these data profiles for sale? Google admits that they track personal student data, but claim the data is used to develop and improve their Apps for Education products. It is up to Congress and the courts to implement laws that protect students' privacy. As educators we must guide children towards appropriate, safe Internet use. We can do this by increasing their awareness of the lasting effects of any and every keystroke.

Everyone's Internet use leaves a [digital footprint](#) that cannot be erased. Every click, every search, every like, every download, every upload is part of an individual's [digital footprint](#). This footprint is permanent. Whether created when using Google Apps for Education or social media, this footprint is searchable, trackable and can be accessed by prospective employers, colleges, good guys and bad guys alike. Acting in loco parentis and as an employer, West Genesee Schools tracks and stores every keystroke, every link followed, every password entered, every upload, download, and share. They are restricted by law in how they use that information and we trust they handle the data ethically. Although I realize that administration has the ability to see *everything* I do on their computers, most students have no idea their computer behaviors are tracked. I asked a random group of 20 high school seniors if they knew what a digital footprint was; four of those students raised their hand. Should we be concerned that 80% of our student body is unaware that their Internet behaviors create a lasting record?

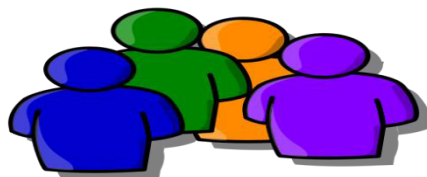
We are charged with educating a citizenry capable of making well informed decisions. In a world where biased information flows to us in a steady stream students must learn to utilize a variety of sources and to seek balanced information that includes alternate views. As educators, we must oversee technology use and teach students that caution is warranted when they post and click. As the courts determine laws to protect student data and privacy, we must teach children how and why appropriate technology use is essential.

Works Cited

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CNY Regional Office
Syracuse Location



Invites you to a
NEW MEMBER SUMMIT

This gathering is designed to familiarize teachers and teaching assistants with professional and union issues that will shape their teaching careers.

If you are a member with 1-4 years of service in your district, please join us. Local presidents and officers are also welcome to attend.

Topics will include:
NYSUT Member Benefits, Introduction to 403(b) Plans, Teacher Certification and APPR.

Wednesday, May 11, 2016
4:30 p.m. – 7:00 p.m.
A light dinner will be served

NYSUT
4983 Brittonfield Parkway
East Syracuse, NY 13057

Please RSVP no later than Monday, May 9th
your name, position, and school to:

Patti Flansburg at (315) 431-4040 or pflansbu@nysutmail.org

A Union Story, Onward and Upward by Mary Weaver, WGTA Vice President



I wanted to share some experiences I have had at West Genesee as part of WGTA. I have been a member of the local for 23 years and a member of NYSUT for 28 years. In my first job I worked for a BOCES, but wasn't active in the local. I listened and just began my career as a special education teacher. Deep down I knew the union was going to be part of my life, I just didn't know how.

I then started working for West Genesee. The union leader in our building, Tom Sakowski, asked me if I could come and help out at meetings and other social events with our local. I agreed and went to the first meeting. I met Jim Ridgeway, Mel Taber, Ray Fuller, Lynn Davis and Dave Smithson. During that meeting, and every meeting after, I listened. I learned that teachers shouldn't be treated unfairly and how it was important to say "enough." I felt after awhile that I could start standing up for members in a more significant way. I became a building representative. I continued to listen and work harder.

During that time I learned how contracts were negotiated. Twenty years ago, it seemed, was a time of some conflict. The good contract language we now have in our contract had to be hashed out and truly negotiated. I knew those negotiation meetings were tough and there were some contentious meetings in those days to garner the language we have. In fact, when I would go to NYSUT conferences and share our contract, conference leaders would say to me that our contract had strong language and that we should not give it up.

During the recent negotiations with our team, John Mannion, Keith Newvine, Jeanine Stables and myself, our meetings were well organized. Our local representatives had done their homework. We met with committees and reviewed other contracts. We knew to remove obsolete language, and added current language for our local for the years ahead. I had a vision, based on twenty years ago, in my head of how our meetings would go. People on one side of the table and our reps on the other side. That didn't happen. We came in and everyone was cordial. Dr Brown made himself available. He had notes prepared and so did we. We acted on the notes and so did he. There was no contention. It was just a meeting to move ahead. The conversation was directed and there was a definite sense to move ahead and to work for members. In my opinion again, the language we have today was created out of the great sense of urgency 23 years ago and the sense of momentum that we at West Genesee needed to see for 2016. I was again proud to be a Wildcat.





THE DINNER OF 100
at Coleman's Authentic Irish Pub

Thursday, June 22
6-9 p.m.

**Free dinner, beverages
and door prizes!**

**FIRST 100 MEMBERS AND SPOUSES PLEASE
RSVP TO: MANNIONFORWGTA@GMAIL.COM**





**The WGTA needs
volunteers to help
clean up our section
of RTE. 5 in
Camillus!**

WGTA HIGHWAY CLEANUP

**April 16 10am – 12pm
Meet behind the WGTA Office Building at
9:45am
Complimentary lunch at
The Brasserie immediately following**

Sponsored by the WGTA

OCTA

Onondaga County Teachers' Association

210 South Main Street
North Syracuse, NY 13212

WHEREAS, the purpose of education is to educate a populace of critical thinkers who are capable of shaping a just and equitable society in order to lead good and purpose filled lives; and

WHEREAS, the commitment of substantial resources to testing and evaluation diverts those same resources from the educational needs of students; and

WHEREAS, high quality instruction requires adequate resources to provide a rich and varied course of instruction, individual and small group attention, and wrap around services and supports for students; and

WHEREAS, instructional and curricular decisions should be in the hands of classroom professionals who understand the context, interests, and unique needs of students; and

WHEREAS, the education of children should be grounded in developmentally appropriate practice; and

WHEREAS, the New York State assessments are not transparent, in that educators are not free to discuss the tests, parents are not free to view the tests, and school districts do not receive timely or useful diagnostic data from the tests; and

WHEREAS, the assessment practices that accompany Common Core State Standards—including the political manipulation of test scores—are used as justification to label and close schools, fail students, and evaluate educators; and

WHEREAS, parents and guardians have clearly expressed dismay that students are subjected to large amounts of testing, and they continue to express confusion about the rights and obligations of children and families with respect to such testing; and

WHEREAS, parents, students, teachers, and school districts throughout New York State have expressed opposition to the current testing regime,

WHEREAS, the newly elected Chancellor of the Board of Regents, Betty Rosa, stated that if she had children of school age, she would opt her children out of the state exams, therefore be it

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RESOLVED that the Onondaga County Teachers' Association opposes standardized high stakes testing currently pushed by New York State because this testing is not being used to further instructional outcomes for children; and be it further

RESOLVED the Onondaga County Teachers' Association advocates for an engaged and socially relevant curriculum that is student based and supported by research; be it further

RESOLVED the Onondaga County Teachers' Association will continue to lobby the New York State Education Department, and New York State Legislators to eliminate the use of high stakes testing; be it further

RESOLVED the Onondaga County Teachers' Association believes parents and families, including our own, have ultimate responsibility for determining their child's level of participation in high stakes testing; be it further

RESOLVED, the Onondaga County Teachers' Association continue to organize members to increase opposition to high stakes testing, and be it finally

RESOLVED, a copy of this resolution will be sent to the New York State Department of Education, the Governor of the State of New York, and Members of the New York State Legislature representing in our region.

Pandora's Box

Get the Facts about a Constitutional Convention

Under the New York State Constitution (Article 19, §2), the people of the Empire State are asked every 20 years a seemingly simple ballot question: “Shall there be a convention to revise the constitution and amend same?” These 12 simple words will appear on the top of the ballot on Nov. 7, 2017, and could have a huge impact on NYSUT members, and every citizen of the state. All of us, from retirees, teachers and school staff, higher education faculty and health care and human services professionals to the children who will enter pre-K or college the very next year, have a stake in the outcome of this important vote.

This document is designed to help you better understand the convention and amendment process, why it is important to you as a NYSUT member and what steps we must take as a union to protect our rights.

Constitutional Convention vs. Constitutional Amendments

What's the difference?

The state constitution can be amended in two ways. The first way is through passage of individual bills by two separately elected state Legislatures (Article 19, §1). Bills such as these propose specific amendment questions that then appear on the November ballot. Most recently, this process was undertaken in 2013, when several constitutional amendments, ranging from the expansion of casino gaming in New York state to the sale of specific tracks of land within the constitutionally protected Adirondack Park, were voted on by the people. All but one, increasing the mandatory retirement age for state judges, was passed and became part of the state constitution. This process has been used 200 times since the last major constitutional revision in 1894.

The second process for amending the state constitution involves holding a constitutional convention (Article 19, §2). That question must go before the voters every 20 years and allows for much wider modifications of the constitution than the single amendment process; including a total rewrite of the document. If voters approve holding the convention, three delegates per-state senate district and 15 at-large delegates are elected at the next general election. These delegates can include sitting members of the state Legislature, political party leaders or other office holders. The convention delegates meet in Albany the following April for an unspecified duration, deliberate and then publish their suggested amendments. The proposed changes are then submitted to the voters, either individually or as a group, with another public referendum vote no sooner than six weeks after the adjournment of the convention. This process has been used nine times (1777, 1801, 1821, 1846, 1867, 1894, 1915, 1938 and 1967) to undertake major rewrites of the state constitution. Some of these conventions succeeded with voters accepting the suggested changes, while other convention recommendations were soundly rejected by the voters, as was the case in 1967.

Why is this important to me as a NYSUT member? What's at stake?

This issue is important to you, your families and the people you serve for many reasons. First, the constitution establishes a basic organizational structure for state government. If changes are made that give too much power to one branch, for example say the executive, then our system of representative governance will be upended.

Second, the constitution establishes the fundamental rights you enjoy as a citizen of New York state and as a public employee. Some of these include:

- Guaranteeing the right to a free public education (Article 11, §1);
- Prohibiting reductions in public pension benefits (Article 5, §7);
- Rights to workers' compensation (Article 1, §18);



- Rights to be a member of a union and bargain collectively (Article 1, §17), and
- Requiring the state to provide for social welfare needs (Article 27, §1).

Third, the constitution sets the most important policy goals for the people of New York state, and thus, has an impact on every other law currently in place and on statutes yet to come. For example, the 1967 convention was specially convened by an act of the Legislature a decade after the 20-year scheduled referendum was voted down in 1957. Following the 1967 convention, voters rejected proposed changes, including a repeal of the “Blaine Amendment” that prohibits the use of state monies to be used to assist religious schools. If voters had approved the “Blaine” repeal, public education would look very different in New York state.

How do I help? Who else will be with us?

The voters rejected the last required call for a constitutional convention in 1997, but the rejection was not by accident. Many groups worked together to convince voters that holding a convention was not in the best interest of the people of New York state. Some of these included:

- Public and private organized labor;
- Environmentalists and conservationists who did not want to see the repeal of the “forever wild” provisions that protect environmentally sensitive areas;
- Advocates for public education at all levels;
- Social welfare advocates who wanted to maintain the requirement that New York state provide for the underprivileged;
- Fiscal conservatives who wanted to keep existing state debt limits in place; and,
- Some government watchdog groups who just didn’t want to “spend the millions of dollars to hold a party in Albany!”

All of these groups, and more, will need to work together again in 2017 to make sure voters understand what could happen if we open up the state constitution to drastic changes through a convention.

Because 2017 is an “off” election year for the state Legislature, as well as an “off” election year for presidential voting, we must concentrate our efforts on this important issue. So, **get involved** with your local, **stay active** with the political process starting today, **get informed** on the important issues surrounding a constitutional convention and **be ready** to work come 2017.

The Back Page

Your guide to services, deals, and promotions for the WG education community

We want to advertise for you!

Are you an artist, a carpenter, a house painter looking to advertise your services?

Advertisements in The Member Ship are provided free to West Genesee Teachers' Association Members and their family. Please send your advertisement to Kelly Chambala (SR) at kchambala@gmail.com. The only other advertisements that are run in The Member Ship are those provided by NYSUT, AFT, or the AFL-CIO.

MJS Home Improvement L.L.C.

"for all of your home improvement needs"

*Doors, Windows, Decks, Kitchens, Baths,
Flooring, Interior/Exterior Painting, Additions,
Retaining Walls, Patios and Walkways*

*Insured with over 25 years of experience
free estimates*

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WGTA Email Directory



Join the FREE WGTA Email Directory. There are currently around 200 WGTA members, retirees, WG Staff and WG parents in the Directory. We share our Email addresses and send each other educational articles, WGTA and union information and personal notes.

If you would like to be a part of this FREE Directory, please send your name, Email address and WG status (school name / retired / WG staff, etc.) to Lynn Davis at: DavisRetired@gmail.com.

Email address are only shared with other members of the Directory.

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