As I am sure most of you are aware, Governor Andrew Cuomo made his State of the State presentation earlier this week. His complete lack of respect and absolute disdain for educators is evidenced by his vicious attack upon our profession and the public education system as a whole. We can no longer stand idle and ignore that which is heading our way. It's time to fight!

- We call on Governor Cuomo to visit our schools (public forums) to better understand the needs of our students and to learn from the people who know each child by name how best to meet those needs.
- Our focus must be on identifying those needs and implementing a plan the result of which ensures each child the quality public education to which they are entitled.
- The time has come when we must stand up to Governor Cuomo's billionaire agenda of testing, privatization and unfair funding.

In response to Governor Cuomo's State of the State address with respect to public education, NYSUT Leadership called an emergency meeting on Wednesday, January 21, 2015 at the NYSUT regional offices in Kingston, New York. WCT leadership attended the meeting, in which the agenda focused on developing a strategy by which we can defend our schools and our union against further attacks.

Ideas were discussed as to how we, as a Local, can mobilize and motivate our members to work to gain community and local legislative support; and present a unified force with which to battle the Governor's attempt to destroy/eliminate public education.

In the words of NYSUT's Leadership, "we are now in a war for our profession and we will only win if we have our 600,000 + members fight on the front lines with us. This can't be done by NYSUT(or WCT) leadership alone. We need all of you to be our foot soldiers." Your WCT Leadership is planning several events and activities in which all of our Local members can participate. We must all do our part to advocate on our own behalf. You will be hearing more from us soon.

In early December I attended a presentation by NYSUT President, Karen Magee. She made it clear that we need to mobilize and prepare our membership for battle. In her words we need "boots on the ground." Please consider getting involved in the fight by following the advice and tips provided below:

1. **Be Involved!!!** Sign up on our new website - [www.wcteachers.org](http://www.wcteachers.org) in order to ensure that you receive all notifications and additional information.
2. **Be Heard!!!** Download the NYSUT MAC application which allows you to send faxes and signed petitions to our elected officials.
3. **Stay informed!!!** Educate your friends and family with respect to the danger of the Governor's plan to undermine our public education system.

It is time to draw the proverbial line in the sand. If we do nothing we pave the way for Governor Cuomo to establish more and more Charter Schools and to end tenure and due process all of which will mortally wound public education.
One of the three top priorities the Opportunity Agenda delivered in Albany January 21, 2015. The following is excerpted from http://www.governor.ny.gov/. The address is available for streaming.

TEACHER INCENTIVES:

- Pay full SUNY or CUNY Tuition for the Top Graduate Program Candidates who Commit to Teaching in New York for at Least Five Years
- Create a Residency Program for Teachers
- Create a $20 million Teacher Excellence Fund to Support Top Teachers

FAILING SCHOOLS:

Implement the Massachusetts Model in New York to Transform Failing Schools

Across New York State, more than 100,000 students are sitting in 178 “priority schools,” defined as schools that (i) are in the bottom 5 percent of schools statewide, based on combined ELA and math scores, and are not showing progress in test performance or (ii) have graduation rates that are below 60 percent for the last three years. 77 of these schools have been failing for nearly a decade and 27 have been in the lowest level of accountability status for nearly a decade. Estimates are that at least 250,000 students were enrolled in these 77 schools since they’ve been failing; the bottom 27 schools enrolled at least 64,000.

To ensure that the most chronically underperforming schools in the state improve at a faster rate, the Governor proposes legislation modeled after the Massachusetts education receivership model. When a school fails for three years, a nonprofit, another school district, or a turnaround expert must take over the school. That entity will have the authority to:

- Overhaul the curriculum.
- Override agreements to terminate underperforming staff.
- Provide salary incentives to recruit high-performing educators.
- Obtain priority over Pre-K, extended learning time, community schools, Early College High Schools, and other State grant programs.

Give Students in Failing Schools a Preference

To provide students in failing schools with additional options in the short-term the Governor will create a preference in the charter school lottery for such students.
Strengthen Teacher Evaluations

Last year, less than one percent of teachers in New York State were rated ineffective, yet our students still lag behind in performance. We need a strong teacher evaluation system that can help school leaders recognize and reward outstanding teachers and identify those who need help to improve.

The Governor proposes changes to the teacher evaluation system to ensure that teachers are recognized and treated as professional people whose skills, strengths and weaknesses are not all interchangeable. To ensure that our teacher evaluation system is real, accurate and fair, Governor Cuomo proposes a series of reforms to simplify and standardize the system:

1. Instead of two student growth measures, we will eliminate the local measure. In the new system, fifty percent of the score will be based on state tests, or, in the case of teachers in non-tested grades or subjects, a student growth measure that measures one year of academic growth.
2. The remaining fifty percent of the score will be determined by rigorous observations of the educator in action; of this, thirty-five points will be determined by independent observations and fifteen points will be determined by supervisor observations.
3. The scoring bands currently used in the tallying of summative ratings vary across the State. Districts set their own cut offs and the 100 point scale encourages backing into a result. We will set the scoring bands for both the student growth measure and the observation portion of the score at the state level.
4. The law will also state that if a teacher is rated Ineffective in either portion of the score, he or she cannot receive a rating of Effective or Highly Effective.
5. We propose tenure to be only granted when a teacher achieves five consecutive years of effective ratings.

Make it Easier, Fairer and Faster to Remove Ineffective Teachers from the Classroom

The current teacher discipline and termination system, commonly known as 3020-a hearings, is broken. The hearings are costly and time-consuming for districts, and allow arbitrators to overrule administrators’ determinations of competency and of appropriate remedies. Administrators take on protracted battles that they may or may not win, at great cost to themselves and their school communities, in attempting to eliminate ineffective and incompetent educators in their buildings. The Governor proposes a series of reforms to 3020-a hearings to streamline the hearing process, shift the presumptions, and strengthen evidentiary standards, including:

1. In the case of a teacher accused of physical or sexual abuse of a child, there will be an expedited hearing with a decision rendered within 60 days. We already have an expedited process for teachers deemed incompetent, but we must also have one for teachers accused of harming children. The teacher alleged to have engaged in abuse will be suspended without pay, pending the outcome of the hearing, and will receive retroactive pay if the hearing officer finds in his or her favor. In addition, a teacher convicted of a violent felony against a child will automatically have his or her teaching certificate revoked.
2. The Governor proposes easing the legal burden on school districts seeking to remove a teacher that has been rated ineffective two years in a row. Under the new standard, such a teacher would only be able to rebut this strong evidence of incompetence by clear and convincing evidence that the calculation of one the ineffective ratings was fraudulent.
3. Elimination of the current legal requirement that administrators must attempt to “rehabilitate” teachers who are incompetent or engage in misconduct.
4. Removal of the requirement that children must testify in person and will allow them to testify via sworn written or video statements.
5. A clarification to existing law that a non-tenured teacher may be dismissed at any time for any reason.
6. New legislation that prevents a student from being assigned two ineffective teachers in consecutive school years.
I’m angry. I entered the profession of teaching because I believed in possibilities. I chose to teach in the public school system because I believed in the possibilities for all children. I chose to teach in the field of special education because I wanted to ensure equitable possibilities for all children.

I’m disappointed. The governor does not believe in the possibilities. He does not believe in the possibilities of public school teachers and the impossible work that is done by public school teachers on a daily basis.

I’m offended. The governor does not believe I deserve my tenure. He believes that nearly 1/3 of my colleagues cannot read at the level of a high school senior. He believes that I do not deserve my effective or highly effective rating from a system created on “his watch”. He believes that I work side-by-side with bad and lecherous teachers. He believes that charter schools are better than my school.

I’m exasperated. The governor believes that 50% of my evaluation should be based on my students’ performance. He says, “Education is the great equalizer.” Yet the governor is creating conditions, which will drive special education teachers - who carve out fair and equitable conditions for all students - from the exceptional needs classroom.

I’m outraged. The governor does not believe that my tenure works in favor of my students. Because of my tenure, I can advocate for my students, work in partnership with parents, have dissenting opinions with administration and not be arbitrarily dismissed. Because of my tenure, my classroom is one of academic freedom; exposing my students to a variety of topics where they learn and practice the necessary skills to critically think. Because of my seniority, my students have a teacher with experience, years of professional development and knowledge not just about content and pedagogy, but about human behavior, families, and life.

I’m frustrated. The governor does not believe in the possibilities of equitable funding and resources for all students in New York State. Equitable funding equals smaller class sizes; content that meets students’ interests (art and music), teacher tools and support.

I’m disillusioned. The governor is willing to purposefully deny possibilities to children in public schools by holding their school funding hostage to his agenda – a revised teacher evaluation plan, more charter schools, and an overhauled tenure system.

I’m a little tired. I’m working hard – before and after school, through lunch, weekends – common core, APPR, lesson plans, backward design, student choice, learning styles, assessment (not testing), rubrics, grading, technology integration - phone calls, e-mails, web pages, IEP updates, school progress reports, report cards, family meetings – student team meetings, teacher collaboration, IEP writing, Annual Review meetings – lock downs, lock outs, bus, shelter and fire drills – professional development, school and district committees, professional responsibilities - RTI and PBIS...

I’m angry. My governor does not believe in the possibilities of collaborating and supporting public school teachers, which would lead to equitable possibilities for all children.

By Diane D. DiChiara

“He [Cuomo] has declared war on the public schools.”

Karen Magee
NYSUT President
As a teacher, an employee, a wife, a human being, I am very busy, and one week usually turns into a semester and a school year very quickly. I don’t touch the political pulse on the state level too often, reasoning that I will ride the ripples of any effect once the arguing has stopped and my coordinator tells me what I must do. My political involvement and interest borders on apathy; I have been satisfied to let my colleagues and Union leaders highlight the highlights for me as needed. This message, however, is both a confession and an epiphany.

Most recently my colleagues and I, both active and apathetic, are finding ripple after ripple of the Common Core splash as we create and maneuver the new demands of maps, modules, standards and tests.

Governor Andrew Cuomo recently delivered his 2015 State of the State address in Albany. No, don’t sit taller or puff your chest out over your efforts in redesigning and revamping everything you teach. Instead, brace yourself, public educator; you have been weighed and found lacking. Daddy’s not happy.

There’s another large political splash on the horizon; however, this one is different as it reeks of discontent and malice. The message hits in a sickening way because it undermines all of the sincere effort I have been giving and seeing in my colleagues. It’s a foul feeling to try so earnestly and to realize the gap between one’s efforts and one’s employer span so far apart.

Whether it’s a summer job or a career employee, every worker will feel unappreciated if he or she is under-complimented and works for a boss or manager (insert Governor and policy maker) who is never satisfied.

Cuomo’s dissatisfaction and attack on public education is a sharp pin to any teachers’ conviction to serve others. My point: this recent splash hits on an emotional level, a threatening spit in the face from one I thought I was working alongside. It is the ominous threat and promise wherein the two parties, policy maker and public servant, express and receive disdain respectively, not respectfully.

What type of policy could ever flow from a source corroded with such contempt? Those are the ripples I fear the most. I had a political epiphany just as I sense the level of waves that could sink a ship, many ships, instead of leading them toward smoother sailing.
Governor George Cuomo was very happy with certain teachers January 21\textsuperscript{st}. Margaret Loh, Chemistry; Katrina Duffy, Math; Michael Crocco and Mary Jane McFarland, biology, all from John Jay, were among 250 newly initiated, Master level teachers invited to stand for applause.

The group is culled from STEM (Science, Technology, Education, Math) teachers statewide who have proven Mastery in their subject area and have been awarded a state Fellowship over the next four years. Our teachers join a large network of 550 previously awarded and recognized recipients.

According to the New York State website: “These outstanding teachers have been recognized for their dedication to providing the most innovative STEM education to their students, their commitment to professional growth and their enthusiasm for sharing their successful practices with colleagues in their schools and districts.”

Like most daily lesson plans the process involves a beginning, middle and follow-up. Each STEM teacher interested begins the process by qualifying with an effective or highly effective rating. The applicant must also supply one letter of recommendation from each an administrator and colleague and optionally, a student.

Last year’s APPR score is also considered, along with transcripts and a resume. The applicants also have to submit a personal essay answering: Why do you continue to teach in your STEM subject? It feels a bit like applying for college, minus the Guidance Counselor.

If the applicants qualify they are chosen to continue to Round 2. The teachers work through the nearest hub, New Paltz, in this case, where 40-50 teachers gathered this year for the next round, McFarland recalls.

Each qualifying teacher offered to two evaluators a 10-minute lesson on a topic never personally taught. McFarland, John Jay’s AP Biology instructor chose laminitis, hoof disease in horses, and created a tri-fold board of information that matched her simple but effective format of an opening, body and conclusion.

Each applicant was interviewed by a panel and prepared to comment on knowledge of content, pedagogy and student. The applicants submitted another essay at this point: How do you incorporate your students, family and communities in teaching your STEM subject? Community tie in is a big part of the equation, McFarland recalls.

Continued page 7 MASTER
PARLAPIANO PLAYS WITH FORTUNE

By Shahna Allen

When Pat Sajak extends his hand and says, “I think it’s your night,” immediately shake his hand and pinch yourself with the other.

Nick Parlapiano of Van Wyck took a break from teaching Italian as he entered the California studios to compete on Wheel of Fortune.

The show aired January 28, 2015 with Nick planted between two opponents. He quickly took control of the game, solving all but one puzzle.

Parlapiano even suffered the loss of one Bankrupt spin on the infamous wheel but succeeded in reaching the final round and solving the puzzle unfazed.

Total Winnings: $78,350 and a trip to Nicaragua

FORTUNE continued page 10

MASTER continued

In addition to teaching and maintaining composure in an interview, our teachers demonstrated knowledge of content by passing three hours of specialty testing. The tests are computer administered at various third party sites and cover any topic within the subject’s range. Aye, there’s the rub. We undoubtedly know the grade level and corners of our subject that we teach daily, sometimes too well, but these teachers must review and prepare for a cumulative and random exam.

The final phase of the process is actually the beginning, the beginning of working with fellow cohorts on the Mastery level and within the District. Over the next four years the teachers within the program will complete a minimum of 50 hours of professional development with their group at New Paltz, in this case. They will also work with teachers in Professional Learning Teams and help fellow S.T.E.M. teachers explore new topics. The Fellowship awards and encourages innovation and provides each recipient with $60,000 over the next four years.

The District has two other Mastery Level teachers both at the Jr. High levels teaching Science 8: Leah Leibacher at Wappingers Jr. and Barbara Procario at Van Wyck. Refer to suny.edu/masterteacher for more details and information.
On October 27th 2014, 16 teachers from John Jay High School held their 2nd annual Mustaches for Kids event. The faculty was part of a charitable cause for the Maria Fareri Children’s Hospital in the Westchester Medical Center. The faculty agreed not to shave for one month and allow the student body, faculty and local businesses to donate $1 per vote for the style of mustache they feel each teacher would look good wearing. Over the course of one month, the John Jay community had raised $1500.00 for Maria Fareri Children’s Hospital through Mustaches for Kids.

On November 17th 2014, a local barber shop “In the Cut” sent three barbers to come in and professionally shave mustaches into the teachers. The event was well received by students and faculty and made complete with a “bearded breakfast” for its participants. The pictures were documented by a student at John Jay who has his own photography Brandon Fiege Media. During off periods, teachers and students stopped by to support and see each teacher’s long awaited mustache. Some of the mustaches chosen were the “Zappa” and the “Walrus”. Students laughed and held conversations with their teachers as they saw them wearing their long awaited mustache. A good time was had by all while contributing to a worthwhile cause.

Teachers at John Jay have already agreed to make Mustaches for Kids a tradition at school and look forward to partnering with the local barber shop “In The Cut” in the future.
Please keep in mind that all prescription reimbursements are due to Daniel H. Cook by March 31, 2015. Claim forms can be printed off of the website or you can get print out of the prescription from your pharmacy.

Congratulations to Leah Miller of John Jay and her husband, Michael, on the newest addition to their family, Brianna Marie, born January 7th.

Congratulations to Tom O’Hare of JJ for winning Poughkeepsie Journal coach of the Year and Section One Football Coaches Association 2014 Coach of the Year. This year’s team won the League Championship and then went on to win the Section One Class "AA" Championship. It was an amazing experience and was the first section championship in football in John Jay History as well as the first Class "AA" section champion in football in Dutchess County History.

He shares: “This year’s success is a tribute to the hard work and dedication put in by our entire football program. We were blessed with a tremendously diligent group of student athletes and coaches who relentlessly pursued their goals. We had full support from our school, administration, and community. These accolades were the product of a total team effort from top to bottom.”

Bridget Black and Dana Lewis from Mrs. Leah Miller's JJ Chemistry Class painted the periodic table at John Jay High School. Countless hours and a lot of planning went into this last school year! They really did do an amazing job!
Nick Parlapiano offers his personal experience applying and playing on the show:

How did you apply? I applied on a whim back in January of 2014, but there was a video component to the application that I didn't submit. In July, WOF emailed me and said that they were going to be holding auditions in Brooklyn at the end of the month (July). They suggested that I resubmit my application with a video, and perhaps I would be considered for an application. So I reapplied with a contestant video (a one-minute clip about myself and why I wanted to appear on the show). I heard from WOF mid-July, telling me that I had been selected for an invitation-only audition.

What is the selection process? On audition day, myself and about 50-60 other people showed up to the Sheraton in Brooklyn. At first they had all of us each stand up and shout out a letter to hear the clarity and pronunciation of our letters. We played a few simulated games in the process. Next they had each of us take a five minute written test in which we were given 16 semi-completed puzzles and we had to fill in the remaining letters in each of the puzzles. After the test they left the room to score them, and then they made the "cut" - about 20 people were selected to stay and play more simulated games (myself included). During the second round we were called in front of the room, three at a time, to "introduce" ourselves like we would on the show. They concluded the audition by saying that if we were going to be selected for the show we would receive a letter within two weeks or so, and if we did not hear anything then it was safe to assume we weren't selected.

Wait time? Two weeks came and went, and I checked the mailbox everyday - no letter. Three weeks later, after no longer expecting to receive any mail other than bills, I got the letter I had been waiting for! The letter said that they would contact me anytime within the following 18 months for a taping. I heard from WOF the week before Thanksgiving with a tape date of December 4th! Naturally I went home that night and booked my flight!

How would you describe the overall experience? Surreal. The best experience of my life. I have been an avid Wheel watcher since I was a toddler so having this happen was literally a dream come true. Everyone in the process was so kind and helpful, starting with the contestant coordinators who I met back in July (and were there the day I taped my episode!) all the way to Pat and Vanna on taping day! I am so so grateful that I was given this opportunity!

Nicole Cuadrado, Colleague at Van Wyck writes:

“We were all so excited to watch Nick’s TV debut together last night. I don’t think anyone anticipated such a lucrative outcome for him because he cleverly led us all to believe differently. We are all proud of our star and happy to be there to watch him fulfill his dream.”

FOR SALE

Imperial Upright Piano in excellent condition. Perfect for a new student plus wonderful light oak wood finish. $1,400.

Call Suzann 845-667-4212
WELFARE TRUST FUND UPDATE

As you know, the WCT Welfare Trust Fund (“Fund”) is providing a pilot coinsurance/co-payment reimbursement program to all active and retired members and their families, who participate in the Empire Health Advantage PPO and EPO Select 20 Plans, provided by the Dutchess Educational Health Insurance Consortium (“DEHIC”). Retirees must be enrolled in one of the WTF Plans.

This program provides an opportunity for you to offset the co-pay/co-insurance costs that you incurred from July 1, 2014 through December 31, 2014. Starting January 1, 2015, you may submit a claim form with a copy of your Explanation of Benefits to the Fund and receive reimbursement of up to $150 per covered family for any in-network coinsurance and/or co-payment costs incurred under the DEHIC Empire Blue Cross Blue Shield Healthy Advantage PPO and EPO 20 plan. Once the $150 is reached, the Fund will reimburse 1% of all additional in-network coinsurance and/or co-payment costs incurred during the same period.

Claims must be submitted to the Fund no later than March 31st of the calendar year following the calendar year during which your coinsurance and/or co-payment expenses were incurred (Example: Coinsurance and/or co-payment expenses incurred between July 1, 2014 and December 31, 2014 must be submitted between January 1, 2015 and March 31, 2015).

In order to take advantage of this benefit, you must follow the following easy steps. Please wait until after January 1, 2015 to request your “CLAIMS SUMMARY” as co-payments and co-insurance will apply through December 31, 2014.

1. Print the Co-pay/Coinsurance form under the FORMS TO DOWNLOAD tab on the WCT website.
2. Complete the top portion of the form, sign, date, and enter total amount submitted.
3. Call Empire at 1-800-342-9816 (this number is on the back of your insurance card). Ask to speak with a customer representative.
4. Request a “CLAIMS SUMMARY” for the time period of July 1, 2014 through December 31, 2014.
5. You will only be able to request a “CLAIMS SUMMARY” for you and any dependents under the age of eighteen. Other family members that are covered under your insurance will need to request their own “CLAIMS SUMMARY”. This is necessary due to HIPAA privacy regulations. This request can take place during the same phone call.
6. They will send your “CLAIMS SUMMARY” via standard mail. They will NOT email it to you.
7. Send your “CLAIMS SUMMARY” along with your completed Co-Pay/Co-Insurance form to the address below.

Wappingers Congress of Teachers Welfare Trust Fund
c/o Daniel H. Cook Associates
253 West 35th – 12th Floor
New York, NY 10001
Community Connections Event for the WCSD Community

The Wappingers Central School District will be holding an event for parents, staff and students on February 12, 2015.

The event is entitled "Community Connections". The format of the evening will include tables set up for each agency where attendees will be able to stop in and speak with/network with individual agencies regarding specific services available to them in the area. In addition, there will be brief presentations from various agencies.

We hope to create an opportunity for parents, staff and students to identify potential resources in the community.  
Mr. Joseph Simoni, Director of Special Education & Student Services

Please join in the Wappingers Central School District’s
Community Connections Networking Session

Where:
Myers Corners Elementary School
Cafeteria

When:
February 12, 2015
7:00 pm

This is an opportunity for our local community members to network with student/family assistance agencies in our county.

The following agencies will be represented:

<table>
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<tr>
<th>Taconic Resources for Independence</th>
<th>Taconic Developmental Disabilities Service Office</th>
<th>The Hudson Valley Special Ed. Parent Center</th>
<th>Child Care Council of Dutchess and Putnam</th>
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<tr>
<td>Four Winds Hospital</td>
<td>Dutchess County Department of Mental Hygiene</td>
<td>Hudson Valley LGBTQ Community Center</td>
<td>College Planning 101</td>
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<td>Job Corps</td>
<td>Dutchess ARC</td>
<td>Health Quest</td>
<td>National Alliance on Mental Illness</td>
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<td>ACCES-VR</td>
<td>Abilities First</td>
<td>Grace-Smith House</td>
<td>Hudson River Housing/River Haven</td>
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<td>Anderson Center for Autism</td>
<td>The Mediation Center</td>
<td>The Center for the Prevention of Child Abuse</td>
<td>Mid-Hudson Special Education Task Force</td>
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<td>Arms Acres</td>
<td>Department of Community &amp; Family Services</td>
<td>Astor Services for Children &amp; Families</td>
<td>WCSD Special Education Parent Advisory Council</td>
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Brief Presentations by:

- Sherill Silver, RN- Community Liaison for Four Winds Hospital- The New Shape of Adolescent Treatment
- Astor Services for Families and Children- Overview of Services
- Hudson Valley LGBTQ- Overview of services offered
- Taconic Resources for Independence & The Hudson Valley Special Ed. Parent Center- Karen Lynch and Joyce Hawk- Post Secondary Transition for Students with Disabilities
DONNA MEYER’S LAST DAY!
We thank you, congratulate you and will miss you!
All the best Donna!

A special tribute

I would like to extend best wishes and an enthusiastic CONGRATULATION to my dear friend and talented colleague Donna Meyer who is retiring with over 20 years of teaching service, including 16 years at WCSD. She has creatively taught health to thousands of John Jay students, including Basic Help as well as students from Orchard View Alternative HS. She has also offered her dedication and talents to JJ yearbook staff over the years working as yearbook advisor. Besides allowing students to express their own unique gifts and individuality in the classroom, she has also demonstrated a genuine passion for encouraging students to find needed support as well as promoting students’ personal wellness and growth.

Personally, Donna has been an inspiration to me showing generosity beyond compare as well as possessing an extraordinary gift of hospitality and an unselfish ability to care for and support her aging parents, children, grandchildren, neighbors and colleagues. I have been especially blessed to work so closely with such a truly amazing and beautiful person. I would like to wish her from the bottom of my heart and ALL of John Jay a rewarding, relaxing, wonderful and well-deserved retirement!

J. Cummings

<table>
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### DIRECTIONS TO WCT OFFICE

**2537 ROUTE 52, SUITE 15**

**HOPEWELL JUNCTION, NY 12533**

- Heritage Square complex east of Rt 376 and 52 and west of the Taconic
- Enter parking lot and make second right
- Use front entrance
- Go to 2nd floor, door at the end Suite 15

### THE WCT WELFARE TRUST FUND

**Trustees:**

- **Flip Gertler** Chairperson
- **Theresa Stowel** Treasurer
- **Erin Mulligan** Secretary
- **Kim Mahusky** Trustee
- **Pasquale Delli Carpini** Trustee
- **Ronnie Dwyer** Administrator

### IMPORTANT PHONE NUMBERS:

- **WCT OFFICE:** 845-227-5065
- ** DANIEL H. COOK:** 800-342-6651
- **MIRKIN & GORDON (LAWYERS):** 914-997-1576
- **DAVIS VISION:** 800-999-5431
- **STACY BRAUN ASSOC (FINANCIAL):** 888-949-1925
- **HEALTH ADVOCATE:** 866-695-8622