Ravitch: Why should teachers have unions?
By Valerie Strauss

This is an excerpt from a letter that was written by education historian Diane Ravitch for her Bridging Differences blog (2/22/11), which she co-authors with Deborah Meier on the Education Week website. Ravitch and Meier exchange letters about what matters most in education. Ravitch, a research professor at New York University, is the author of the bestselling “The Death and Life of the Great American School System,” an important critique of the flaws in the modern school reform movement.

“The confrontation now is solely about whether public employees have the right to bargain collectively and to have a collective voice. Monday's New York Times made clear, both in an article by Paul Krugman and in its news coverage, that the union is fighting for its survival, not benefits.

It's time to ask: why should teachers have unions? I am not a member of a union, and I have never belonged to a union, but here is what I see.

From the individual teacher's point of view, it is valuable to have an organization to turn to when you feel you have been treated unfairly, one that will supply you with assistance, even a lawyer, one that advocates for improvement in your standard of living. From society's point of view, it is valuable to have unions to fight for funding for public education and for smaller class sizes and for adequate compensation for teachers.

I recently visited Arizona, a right-to-work state, and parents there complained to me about classes of 30 for children in first and second grades, and even larger for older students; they complained that the starting salary for teachers was only $26,000, and that it is hard to find strong college graduates to enter teaching when wages are so low.

I have often heard union critics complain that contracts are too long, too detailed, too prescriptive. I have noticed that unions don't write their own contracts. There are always two sides that negotiate a contract and that sign it. If administration is so weak that it signs a contract that is bad for kids, bad for the district's finances, or bad for education, then shame on them.

The fight in Wisconsin now is whether public sector unions should have any power to bargain at all. The fight is not restricted to Wisconsin; it is taking place in many other states, including New Jersey, Ohio, Tennessee, Pennsylvania, Florida, Illinois, and elsewhere. The battle has already been lost in other states.

If there is no organized force to advocate for public education in the state capitol of this nation, our children and our schools will suffer. That's the bottom line. And that's why I stand with the teachers of Wisconsin. I know you do too.”
Meet the Wappingers Congress of Teachers Executive Board

Italian born, Pasquale Delli Carpini, WCT President teaches Italian at John Jay High School. He brings 30 years of experience to the classroom; 23 of those years have been at JJHS.

Pasquale in recent years has been recognized with the "Eileen M. Hickey Labor Leader of the year" (2009), Sons of Italy in America "Man of the Year" Joe Di Maggio Lodge # 2248 (2002), "Dante Alighieri Award" (2001), and in "Who's Who Among America's Teachers" (2007).

I began my career at Our Lady of Perpetual Help in Brooklyn from 1981 to 1983 and at Mount Saint Michael Academy in the Bronx from 1983 to 1987. I have also had the opportunity to teach Italian at my old alma mater, Fordham University, from 1987 to 1988 and I am currently an adjunct professor of Italian at Marist College. In the past eleven years, the Italian program at Marist has grown from one class of eight students to offering a major and a minor with an enrollment of two hundred plus students with an enviable study abroad program with facilities in Florence, Rome, Tuscania, and Venice.

I became involved with the WCT fourteen years ago and have served in the capacity of Secondary at Large, Vice President for Negotiations, and I am presently serving my eighth year as President of this great local. I have also taken an active role in committees including Pension and Retirement, Committee of 100, Dutchess Educational Health Insurance Consortium (DEHIC), and others. I believe that "to be part of our great organization is extremely rewarding. It is an honor and a privilege to work with a great executive board and represent dedicated, hardworking professionals."

Mike Lyons, WCT VP for Elementary teaches 5th grade at Sheafe Road Elementary School and has been at this building for his entire career. He is about to begin his 26th year of teachings in WCSD.

I am the WCT Vice-President for Elementary. I have held various positions within the WCT over the years, including Negotiations V.P., Elementary at Large, and Building Rep. I have served on the Executive Board of the union since 1994, and have also served as a delegate to the New York State Teachers Retirement System Convention since 1998, and also as a delegate to the NYSUT Convention and the American Federation of Teachers, for many years. I grew up in a union family, as my father served as the Business Agent of the United Brotherhood of Carpenters, in Westchester County. As a result, I have always been interested in unions and the role they have played in the history of our country. As the 2011/2012 school year begins, it is comforting to know that we have both a statewide organization and a national organization that support our efforts, and help us in these difficult economic times. I am also very proud to serve with a wonderful group of teachers that make up our current executive board. These people are very concerned and do a great job of representing the needs and concerns of the WCT. Thank you and have a great year.
Ray Koretsky, WCT VP for Secondary is entering his 12th year as a math teacher at Roy C. Ketcham High School.

I have been involved with the WCT since my 4th year of teaching (just after receiving tenure). I started by becoming the Senior Building Representative at RCK when nobody else was willing to step up to the plate. I was concerned that I would not know how to do the job but was more concerned about what would happen to the role and strength of our union if one of our largest buildings had no representation. The following year I joined the Executive Board. My first position was as a Secondary-At-Large Representative, followed by V.P. of Grievances, and I currently serve the WCT as our Vice-President of Secondary (V.P. of Grievances has since been eliminated as a position and the duties have been added to the responsibilities of the Vice-Presidents of Secondary and Elementary). Despite my initial concerns about not being experienced enough to take on a role with the Union when I first began, the leadership of the union at that time was very supportive and made those fears quickly dissipate.

I strongly encourage our newer members to take a stand and get involved with our Union as well. We especially need the involvement of our younger members as we continue to move forward as a Union. It has been my privilege and honor to represent all of you over the years. I assure you that I will always do my best to preserve, protect, and improve our rights and benefits.

Martha Bilsback, WCT Secretary is a 3rd grade at Myers Corner and is starting her 25th year in the district. She has been involved with the WCT for all 25 years and is the only person in her family who has ever belonged to a union.

I have been a building rep, an Elementary-at-Large Executive Board member, the Vice-President for Educational Issues, the treasurer, and am presently the WCT Executive Board Secretary, a member of the Negotiating Team (3rd time ‘round!), and a NYSUT RA delegate.

I “kicked up” my involvement in the WCT in the early 1990s when the district lost many (70+?) teachers in one year of job cuts.

I am very involved with the NYS Labor-Religion Coalition, which works hand-in-hand with NYSUT on social justice issues, both domestic and international. I will be taking a seat this year as a member of the NYSUT Civil & Human Rights Committee. As part of this work I have participated in 2 international Eyewitness Fair Trade Delegations, one to Nicaragua & the other to the Dominican Republic.
Diane D. DiChiara, Secondary-at-Large is a special education teacher at John Jay High School and is entering her 17th year in the district.

I currently serve as a Secondary-at-Large member on the executive board, but I have also been a building junior and senior representative. I got involved when my colleague asked me to be a building rep. I have served as a delegate at both the NYSUT RA and the New York State Teachers Retirement System conventions. Along with my colleagues, I have stuffed and stamped envelopes, placed signs on my lawn, attended BOE meetings, and last year joined with labor unions from across the nation at the Lincoln Memorial for the One Nation Working Together march in support of jobs, social justice and peace with the focus on the 2010 mid-term November elections.

I grew up in a union family. My Teamster dad served as shop steward for his local. I learned about union work at “my seat at the dinner table.” This laid the groundwork for my current union work and my advocacy for all students. Utmost in my union work is compliance with the Commissioner’s Regulations in regards to special needs’ students. For I know, that by protecting the educational rights of all students, I protect the rights of teachers.

Dawn Sala, Elementary-at-Large is a school psychologist at Myers Corners Elementary School. She has worked for the WCSD for 12 years.

I have worked at Myers Corners for 6 years and prior to that I traveled between Kinry Road and and Vassar Road Elementary Schools. I am the liaison for Vassar and Kinry Road Schools.

Several good friends of mine had long been involved in the union in various capacities. I became involved in the WCT five years ago, starting out as a junior building rep. The following May I ran for an Elementary-at-Large position on the Executive Board and have been in that position ever since.

Through this position I have helped to coordinate the yearly WCT food drive to benefit the Zion Church Food Pantry, and I have been a part of the district wide RTI committee as well as an advocate for the special education needs of the district.

I am proud to be a part of the WCT and a Member of the Executive Board.
Michelle Ross, Elementary-at-Large is a school psychologist at Gayhead Elementary School. She has worked there for 15 years, but began her career with the WCSD sixteen years ago.

I began my career in the WCSD at Roy C. Ketcham HS, where I worked for 3 months before losing my job due to budget cuts. I was fortunate to get my job back for the next school year and have been at Gayhead ever since. I became involved with the WCT the following year as a junior rep, because Eileen Zipes, retired 1st grade teacher, encouraged younger members to get involved and make a difference. I became the senior rep for my building after several years.

I currently serve as an Elementary-at-Large on the Executive Board, a position I have held for approximately 10 years. I have served as a member of our negotiating team during the previous and current negotiations. Through my work on Executive Board, I have always been an advocate for Special Education staff, students, and programs within the district. As a union representative, I believe that it is my obligation to advocate for the majority, while also giving a voice to the smaller groups within our unit.

Mary Ann Moran, VP for External Communications is an elementary teacher at Myers Corners Elementary School. She is about to begin her 26th year in education.

I serve as Vice President for External Communication and I am, also, the liaison for Evans school.

I became involved with the WCT because I wanted to be involved and to help. For my current role on the Executive Board I attend and report on the BOE meetings to the Executive Board and Representative Assembly. I recommend that all WCT attend BOE meetings so that you hear first hand of happenings on the district level. You will also learn how important it is to have the right people represent teachers on the BOE. During public session you will hear how community members view the district and/or the WCT. I am the liaison for the WCT at PTA Council and serve as senior building rep for Myers Corners. The PTA Council is the coming together of all PTA presidents or reps with the district administration. Ideas, concerns, and issues related to school building PTA's are shared and discussed. As the WCT rep, I am the union voice in any discussions.
Flip Gertler, VP for Political Action teaches 5th grade at Fishkill Elementary School. He will be starting his 12th year with the WCSD, however this is his 17th year in education.

Fishkill Elementary School is small in regards to members ranging from 30-40 on any given year. Kim Mahusky and I will be the liaison for our school. My current role on the WCT Executive Board is Vice-President for Political Action. My main responsibility is helping to pass the school budget, elect positive board of education members, and keep members updated with current educational issues.

Getting involved with union work was an easy and natural decision for me. I grew up in a household where I watched my father dedicate his 35 years in the profession to numerous roles within his union. I truly enjoy working with the current WCT leadership and serving the members to the best of my ability.

Paul Nostrand, Secondary-at-Large is a school counselor at Wappingers Junior High School. He is about to begin his 19th year at WJHS.

Besides being a school counselor at WJHS, I am also the union liaison for WJHS. I became involved with the WCT years ago as I realized the importance of solidarity and worker rights and the need to protect these rights. Currently, I serve as secondary-at-large and building rep. I, also, served as senior building rep for several years.

I strongly believe that student needs come first and without the watchful eye of the union student needs and rights would not be the first consideration. The students we teach and mentor hold our future in their hands. This is something that must never be forgotten and always be respected and nurtured.
Theresa Stowell, Elementary-at-Large teaches at Fishkill Plains Elementary School. She is about to begin her 18th year as a teacher.

Very early in my teaching career I became involved in the Union because I believe in working together to support our important profession. Currently, I am an Elementary-at-Large member of the WCT Executive Board. For many years, I have also served as a building representative. In addition, I am the liaison for Fishkill Plains and Brinckerhoff schools.

I encourage you to stay informed and became an active member of the WCT.

Jane Stockslager, Secondary-at-Large for the past six years is beginning her 33rd year in teaching. She currently teaches at Van Wyck and will be retiring at the end of the current school year.

I have taught for 31 years in the WCSD. I am the liaison for Van Wyck Junior High School and Orchard View Alternative High School. I have been a junior and senior building rep, and I have always been active in the WCT doing behind the scenes jobs. I have helped with interviewing Board Candidates, putting election signs on my lawn and other spots in my area, stuffing envelopes, and working phone banks. I have also worked the Community Days events.

I am a WCT member of the District Safety Committee, which meets monthly. All unions in the district have representation at the meeting, district insurance companies, as well as most district departments. Safety, sanitation, and healthy workplaces are discussed. If there are any concerns you have that you feel are not being addressed at your building level through the administration or custodial staff (work orders) please email me.
Donna Basile, WCT Treasurer, has taught math at Van Wyck Junior High School since 1998. She has served as both a building representative and Vice-President for Internal Communications.

Kim Mahusky is a 5th grade teacher at Fishkill Elementary School. She is entering her 17th year in education. She holds the position of Vice-President for Internal Communications on the Executive Board.

I became actively involved with the WCT about 5 years ago when I took on the role as Junior Representative for my building. After serving as Junior Representative for a few years, I was asked to consider the position of Internal Communications on the Executive Board. Feeling like I could help to make a difference, I accepted. Since stepping into these roles, I have realized how important our union is and how critical it is to stay informed. With education under attack, we all need to work together to protect our profession.

Think About It:
If every WCT member dedicated 2 hours throughout the school year to union work the impact would be an additional 1800 hours of union power. Find the time to advocate for public education. Answer, “yes” when called upon by your WCT colleagues.
Twenty Six Easy Ways to be an Active WCT Participant

1. Participate in Community Day on Saturday, September 17th
2. Attend Board meetings
3. Attend building meetings
4. Attend General Membership meetings
5. Contribute an hour of your time during Board of Education elections and budget
6. Contribute information/article to the Commentator
7. Read the Commentator
8. Write a “Letter to the Editor” on an article you read in the Commentator
9. Join the WCT Facebook page
10. Attend a local labor rally
11. Participate in writing campaigns by e-mailing, faxing and writing letters to lawmakers about pertinent issues
12. Buy a WCT shirt
13. Wear a WCT shirt each Friday
14. Attend WCT function: End of Year Recognition Dinner
15. During elections work the phone banks
16. During elections stuff envelopes
17. Contribute to Vote Cope
18. Donate non-perishables to annual food drive
19. Submit positive articles to the Poughkeepsie Journal ad the Southern Dutchess News about your work as a teacher
20. Assist with the building RA elections
21. Become a building representative
22. Speak positively about your co-workers
23. Mentor new members about the WCT, offer support and advice
24. Ask your senior building rep what you can do to help
25. Pass out WCT information
26. Join your school’s PTA or PTSA
The WCT Commentator

WCT President

Pasquale Dell’Carpini

WCT President

The WCT Commentator

WCT President

Pasquale Dell’Carpini

WCT President
When a WCT member has a union concern, what should the member do?

Why is it important to follow this procedure?
So issues, concerns, and/or contract/language violation could be addressed in a more expedient manner. Using this process will also keep all parties informed with no break in communication in chain of command. It will also serve as an education in problem solving situations.
Union Organization Acronyms

NYSUT – New York State United Teachers
AFT – American Federation of Teachers
NEA – National Education Association
UFT – United Federation of Teachers
WCT – Wappingers Congress of Teachers

Tenure and Teachers
Adapted from NYSUT’s Survival Guide: What Every Member Should Know

New teachers are "on probation" for the first three years of their careers. During that period, they may be dismissed at any time. At or before the expiration of the probationary period, the district must either deny or grant tenure. Tenure is granted by the board of education on recommendation of the superintendent, following observation and review of the probationary teacher. Without the superintendent’s recommendation, tenure cannot be granted.

Once granted tenure, a teacher is guaranteed a system of due process, but is not guaranteed a job for life. The tenure law protects teachers from arbitrary or capricious dismissal. For example, it prevents a school district from firing a competent teacher so that it can hire someone else who may have better personal or political connections.

Tenure is not transferable from one school district to another. However, a teacher who has acquired tenure in one district within the state and moves to another need only serve a two-year probationary period, rather than three, before being eligible for tenure in the new district. If the transfer is the result of a BOCES takeover of services or a district takeover of BOCES services, teachers retain their tenure rights.
SENIORITY RIGHTS: Teachers

Seniority rights are based on length of actual paid service in a specific tenure area and apply to both tenured and probationary teachers. If a school district abolishes teaching positions, seniority is the sole criterion in determining which teachers are laid off and subsequently recalled should a vacancy in the teacher's tenure area occur within seven years.

Laws to Know: The Taylor Law

Public employees in New York State have the right to be represented by unions and to bargain collectively with their employers for salary, benefits and other terms and conditions of employment. This right should not be taken lightly. It was not recognized in New York until the Legislature enacted the Taylor Law in 1967, and it does not exist today for school employees in 17 other states. (NYSUT.org).

What is the Triborough Amendment?

The 1982 “Triborough” amendment mandated that if a collective bargaining agreement expires, its terms and conditions continue until a new agreement takes effect. That amendment has helped thousands of members avoid hardships when negotiations are impeded by harsh economic conditions, recalcitrant employers or both. An earlier improvement eliminated the “probation penalty” (probation for one year) against tenured teachers who went on strike (NYSUT.org).

Entry Form

2 Free WCT Tee Shirts for New Members

Name: ________________________________

School: ______________________________

Send completed form through interoffice mail to the WCT Office by October 1st.
New Members: [http://nysut.org/newmember/index.html](http://nysut.org/newmember/index.html)

NYSUT provided information from “Certification Answers for New Members” to “The Ten Things You Should Never Do in a Parent-Teacher Conference.”

### Teacher Performance: The APPR

In 2000, in collaboration with educators, administrators and other educational partners, the Board of Regents developed and approved Section 100.2(o) of the Regulations of the Commissioner of Education, governing the Annual Professional Performance Review (APPR) of teachers. The regulation required school districts/BOCES to conduct annual evaluations of probationary and tenured teachers providing instructional services or pupil personnel services. The requirement does not apply to teaching assistants, teacher aides or pupil personnel titles. The new requirements do not take effect until the new APPR plan is collectively bargained in each local (NYSUT.org).

**The composite scores will be determined as follows:**

- **20 percent:** Student growth on state assessments or a comparable measure of student growth (increased to 25 percent upon implementation of a value-added growth model).
- **20 percent:** Other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms (decreased to 15 percent upon implementation of a value-added growth model).
- **60 percent:** Other measures of teacher effectiveness.

**The APPR must also include:**

- Teacher Improvement Plans (TIP) for developing and ineffective teachers;
- Training for evaluators;
- Appeals process for evaluations; and
- Expedited discipline process when teacher receives two consecutive annual ineffective ratings.
NYSUT Victory: Teacher Evaluation

When teachers shut the door behind them in June, NYSUT had filed suite against the State Education Department and the Board of Regents over the percentage of student growth that could be used to evaluate a teacher. Governor Cuomo had encouraged the change which raised the percentage from 20% to 40% to give more flexibility to school districts in these difficult economic times.

We opened our doors in September, to the NYSUT victory. Justice Michael Lynch ruled in favor of NYSUT stating, “to allow the use of the same ‘student growth data’ in the first 20 percent category in the second 20% category conflicts with the statutory mandate that the annual review produces a ‘single composite teacher or principal effectiveness score, which incorporates multiple measures of effectiveness.’” The second 20% is to be developed locally through the collective-bargaining unit. The other 60% is based on measures that can include observations.

Read more about the ruling at:

http://www.nysut.org/cps/rde/xchg/nysut/hs.xsl/mediareleases_16923.htm

Back to School Fashion

TOMS Shoes
With every pair your purchase TOMS will give a pair of new shoes to a child in need. “One for One.”
http://www.toms.com/

Out of Print Tee Shirts with classic book covers (Catcher in the Rye, Where the Red Fern Grows, Animal Farm, etc.)
For each shirt bought, the company donates a book to a community in need through their partner “Books for Africa.”
http://www.outofprintclothing.com/
Alphabet Soup: Education Acronyms for New Teachers

AYP – Adequate Yearly Progress (AYP measures the yearly progress of different groups of students at the school, district and state levels against yearly targets in reading and mathematics. Target goals are set for attendance and graduation rates)

APPR - Annual Professional Performance Review (an annual professional performance review on each teacher, resulting in a single composite effectiveness score and a rating of “highly effective,” “effective,” “developing,” or “ineffective.”)

BOE – Board of Education

CTE - CTE Career and Technical Education (CTE provides high school students the opportunity to take courses in areas so that they can explore interests and careers while building and strengthening their career-specific knowledge and skills.)

ELL - English Language Learner (Student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.)

ESL - English as a Second Language (A program model that delivers specialized instruction to students who are learning English as a new language.)

FAPE - Free Appropriate Public Education

FERPA - The Family Educational Rights and Privacy Act (Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.)
FOIL – Freedom of Information Law (allows members of the public to access records of governmental agencies.)

IDEA - Individuals with Disabilities Education Act (This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.)

IEP - Individualized Education Program (A written statement for a student with a disability that is developed annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.)

LRE - Least Restrictive Environment (students with disabilities are educated with non-disabled peers to the greatest extent possible.)

NAEP - National Assessment of Educational Progress (Also known as the "Nation’s Report Card," NAEP assesses the educational achievement of elementary and secondary students in various subject areas. It provides data for comparing the performance of students in North Carolina to that of their peers nationwide.)

NCLB - No Child Left Behind. (NCLB is the 2002 reauthorization of the Elementary and Secondary Education Act of 1965 and represents a sweeping change in the federal government’s role in local public education. NCLB’s primary goal is for all public school children to be proficient or above in reading and mathematics by 2013-14.)

NYSED – New York State Education Department

PBIS - Positive Behavior Intervention and Support. (Positive Behavior Intervention and Support programs are a way to impact school learning environments by establishing and reinforcing clear behavioral expectations in order to support high student performance and to reduce behavioral problems.)

RTI – Response to Intervention (a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention.)
SAVE – Safe Schools Against Violence in Education (promotes safe learning environments where students and teachers work collaboratively in pursuit of academic excellence and social and emotional growth.)

STEM - Science, Technology, Engineering and Mathematics. (STEM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.)

Title I - Title I is the largest federal education-funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program.)

Title III - Title III is the section of No Child Left Behind that provides funding and addresses English language acquisition and standards and accountability requirements for limited English proficient students.

Title IX - Title IX of the Educational Amendments of 1972 bans sex discrimination in schools receiving federal funds, whether it is in academics or athletics.

Labor Vocabulary: Collective Bargaining

Collective bargaining consists of negotiations between an employer and a group of employees so as to determine the conditions of employment. The result of collective bargaining procedures is a collective agreement. Employees are often represented in bargaining by a union or other labor organization. Collective bargaining is governed by federal and state statutory laws, administrative agency regulations, and judicial decisions. In areas where federal and state law overlap, state laws are preempted (http://www.law.cornell.edu/wex/Collective_bargaining).
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DEAR BROTHERS AND SISTERS,

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Here is a list of Union Made products available for a dollar at most stores.

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- Gravy Train Canned Dog Food
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- Friskies Canned Cat Food
- Spic N’ Span Clean Wipes
- Clorox Disinfecting Wipes
- Palmolive Dishwashing Liquid
- Rinso Laundry Detergent
- Albert VO’S Shampoos and Conditioners
- Palmolive Hand Soap
- Irish Spring Hand Soap
- SoftSoap Liquid Hand Soap
- Colgate Toothpaste
- Ultra-Brite Toothpaste
- Chapstick
- Lysol Liquid Toilet Cleaner
- Swiss Miss Powdered Hot Chocolate
- Rice Krispy Chocolate Treats
- Act II Popcorn
- Corn Nuts
- Cheetos White Cheddar
- Tostitos
- Doritos
- Corn Nut Chips
- Pace Picante Sauces
- Munchies Cheese Chips
- Mike & Ike’s Candies
- Fiddle Faddle Carmel Popcorn
- Russell Stover Caramels
- Red Vines Licorice
- Tootsie Rolls Variety Packs
- Stay Puffed Marshmallows
- 100 Grand Bars
- Sunken Fruit Gummiess
- Hot Tamales Candies
- Baby Ruth Bars
- Pepsi Cola
- Heinz Cocktail Sauce
- Roskotio Refried Beans
- Gebhardt Refried Beans
- Heinz Home Style Sausage Gravy
- Campbell’s Soup
- Campbell’s Superior Spaghetti & Meatballs & Spaghetti-O’s
- Chef Boyardee Mini-ABCs
- Green Giant Green Beans
- Hormel Soup Cups – Chicken Noodle
- Dirty Moore Beef Stew
- Hamburger Helper Chili Cheese
- Campbell’s Chunky Beef & Vegetables
- Wholesome Helper Beef
- Stroganoff
- Horen Chili
- Armour Vienna Sausages & Potted Meat
- SPAM Single Classics
- Chips Ahoy!
- Hidden Valley Harvest Dip
- Del Monte Sloppy Joes
- Del Monte Canned Organic Tomatoes
- Del Monte Spaghetti Sauce
- La Victoria Green Chilies & Enchilada Sauce
- Prego Fresh Mushroom Pasta Sauce & Meat Pasta Sauce
- Betty Crocker Pasta Alfredo
- Kraft Pasta Salad
- Betty Crocker Suddenly Salad
- Cracker Jack Original
- Fritos Chili Cheese
- Banquet Chicken Fingers Dinner, Nuggets Dinner & Chicken Pot Pie
- Banquet Meat Loaf Dinner
- Banquet Mexican Style Chicken Enchilada Dinner
- Sunken Pineapples & Mandarin Orange Cups
- Damon Activa – Prune, Mango & Peach
- Land O’ Lakes Margarine, Buttery Spray, Cheddar
- Cheese & Colby Jack Cheese
- Pillsbury Golden Homestyle Bisquits
- Yoplait Fiber One Yogurt – Strawberry & Peach
- Snack Pack Pudding – Banana
- Skippy Super Chunk Peanut Butter
- Western Bagel – Blueberry, Onion, & Whole Wheat
- Western Bagel English Muffins
- Hawaiian Punch
- Lays Classic Potato Chips
- Lays Lime Potato Chips
- Doritos Cool Ranch, Nacho Cheese & Spicy Nacho
- Ruffles Cheddar Cheese & Sour Cream
- I Can’t Believe It’s Not Butter Spray
- Farmer John’s Classic Cooked Ham
- Good Humor Ice Cream Sandwich Bars, Neapolitan Bar, Strawberry Shortcake Bar & Chocolate Crunch Bar
- Dial Hand Soap
- Reynolds Wrap
- Scotch Tape
- 3M Sponges

CREDIT: United Auto Workers Local 1005, Parma, OH, Mike Caldwell, Chair, Union Label Committee (www.uawlocal1005.org). Brother Caldwell notes that the original source of this list is unknown.
**WCT COMMENTATOR Policy**

The content of the *WCT COMMENTATOR* shall reflect the official positions and policies of the WCT, with the following three exceptions:

1. The President of the WCT should present his/her views in a message to the members from time to time, but not less than bimonthly.

2. Signed Letters to the Editor (of responsible length) containing personal views from members and subscribers shall be published subject to laws of libel.

3. Members of the WCT may place articles adhering to the Canons of Journalism concerned with WCT positions, policies, and issues of interest to teachers in the Commentary Section. (For both Letters to the Editor and the Commentary Section, the writer’s name and WCT affiliation shall be attached, and an editor’s note shall accompany these sections indicating that “The opinions expressed do not necessarily reflect the official views and policies of the WCT.”)

Reprints of articles from the *WCT COMMENTATOR* are allowable only with the permission of the WCT President.

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The *WCT COMMENTATOR* advertising policy as adopted by the Executive Board is as follows:

Noncommercial (Personal) ads for WCT MEMBERS only will be run for two issues at no charge.

Commercial (Business) ads for WCT MEMBERS only: guaranteed placement for half of the school year, **$35.00 per half year payable Sept. 15th and Feb. 1st or $5.00 per issue.**

For prompt placement of advertisements and articles in upcoming issues of the *WCT COMMENTATOR*, e-mail the information to commentator@wcteachers.org. Information can also be sent to the editor at the WCT Office. Do not send articles or ads through the GroupWise e-mail system!