WCT MEMBERS AND THEIR PUBLISHED PETS
By Meredith Inkeles, Commentator Editor

A number of our members over the years have published fiction, nonfiction, poetry, and textbooks. Recently, two WCT members have published books where the narrator is their beloved pet. Candi Ruffalo, JJ music teacher, has published the book *This is My Tail: A Funny Feline’s Tale by Killian* and Erin O’Neill, 4th grade at Kinry Road, has published a Kindle edition of *Quigley’s Tale: the story of a dog who learned to read*. Both titles are available through Amazon.com.

*This is My Tale* by Candice Ruffalo is a story for younger and intermediate readers but, readers of all ages can see the joy, humor, and heart of the book. The book is filled with adorable photographs of Killian and his words of wisdom. Amazon.com says, “The story of a rescued Maine Coon, told from his point of view, Killian gently shares tales from his kittenhood, the shelter, his adoption and his new life with his best friend and human mom. In addition to sharing tales, he encourages the young reader to pause or "paws" and let their heart do the thinking when it hears something that makes sense to it. Not only does he have a giant heart, but he has a giant, fabulous, troublesome tail which makes for more stories or tales.” This book is a testament to Candi’s love for Killian, children and creativity.

*Quigley’s Tale* is a Kindle edition on Amazon and it is written and illustrated by Erin O’Neill. Although a piece of fiction, Quigley was Erin’s beloved Bernese mountain dog and all of the watercolor illustrations were painted by Erin and are modeled from real pictures of Quigley. The origins of this book not only came from Erin’s love of Quigley but also out of the necessity for a reading program to go along with the District’s reading “approach” when all programs were eliminated. With encouragement from two very supportive Principals, Erin wrote and painted during summer break. She had created an introductory unit she uses to teach her students eight fundamental reading comprehension skills. She hoped her class would enjoy it, and over the years it seems they have. Quigley gets fan mail from the children and some scour the library looking for the smelly book he claims had helped him become a great reader. Amazon.com says, “An adorable little puppy is bored and thinks his human family is leaving newspapers each day in his pen for him to read. He is determined to become a great reader, and his adventures frighten the Principal of a school, stop a bully, and teach a shy little girl to believe in herself.” A teacher’s edition will soon be available on Amazon.

Congratulations to these creative and innovative members and their pets. What else are our members doing? We want to hear about it! Be sure to get in touch at commentator@wcteachers.org.
Hartford, CT—A coalition of education leaders joined in the announcement of the creation of a donation website, DonorsChoose.org/Newtown, dedicated to supporting the classroom efforts of teachers in Newtown, Connecticut.

Contributions received through DonorsChoose.org/Newtown will give Newtown teachers the ability to design and fund classroom-specific projects and to buy needed materials. Projects could include, for example, books and shelves for a reading nook, art supplies for a mosaic, seeds and soil for a memorial garden, or other teacher-generated projects.

The goal of this effort is to enable Connecticut residents – and individuals throughout the United States – to offer a holiday gift of any size to the teachers of Newtown and, through them, to the district’s students.

A coalition of Connecticut, national, and Newtown education leaders praised this effort. The leaders explained that they are working together on multiple fronts – and with the help of a number of key nonprofit partners – in order to assist the Newtown school district (including its educators, students, and families) in the wake of the recent tragedy.

Charles Best, founder of DonorsChoose.org stated: "At DonorsChoose.org, we believe that great teachers know best what their students need, and this is surely the case in Newtown. We're honored and humbled to provide a platform for supporting these educators."

Commissioner Stefan Pryor said: "The selfless spirit of the teaching profession is currently on display throughout the Newtown school district. In the face of profound personal grief, anxiety, and challenge, these educators inspire us with their strength, resiliency, and perseverance." Commissioner Pryor continued, "The teachers of Newtown know the needs of their students best. We hope that this and other efforts will aid Newtown educators—modestly but meaningfully — as they return to and restart their classrooms."

"While the road to recovery will be long, we know that the children, educators and community of Newtown will move forward. This partnership with DonorsChoose allows Americans across the country to share in the healing process by lending a helping hand where it is needed most," said American Federation of Teachers President Randi Weingarten. "In this season that usually fills children and adults of all ages with joy and hope, the AFT is pleased to be part of the healing process for their schools and their lives."

Arne Duncan, U.S. Secretary of Education said: "The six courageous educators lost at Sandy Hook were heroes in the truest sense even before they laid down their lives to protect their students. In the simple and profound choice to teach, they each demonstrated the selfless, quiet, extraordinary heroism that defines the teaching profession. To honor their memory, people may wish to support this or other responsible efforts in support of the ongoing work, dedication and commitment of their colleagues in Newtown at this difficult time."

"DonorsChoose.org is a wonderful way to support the teachers of Newtown," said Melodie Peters, president of AFT Connecticut. "By donating on this website people can help our teachers meet their students' needs during this difficult time."

"The outpouring of support bestowed on the Newtown community over the past week has been overwhelming," said Newtown Superintendent of Schools Janet Robinson. "We are immensely grateful for this opportunity for donations to be directed straight into the classrooms to support the courageous and inspiring work of Newtown’s teachers."

"It is my great honor to represent the teachers of Newtown, who continue to inspire me daily," said Tom Kuros, president of the Newtown Federation of Teachers. "By virtue of their courage and deep love for teaching our students, they are returning to the classrooms after unspeakable horrors unfolded in one of our schools. As we grieve and continue the work of supporting one another during this difficult time, we are grateful for these contributions that will help our teachers create the learning, enriching and caring environments for their students that they seek to provide."

(Continued on page 3)
WEBSITE LAUNCHED TO HELP REBUILD AND RESTART CLASSROOMS ACROSS NEWTOWN (continued from page 2)

The parent organization, DonorsChoose.org, was founded in 2000 and, to date, has funded over 328,000 projects proposed by over 137,000 teachers in over 46,000 schools nationwide.

The money raised by DonorsChoose.org will be divided equally among teachers in Newtown. Each teacher may use his or her allocated funds to purchase classroom materials, fund a classroom-specific project, or use the funds as an opportunity to demonstrate the act of giving by donating portions of their funds to other classroom projects throughout Connecticut and/or nationwide.

Donors can give any amount towards classroom funding credits or a specific teacher-developed project that most inspires them. The community site will be live for six months, through June 30, 2013. However, any individually developed project can remain on the site for up to five months from the date on which it was created.

DonorsChoose.org vets every classroom project request, purchases the materials and ships them directly to the classroom, provides photos of the project-taking place, and supplies a cost report showing how every dollar was spent. As a 501(c) 3 charity, donations through DonorsChoose.org are tax-deductible.

To visit the website: http://www.donorschoose.org/newtown.

NEW YORK EDUCATION REFORM REPORTS OFFERS SOUND PROPOSALS
Reprinted from AFT LeaderNet, January 3, 2013

The interim report released Jan. 2 by Gov. Andrew Cuomo's New NY Education Reform Commission offers constructive, doable, evidence-based recommendations that could immediately help New York public school students and their educators by providing greater educational opportunity, AFT president Randi Weingarten says.

"By offering a full range of sound proposals—such as preparing teachers well; preparing our youngest for kindergarten; ensuring that wraparound services are available to students who need them; offering career technical education, early high school and other programs that prepare students well for college and career—the commission has produced a commendable, comprehensive report," says Weingarten, who is a member of the commission. "The tangible proposals, if funded and implemented properly, will help all kids and, in particular, would provide real support for children dealing with poverty and other issues affecting education outcomes.

"I also am pleased that the commission included an AFT proposal for a bar-like assessment for prospective teachers to ensure that the people who teach our children are well prepared for the job. This assessment would replace today's patchwork of pre-service tests as well as require prospective teachers to show a clinical-based understanding of how to teach before walking into a classroom."
BELIEVING IN STUDENTS: THE POWER TO MAKE A DIFFERENCE

After a morning Discipline With Dignity training, the high school principal and I walked to the cafeteria to eat lunch. He said, "I love your session, but it's not practical." I responded with my view that it was practical because it works — but it's just not easy.

He pointed to a girl sitting alone at a table and said, "Do you think it would work with her?" She looked like she was a character from the Mad Max movies. She had just been released from federal prison. Her look was extreme (maybe not so much today) with spiked orange and purple hair, tattoos, all black makeup including black lipstick and black rouge, and severe body piercings. The principal looked at me and said, "So what would you do?" I asked back, "What about you? How do you handle her?" He said that he would draw a line and tell her she'd better not cross it. I responded, "What if she says, 'I'll kill you?' Which one of you will be more afraid, her because she crossed the line you drew, or you because she threatened you with death?" The truth is that if she's been to prison, nothing that can be done in a school would frighten her. Detention? Calling her mother?

So he again asked what I would do. I said, "Talk to her." And he invited me to go over and try it right then. So I did. Dressed in my three-piece suit, I sat down at her table. She looked at me for a minute and said, "Who the f**k are you, a***ole?" I was a little stunned and didn't have time to read a book or check my notes. So I relied on two strategies I had just taught the teachers in my morning session: meet the real needs of students and use challenge instead of threat.

I said, "I'm someone writing a book on teenage violence, and I think you know better about it than me. If you have the courage to tell the truth and answer one question (challenge), I'll put your name in my book (need to be noticed)." She asked what the question was, so I replied, "Are there any teachers who you listen to, follow directions, show respect and learn from?" She said she had one like that, and I asked her what made that teacher different from the others.

Her answer is one that I will never forget and has been one of the constants in my work ever since. It's a movie scene that replays over and over in my mind. Right before my eyes, her answer transformed her from a tough, hardened criminal to a frightened little girl.

Because she's stupid. She thinks I can get a job someday, that I may even be able to go to college, or be a good mother because I know all the things not to do.

Then she started crying. The tears streaked down her black makeup and made her look like a zebra with black drops falling on her white top.

I ain't going to college and I ain't getting a job. I'll never be a mother. I'm a dead girl. In prison when they write your name on the wall, you die, and my name is there. I know I'm going back. But that teacher believes in me, and man, it really, really matters.

Later I put her name, Roxanne, in my book and tried to find her to give her a copy, but nobody knew where she was or how to find her.

Sometime later, I traveled the country doing trainings. I asked administrators if I could meet with about ten of their most troubled students. I did this for grades K-12, in urban, rural and all economic areas. I did it on two Indian reservations. I asked two questions: "Who is your favorite teacher and why?" I expected most to say they had no teacher who was a favorite. But they all did. Among the top reasons was, "They believe in me."

Five Ways to Reach Out
Believing in students is not simply telling them that you believe in them. These words matter only if they are true and if you demonstrate them by your actions. There is no way to fake it, because kids have built in crap detectors (a phrase taken from Neil Postman, and Charles Weingartner, in Teaching As a Subversive Activity), and they can tell if you don't mean it. Here are some ways to express it.

1. **Stop Using Rewards**
Rewards are not needed if you believe in a student. The reward implies to them that they only way you can get them to do something is to pay them. That is the opposite of believing.

2. **Encourage Effort More Than Achievement**
Not every child can meet the unrealistic goals of a
BELIEVING (cont. from page 4)

test-mad curriculum. Every child can try to do his or her best. Ironically, the harder students are encouraged to try, the better they do on our crazy high-stakes testing.

3. Give Second, Third and Fourth Chances

In many states, the law says, "Three strikes and you're out." In most schools, the most troubled kids get only one strike. The message is, "Be the way we want or we don't want you." School is for all children and mistakes are part of the learning process, not just for academics, but also for behavior. Rather than strike them out, teach them the skills they need to overcome their deficiencies.

4. Don't Say "You Failed" - Say "You Haven't Done It Yet"

Encourage hope by letting students know that, no matter what they do, they can still do better. Safety always comes first in a school environment, of course. Sometimes safety concerns override points 3 and 4, but not as often as we think.

5. Increase Opportunities to Learn

The children who need recess the most are the first ones to lose it. Being removed from field trips, the cafeteria, library and all other learning opportunities only makes students less able to handle them in the future. No one would say to a basketball player, "You missed too many foul shots. You can't practice until you get better." It is time to stop giving more opportunities to those who have already proven they are successful while denying opportunities to those who need them the most.

If we can start reaching kids like Roxanne sooner rather than later, who knows how many lives could change?

Call the Employee Assistance Program

The EAP provides free confidential assessments, information, and referral services to all WCSD employees and their immediate family members. EAP’s 24-hour a day crisis line is staffed by a trained counseling professional.

Contact the 24-hour EAP Crisis Line at 1-800-724-0917 or during regular business hours, you may reach the EAP at 483-5150.

COMMENTATOR PUBLICATION DATES:

- February 15, 2013
- March 15, 2013
- April 15, 2013
- May 15, 2013
- June 14, 2013

Please email your articles, ads, good news, etc. for the Commentator by the 7th of the month to ensure it will appear in that issue. If late, it will be placed in the next month’s issue.

BOARD OF EDUCATION MEETINGS

Jan 28 - Brinckerhoff, Sheafe, Wappingers Jr
Feb 11 - Gayhead, Fishkill Plains, Fishkill
Feb 25 - JJ, Vassar, Kinry
March 11 - RCK, Orchard View, Van Wyck
March 25 - Myers, Evans, Oak Grove
April 8 - Brinckerhoff, Sheafe, Wappingers Jr
April 22 (Tues) - Gayhead, Fishkill Plains, Fishkill
May 7 (Tues) - JJ, Vassar, Kinry
May 20 (District Offices) - RCK, Orchard View, Van Wyck
June 3 (District Offices) – Myers, Evans, Oak Grove
June 17 (RCK cafeteria) – All buildings for the Retiree Recognition
In education circles, there is often a lot of talk about how to prevent and deal with bullying in our schools. There are anti-bullying programs, trainings for teachers, social-emotional curricula designed to increase empathy. Teachers are taught how to work with the bullying victim, the bully themselves, and the bystanders who must be encouraged to intervene.

But when I look around at our society, I sometimes wonder why are we surprised that bullying is such a rampant problem in schools? Do we honestly wish to pretend that this is problem unique to the schoolyard, to our young people who just don't know better? Or, are we willing to take a long hard look at ourselves, what our society teaches and rewards, and the daily lessons our children learn growing up in a grossly unjust and abusive America?

Think about what a typical child witnesses in their life. Perhaps they overhear their parent complain about an abusive boss. They watch as that parent works longer hours for less pay. They see the fear in that parent's eyes knowing that they can never speak up, speak out, fight for better conditions. There are mouths to feed and bills to pay so the parent has no choice but to return to the

abuse day in and day out. Children feel that tension.

That child, especially an African-American or Latino/a child, leaves that stressful home and walks down the streets towards school. On their way, they observe the police, once again, harassing, accusing, perhaps beating another member of the community. The child hangs their head low and walks by quickly, the lesson that the police will bully you for little or no reason etched into their brain. And knowing all too well that a prison cell awaits anyone who resists.

The child arrives at school and sees their teacher welcome them. She seems tired and frightened. That child watches the teacher catch her breath as an administrator walks in later that day in a surprise evaluation. The child hears the nervousness in her voice and watches her forced smiles and fake enthusiasm. The child sees the administrator scold the teacher, right there in front of the class, for not having the correct words written on the board or paper filed away. The child knows the dread on their teacher's face as yet another test approaches. And they know that their teacher has no choice in what she is being asked to do. Children see it all.

And on some level, children understand who the winners are in our society. They see their city's mayor on TV, a bona fide bully, continue his bullying towards the child's teachers, relatives, and community members. They see the billionaire bullies, the political bullies, the business bullies fleece the entire nation's milk-money without so much as a detention.

And we are surprised when children try to exert power over someone less powerful? That is how the game is played. That bully, provided he has the right connections and does not have the wrong skin color, will be rewarded for that nasty behavior someday. Perhaps, he can manage a hedge fund, become a ruthless banker, or even run for office. Bullying equals "success."

I am not condoning bullying. As a teacher, I work everyday to teach my students to feel another's pain, to care for their classmates, neighbors, even strangers. But I also acknowledge where that desire to dominate and be cruel comes from. It is taught. Keep fighting bullying, but until we live in a more just and equitable society, don't be surprised when you see it in the schools.

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2012 PRESCRIPTION CO PAY REIMBURSEMENT

The claim for prescription co-pay reimbursement for the 2012 calendar year must be received by March 31, 2013. Forms are available on the WCT website: wcteachers.org or you can call the WCT office (845-227-5065). Receipts or a computer printout from your pharmacy are accepted. However, a printout is much easier to process and will compensate for any misplaced receipts. If you need further information, please call the WCT office.
GUN CONTROL-ADVOCATE MAYOR BLOOMBERG COMPARES TEACHERS UNION TO NRA

By Erin Durkin AND Rachel Monahan
Reprinted from NEW YORK DAILY NEWS - Friday, January 4, 2013
Read more: http://www.nydailynews.com/new-york/education/bloomberg-compares-teachers-union-nra-article-1.1233507#ixzz2HE24YzSe

“Teachers want to work with the best, and most of them are not in sympathy with the union,” Bloomberg said during his weekly radio show. “The NRA’s another place where the membership, if you do the polling, doesn’t agree with the leadership.”

He’s mocked them. He’s berated them. He’s railed against their political tactics.

But now Mayor Bloomberg is so angry at the leaders of the city teachers union that he’s blasted them with the worst insult that an anti-gun crusader such as Hizzoner could muster: He compared them to the NRA.

“Teachers want to work with the best, and most of them are not in sympathy with the union,” Bloomberg said during his weekly radio show.

“The NRA’s another place where the membership, if you do the polling, doesn’t agree with the leadership.”

The mayor’s rant against the teachers came as he blasted the union for failing to reach an agreement with the city over teacher evaluations.

The city may lose $250 million in state funding if it can’t reach a deal with the union over evaluations by Jan. 17. Negotiations have reached a standstill.

The union on Friday unleashed a $1.1 million ad campaign attacking the mayor’s legacy on education reform and the mayor let loose on the union during his radio appearance, comparing its leaders to one of the least popular organizations in anti-gun New York.

Union officials took exception to the comments.

“In the wake of the Newtown tragedy, the mayor’s comparison this morning of teachers to the National Rifle Association is completely inappropriate, and a demonstration of how difficult he can be to deal with on any issue — much less one as complex as a new teacher evaluation system,” union president Michael Mulgrew said in a statement.

A mayoral spokeswoman accurately noted that the mayor also compared the union to Congress — another unpopular institution, particularly after the delays on providing relief to Hurricane Sandy victims.

Also on Friday, Mulgrew asked the city to withdraw a complaint it filed last month with a state labor board.

The city had accused the union of illegally trying to use the negotiations over teacher evaluations to extract higher salaries.

In a letter to Schools Chancellor Dennis Walcott Friday, Mulgrew called those charges “meritless” and said the union was within its rights to negotiate for a new labor contract while at the table over evaluations.

Spokeswoman Erin Hughes declined to comment on the substance of the letter, but noted agency officials are “ready and eager to resume negotiations on teacher evaluations.”
MEMBERS’ CLASSIFIED ADS


FOR RENT: Fishkill condo - 2 br, 1 1/2 bth, 1st fl unit at THE COMMONS. In beautiful condition; community room, indoor pool, sauna, whirlpool. $1400/month plus utilities. Security and good credit. January availability. Call or text Vince at (845) 702-3724 for details.


FOR SALE: 2 cushion sage green couch, hardly ever used, in perfect condition. 90 inches X 37 inches. $400 OBO. Call 831-8199 or 845-235-2910.

FOR SALE: New iPad 2. 16 GB WiFi. One year extended/Apple Care warranty, lifetime screen saver, portfolio case. $325 OBO. 845-494-2174.

HOUSE FOR SALE: Fishkill - 2 Bedrooms, 2 Full Baths. 1,000 sqft. COMPLETELY RENOVATED inside and out - including new electric, plumbing, Andersen windows, siding, insulation, oil burner and central air. Large work kitchen with granite counters and floor; including cherry cabinets and stainless steel appliances. Oak hardwood floors throughout, tiled bathroom floors, and custom tiled shower in master bath. Many extras include laundry room on main level, fenced in back yard, two Trex decks, barn shed, full basement and attic for storage. Brand new driveway and stone paver sidewalk just completed. $249,999. Make an offer 897-2815 - Nicole. See full listing and pictures for 364 Cedar Hill Rd. Fishkill, NY at Zillow.com.


FOR SALE: Lovely 1871 traditional home in Beacon. True pride in ownership reflected throughout this 3 bedroom, 2.5 bathroom residence. The property features a fenced in back yard, Koi pond, and Unilock patio, brand new kitchen w/large lighted pantry, Central Air, new windows, ample closet space, renovated garage, solid wood doors and new molding, 200 amp electric, plumbing and electric both updated, side porch and front porch, Hard wood floors & ceramic tile, Master suite w/ 2 large lighted closets & brand new carpeting, attached bathroom features a Jacuzzi tub. Taxes $4,000. Minutes to train and Main Street. For more information call Bethann Dexter at Exit Drake Realty (914)456-2508.


FOR RENT: Fishkill Weddings, retirements, Sweet 16’s, Bar/Bat mitzvahs, Dances/Proms, Holiday Parties & more! Contact us today for your next event!

As one of the Hudson Valley’s top DJ and area entertainment companies, Enriquez Entertainment has performed at numerous WCT Weddings, retirements, Sweet 16’s, Bar/Bat mitzvahs, Dances/Proms, Holiday Parties & more! Contact us today for your next event!

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Each Office Independently Owned and Operated
FROM THE WCT

WELFARE TRUST FUND

A financial planner from Stacey Braun Associates, Inc. will be at the WCT office on the following dates:

- **January 30, 2013**
- **February 27, 2013**

Appointments are one-hour blocks available between 2:00-6:00 pm on a first-come first-served basis. Appointments are available at no cost to you; this is a benefit through the Welfare Trust Fund.

When you call the office to schedule an appointment, we will forward a questionnaire to you. Please complete it and bring it with you to the meeting.

The planner can advise you on any financial topic in an objective fashion, since sales are prohibited under this program.

Since these slots fill up very quickly, call as soon as possible! If the above dates are not convenient for you, call Stacey Braun Associates, Inc. directly and other arrangements may be possible.

Stacey Braun has no affiliations with any 403(b) providers.

DIRECTIONS TO THE WCT OFFICE

- The WCT Office is in the Heritage Square Complex at 2537 Route 52 in Hopewell Junction.
- Heritage Square is a short distance east of the intersection of Routes 376 and 52 and west of the Taconic State Parkway.
- Enter the lot and make the second right into the parking area.
- Enter the main entrance of the building. The sign over the entrance reads "PRUDENTIAL."
- Take the stairs of elevator to the 2nd floor.
- Go right all the way to the end.
- Look for the "Wappingers Congress of Teachers" sign posted on the Suite 15 door.

IMPORTANT INFORMATION ABOUT THE WCT WELFARE TRUST FUND

- You must let the WTF know of any changes in your personal information ASAP.
- Student verification forms must be sent to Daniel H. Cook every semester.
- Dental & prescription reimbursement forms are on-line at the WTF website at WCTeachers.org
- Please direct all questions & concerns to the WCT office or directly to Daniel H. Cook.

**Trustees:**
- Christine Romano...... .....Chairperson
- Kim Mahusky...... .....Treasurer
- Erin Mulligan...... .....Secretary
- Flip Gertler...... .....Trustee
- Pasquale Delli Carpini...... .....Trustee
- Ronnie Dwyer...... .....Administrator

**IMPORTANT PHONE NUMBERS**

**Daniel H. Cook**
(1-800) 342-6651

**Davis Vision**
(1-800) 999-5431

**Health Advocate**
(1-866) 695-8622

**Mirkin & Gordon (attorneys)**
(914) 997-1576

**Stacey Braun Associates (fin. consultant)**
(1-888) 949-1925

**WCT Office**
(845) 227-5065
WAPPINGERS CONGRESS OF TEACHERS

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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.

WCT COMMENTATOR Advertising Policy

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 email system.