



## END SCHOOL RECEIVERSHIP, NTA PRESIDENT DEMANDS

BY DARRELL KUHN

New York State's Receivership Law does nothing to address the inequity in public urban schools' funding.

This is why Newburgh Teachers Association President Stacy Moran has submitted a motion to end Receivership. This motion was presented at the annual New York State United Teachers Representative Assembly meeting in Albany on May 3-4, 2019.

Moran's motion states that under the New York State Every Student Succeeds Act, public school funding becomes a shell game where districts will have to show that they are allocating funds to their Targeted Support and Improvement Schools, their Comprehensive Support and Improvement Schools, and Schools in Good Standing so that state officials can review funding gaps in order to place blame on districts for inequitable funding, instead of state officials taking responsibility for underfunding its urban districts.

The Newburgh Enlarged City School District has dealt with Receivership.

"The Temple Hill School was put on the Receivership list in 2015," Moran said. "Then Temple Hill was able to get off the list because the school showed demonstrable progress within the specific timeline based on their scores from previous years."

According to a NYSUT fact sheet on Receivership, in April of 2015, Chapter 56 of the Laws of 2015 added a new section, 211-f, to Education Law. This law establishes a process for the appointment of a receiver for New York State's lowest performing schools that fail to make demonstrable progress within a prescribed time frame. These low-performing schools, according to the fact sheet, are identified through the State accountability system once every three years. No new schools are added to the list during the interim years, the fact sheet explains, but it is updated annually to remove schools if

student performance goals are met or if schools are closed or reconfigured.

There are two categories of Receivership schools. According to the fact sheet, schools that have been previously in the Receivership program in the 2017-18 school year and were re-identified as low performing (CSI) under the

new 2018-19 ESSA accountability list will continue in the program as before and will still have to make demonstrable improvement annually to prevent an external independent receiver from being appointed to run the school.

Schools that were priority schools under the former accountability-based system in 2017-18

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# END SCHOOL RECEIVERSHIP

FROM COVER

and are identified as CSI schools under the new ESSA accountability system is the second category, according to the fact sheet. These schools have been deemed to have been among the lowest 5% performing schools in the state for at least four years. The fact sheet states that these are new schools to the Receivership program and the school superintendent will be the receiver for these buildings for the next two years. These new Receivership schools, according to the fact sheet, will have two years to show demonstrable improvement to avoid having an external independent receiver appointed to run the district.

A school can exit Receivership in one of three ways. The fact sheet states that the school can be closed and restructured, the school is not identified as a CSI school on the next state accountability list in 2021-22, or the school meets certain performance benchmarks set by

the New York State Education Department for two consecutive years.

"Receivership is still based on the results of developmentally inappropriate (standardized) tests that are especially punitive to educators who work in districts that serve low-income students, which in time may cause an undue burden to these districts in regards to hiring teachers as the teacher shortage worsens," Moran's motion states. "Those public schools that fall into Receivership are most likely to serve low-income students."

Moran's motion calls for NYSUT to reaffirm its commitment to use its legislative power to effectuate the immediate repeal of the Receivership Law, and to actively lobby for appropriate funding for CSI, TSI, and Schools in Good Standing, and to prevent public school districts from needing to remove resources from one school in order to adequately fund another. This could

cause a revolving door of Receivership within a district.

As far as the rest of the NYSUT RA goes, local educators unions from across the state proposed resolutions and amendments that could direct their course on education, legislative priorities, health care, workplace safety, civil and human rights, and the retirement system. This event has had productive outcomes in the past.

"We have passed many resolutions that create the political priorities for NYSUT," Moran said. "Last year, the big push was the changing of the Annual Professional Performance Review. NYSUT's political work led to the changes in the student performance piece of educator evaluations. It has been passed by the New York State Senate and Assembly, but Gov. Andrew Cuomo has not signed it yet."

## NTA MEMBERS SPEAK!

CONDUCTED BY CAMILLE ALAIMO

### ROBIN PHILLIPS, GARDNERTOWN SCHOOL

"The NTA has allowed me to advocate for my students, colleagues and myself. The NTA has provided me with council and a strong professional voice when I needed them in stressful situations."

## NEWBURGH TEACHERS ASSOCIATION MEMBERS WERE ASKED HOW THEIR UNION HAS IMPACTED THEIR CAREERS.

### KIM TENNANT, TEMPLE HILL ACADEMY

"The NTA has impacted my career for the best. I value my union. The NTA has given me a sense of security and belonging. The NTA has allowed me to have a mentor when I started out. I love the NTA and everything they have done and continue to do for my colleagues and me."



### KAYLA DICHIARD, MEADOW HILL SCHOOL

"The NTA has helped me feel like I belong. Being an NTA member has kept me involved and secure that, as a newer teacher, there are others who achieve the same things in their careers that I hope to achieve in mine."

### MARYANN CORBETT, BALMVILLE

"I have come to realize how important it is to remain unified and work together for positive shifts. A person should never be threatened or pressured in feeling run over or unworthy."

### Laurie Colacchio, Newburgh Free Academy North Campus

"The NTA has protected me by keeping my health insurance cost low. I've been standing with the union for 26 years as a head delegate, delegate and alternate delegate."

### SUE WARREN, HERITAGE MIDDLE SCHOOL

"I began teaching as (what I learned later) a leave replacement. It was through the union that I was hired as a full time teacher."

### KRISTIN SILVAGNI, GARDNERTOWN SCHOOL

"It's important to stick together and support each other. We are better and stronger as a union. Together we can work to help our student leaders to succeed."

### KRYSTAL ALONGEE, NFA NORTH CAMPUS

"Belonging to the NTA has allowed me to take ownership of my career. With the backing that I have, I have stood up for myself more."



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**WHAT:** NTA HEAD DELEGATE MTG  
**WHERE:** 52 PIERCES RD HQ  
**WHEN:** WED. 5/15 4:30



## NTA POISED FOR BOE ELECTION, CAPITAL BOND PROJECT REFERENDUMS, AND BUDGET VOTE

BY DARRELL KUHN

Newburgh Enlarged City School District Board of Education candidates usually seek the Newburgh Teachers Association's endorsement for the BOE elections every year.

NTA President Stacy Moran said three candidates have already requested to get interviewed by union representatives in order to be considered for the NTA's endorsement for the election on Tuesday, May 21, 2019. "We ask questions during our interviews that cover several topics, including why are they running to be a member of the Newburgh Enlarged City School District BOE, how do they perceive the role as a BOE member, and how will they use the position to improve the working conditions of our members and the learning environment of our students?" Moran said. "We will not endorse a candidate who does not go through our interview process."

Once these BOE candidates are thoroughly vetted, Moran said, the NTA will publicly announce who it is endorsing.

"Three BOE seats are up for election every year," explained Moran. "Each term is for three years."

NECSD residents will also vote on whether or not to approve the district's proposed 2019-20 budget. As the proposal now stands, the total dollar amount of the 2019-20 budget is \$279,958,397, a \$4,566,743 or 1.66% increase from the current 2018-19 budget.

Also on the ballot for district voters are two

capital bond project propositions. Proposition 4 would cost \$198 million with 60% of the cost covered by state aid and another \$10 million by the District's capital reserve funds. It involves extensive renovations and infrastructure improvements at all 14 of the district's academic buildings. It would also include a new Career and Technical Education Center, according to the NECSD website.

Proposition 5 would cost \$59 million with approximately 75% of the cost coming from state aid. It would be used for air quality improvements in all buildings, the NECSD website states.

According to the district website, NECSD residents would have no tax impact at all for eight years if one or both propositions are approved. After that, the estimated property tax impact per month for a property with a full value of \$100,000 would be approximately \$.98 for Proposition 4 and \$1.82 per month if both propositions pass. These estimates do not reflect STAR or veterans exemptions.

Proposition 4 only needs a simple majority of voter approval to pass. Proposition 5 would need a super majority or 60% voter approval, according to the district website, and it cannot be considered unless Proposition 4 passes.

Moran said the NTA Board of Directors and Delegate Assembly will vote on whether to officially endorse the proposed budget, up to three BOE candidates, and the capital bond project propositions.

The NTA is also hosting phone banks at its 52 Pierces Road headquarters in the City of Newburgh to encourage district voters to get out and vote on May 21, 2019. The Phone Banks will run from Monday through Thursday, May 13-16, 2019 and on Monday, May 20, 2019 from 3 p.m. until 6 p.m.

NTA Vice President Matthew Scully said that the phone banks' goal every year is to strive for a positive outcome for the NTA-endorsed BOE candidates and a school district budget that benefits everybody in the community.

"It's great to have so many NTA members take part in the (phone bank) process," said Scully. "I love to see members from all of the district's academic buildings participate in the phone banks."

For more information on the proposed 2019-20 school budget and the capital bond project propositions, visit [www.newburghschools.org](http://www.newburghschools.org) and click on BOE Agendas and Minutes. Then click on the agendas for the Feb. 26, 2019 and March 12, 2019 BOE meetings. Also, look for Moran's President's Updates that are sent to NTA members' personal email accounts for more and updated information.

The polls are open on Tuesday, May 21, 2019 from noon until 9 p.m. For polling location information or to check your registration status, go to [www.vote.newburghschools.org](http://www.vote.newburghschools.org) or call the District Clerk at (845) 563-3503.

**CASINO TRIP**  
**MOHEGAN SUN, CT.**  
**NTA & CSEA**  
**SAT 5/18/19**  
 See your Union Rep for details!

### Newburgh Teacher Center

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**845.568.6719**

#### HOURS:

MON 10:45am - 6pm  
 TUES 8am - 3:15pm  
 WED 7am - 2:15pm  
 THURS 10:45am - 6pm  
 FRI 7am-2:15pm



## HISTORICALLY SPEAKING

### A CONVERSATION WITH THE QUOTABLE JOHN EITEL

BY CAMILLE ALAIMO

Teacher and unionist John Eitel began his 34-year career in the late 1970's at a time when the climate was ripe for teachers to take charge of their profession. Three generations of John's family have been or are Newburgh educators: mother, father, John, daughter, and son.

Through his work for the Newburgh Teachers' Association, John actively advocated for the bread and butter issues in education. However, the hallmark of his career was the developing and the delivering of professional development in various capacities. Prior to the 1980's, there was little recognition of teaching as a profession, and there was little attention paid to the importance of providing professional development.

Finding a teaching job in the late 1970's proved to be difficult, so John substitute taught for two years until landing the first In-school Suspension teacher position in the Hudson Valley at Newburgh Free Academy. Then in 1982, John was laid off along with 125 other teachers. "Everything is always about the funding," said John. "At the time there were less than 800 employees, so the layoffs represented a substantial percentage of the workforce." John was told to sign up for unemployment coverage, but in order to receive the benefits, he would have to be a substitute teacher. He walked out of the

unemployment office refusing to work as a per diem substitute for one of the laid off teacher positions. He believed this was equivalent to being a scab. "The union stuck by me and the other teachers. A week and half after school started, I was rehired to take over a permanent substitute job in mathematics. NTA leaders Frank Colone, John Wolner, and others were in constant communication. I realized early on how impressed I was by the quality and caliber of the NTA leadership and by the way they handled things. This respect translated into me wanting to be part of this group."

Eitel's career was also impacted by the words of American Federation of Teachers President Al Shanker, who said, "Professional development is union work."

"I took that to heart from a personal and professional point of view. The public needed to recognize that teachers are professionals. Nobody seemed to care about us when we were not being paid. I remember those days, and I thought to myself, 'maybe I should consider doing something else with my life.' But I'm glad I didn't. I've had

my moments of doubt and faith, but I never discouraged my children from pursuing a career in education."

Long-advocated teacher reform movements and shared decision-making came about in the 1980's as a result of the great societal changes in the 1960's and 1970's. On a positive note, the education boom brought us programs such as the New York State United Teacher Learning Trust (ELT), the AFT's ER&D Program (Educational Research and Dissemination), teacher taught in-service courses, local mentor programs, and National Board Certification (NBPTS).

Newburgh was on the cutting edge of professional development. In 1991, a New Teacher manual "Starting Out on the Right Track" for the AFT was developed in Newburgh, and it is still used today across the United States. Newburgh also was selected to develop in 1995 a labor history course in anticipation for the upcoming teacher shortage.

The Newburgh Teacher Center was an outgrowth of an educational wave that rippled across the nation. John was one of the original signers of the charter for the Newburgh Teacher Center in 1989. In 1990, the Newburgh Enlarged City School District Board of Education finally agreed to fund the NTC. Because of its size and scope, the NTC became a model for other teacher centers. "We were fortunate because we were a large enough local union to be able to do professional development, and we had good leadership. Small locals can't easily do the same things," said John. Due to an unfortunate lack of support, the Newburgh Teacher Center disbanded on June 23, 2011. The NTC was reopened shortly after its disbanding. However, it languished until 2015, when under NTA President Stacy Moran's leadership and support, the NTC was resurrected to become once again the professional development arm of the Newburgh Enlarged City School District.

Lastly, John leaves us with the wise words of his father, John Eitel Sr., who was a physics teacher at NFA Main for 10 years. "Never ask someone to do something that you wouldn't do yourself."

#### John Eitel on the Teacher Center:

*"WE WERE FORTUNATE  
BECAUSE WE WERE A  
LARGE ENOUGH LOCAL  
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