Hollow Achievement

I often wonder if achievement has come to matter more than how you get there. Reflecting on athletic examples, the books are filled with fallen heroes who were willing to do anything: Ben Johnson, the Canadian sprinter who took steroids and lost his Olympic gold. Sammy Sosa, the slugger with a record-breaking pass. Yet, he had not won it fair and square—or at least not by Haasis’ standards. You see, a deal had been cut between the coaches during a time out. The opponents would be allowed to score an uncontested touchdown, then Haasis would meet no resistance on the record-breaking pass.

When the young quarterback found out, he wanted no part of it. His coach’s defensive attitude was that he simply wanted Nate’s name in the record book. He felt it was an attempt at something good, yet no good came of it!

Oh, but it did! The standard Nate Haasis set for personal achievement will stand longer than the record book! What a refreshing, true story about achievement. Hard work and fair play are always required for success, but the glory associated with this achievement will never be hollow. But, you know that. You see achievement with children everyday….

Pat

Donna Stalker and the Teacher Resource Center

The Wayne Central Teacher Resource Center (TRC) is a professional development organization dedicated to promoting professional and personal growth among the staff. By offering a wide range of high quality professional opportunities designed to meet individual and district instructional needs, the Wayne Teacher Resource Center will assist classroom teachers in setting high standards, building capacity, and providing instructional skills that will lead to higher student achievement.

The programs and services provided through the TRC are developed through a continuous process involving needs assessment and evaluation methods that align them with staff needs, the goals of WCSD, and state and federal initiatives.

The Policy Board is responsible for making decisions about policy, programming, staffing, and budget. The majority of Policy Board members are classroom teachers. A parent, the Assistant Superintendent for Instruction, two building level administrators, a higher education representative, and a business/industry representative also serve on the Policy Board.

Our grant was written to specifically address working with teachers who work with students with disabilities—I believe that is 100% of our staff. One of my goals is to visit in each classroom this year. I am here as a resource to you. I am more than willing to observe in your rooms, act as a sounding board for trying new strategies, share ideas and strategies with you that may help you to better serve our students. I will be in all five of our buildings every week—so look for me, and please invite me into your room. I do not pretend to have all of the answers, but I will do my best to assist you in finding new strategies that work for you and your students.

The creation of a professional library is also in the works. Materials are being or-

(Continued on page 2)
The 3 R’s: Remarks, Reminders, and Relief!

3rd Thursday—10 minute Meeting November – 20th
Do you know your Weingarten Rights?

WTA Issues acted upon/discussed:
* $50 donation to Dollars for Scholars.
* Placing add in WCSD Yearbook to support our senior class.
* 6 members attended NEA/NY’s Peak ‘n Peak conference workshops on grievances, negotiations, why unions, and ESEA legislation.
* Professional standards documentation at the middle school resolved.
* confidential issue settled positively.
* School Board Recognition—lapel pins, carnations and a table plaque were presented at Nov. 5th meeting.

Issues currently being explored:
* Pay hours of in-service /college credit beyond the first 30.

The Tractor Beam (by Garth the HR Guy)

I have learned that there are two things you never talk about with non-educators: retirement and health insurance (though lately I’ve shied away from any discussion about the Gaussian wave packet in a 2D harmonic oscillator). The fact remains, as public educators, we enjoy a pension program that will pay out $3.6 billion this year and the opportunity to participate in 403(b) tax sheltered annuities that offer much higher contribution limits than their cousin 401(k) program.

Let’s talk TSAs. A TSA offers a convenient way to save for retirement. It’s convenient because contributions are made through payroll deduction before your income is taxed. And because it’s through payroll deduction, it can be a disciplined method for making retirement savings contributions.

As educators, we are eligible to receive special tax benefits through Internal Revenue Code Section 403(b). Since the contributions are pre-taxed, the amount is not reported as current income, you pay less income tax at the end of the year. I’ve got worms. * Not only are your contributions tax-deferred until they are withdrawn or otherwise distributed, so are the earnings. Over time, this tax-deferred compounding can have a significant effect on your investment.

As an example of the power of tax deferral, a 25 year old planning to retire at age 60 making a monthly contribution of $100 with an average annual rate of return of 4.5% will amass $100,164. Had the same investment been made using taxed income, the account balance would be $77,353. The difference of $22,811 has been factored to include the effects of taxation at distribution.

Another unique aspect of Section 403(b) is the “catch-up contribution” provision. For those folks 50 or older, you are allowed to contribute your allowed $12,000 in 2003 and an additional $2,000 catch-up contribution. By 2006, the limits will increase to $15,000 and $5,000 respectively. Please note that all contributions must be through payroll deduction.

The District currently participates with twelve different annuity providers. Please contact the Department of Human Resources for more information—our operators are standing by to take your calls (524-0205).

In closing, I again leave you with the deepest thoughts of Jack Handey. “I'd like to see a nature film where an eagle swoops down and pulls a fish out of a lake, and then maybe he's flying along, low to the ground, and the fish pulls a worm out of the ground. Now that's a documentary.”

*Just checking for reading comprehension.

(Continued from page 1: Donna Stalker and the Teacher Resource Center)

(Continued from page 1: Donna Stalker and the Teacher Resource Center)

we have recommended as valuable for working with teachers on strategies to improve skills. Eventually a database will be available so that you can look up and take advantage of materials offered at the center. Please feel free to make recommendations to me for materials you feel are important for our teacher center to have.

I am excited about this new opportunity at Wayne. I am also a tad nervous about the different responsibilities that come with this new position. However, I know that with the support and assistance that Wayne Central teachers give to one another the Teachers’ Resource Center will be great for all of us—a success for ourselves and thus a success for our students.

Donna Stalker
Teacher Resource Center Director