BURLINGTON – The city’s school board was still refusing to reopen negotiations on a contract that expired at the end of August, choosing instead to impose working conditions while walking away from the bargaining table.

To the members of the Burlington Education Association – who had agreed to accept the recommendations of a neutral fact-finder the day before the board imposed – the board’s intransigence has only solidified their resolve. By a unanimous vote shortly after last month’s imposition, the members voted to reject the board’s move and call for a resumption of negotiations.

“By imposing working conditions on the Burlington Education Association, the Burlington School board signaled it would rather fight with teachers than reach a settlement,” said Fran Brock, a Burlington High School history teacher who serves as the union’s president. “There is only one way to come back from the brink, and that is for the board to rescind the imposition and reach an agreement with us.”

In the weeks since, the board continues to justify its actions. But some things just don’t add up. For over a year, the

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Your Power
Election 2016: A Guide for Educators

Your Vermont-NEA Board Recommended Candidates

For President: Hillary Clinton

Yes, we know how excited many of you were for Bernie Sanders’ electrifying candidacy. Your board was, too. As you recall, your union was the very first to endorse Bernie’s run, and we were the very last NEA state affiliate to switch our recommendation to Hillary.

“I and my union have been unwavering supporters of Bernie for decades because of his unwavering support of students, educators and all working people,” Allen said while attending the first joint campaign appearance with Clinton and Sanders in Portsmouth, N.H., in July. “And now that Bernie is throwing his support behind Secretary Clinton, we believe that uniting behind one candidate is our best chance at preventing Donald Trump from becoming president.”

Bernie said that candidate is Hillary Clinton.

“Secretary Clinton has won the Democratic nominating process, and I congratulate her for that. She will be the Democratic nominee for president. And I intend to do everything I can to make certain she will be the next president of the United States,” Bernie said. “Together we will continue to fight for a government that represents all of us and not just the 1 percent, a government based on the principles of economic, social, racial and environmental justice.”

Allen acknowledged that some of Bernie’s supporters aren’t yet ready to vote for Clinton.

“I know that there are many Bernie supporters who don’t want to support Hillary. I have heard from ‘Bernie or Bust’ folks and those who will write Bernie in on the ballot,” she said. “I understand this temptation; but I am strongly against this strategy. We absolutely cannot lose this election. Do we want to let a narrow minded, self-centered racist and sexist hold the most powerful position in the world? Really? Do we want to let the next few Supreme Court justices be chosen by such a man? Absolutely not. It is up to us to make sure this doesn’t happen.”

The differences between Trump and Hillary are stark and real. Your board believes Hillary will better represent the interests of working families, public education, and students. You can read more about Hillary at vtnea.org/elections2016.

For US Senate: Patrick Leahy

The board of directors have been proud supporters of Sen. Leahy for decades. And for good reason: he is one of the most reliable, dedicated and passionate defenders in the country of the middle class, of public schools and of working men and women. Leahy has been a part of almost every major discussion affecting us in all aspects of our working and personal lives. He’s been a staunch defender of your interests throughout his years in the Senate, and he is one of the last remaining members of that Institution that still believes in working an issue over partisanship. “We are proud of Senator Leahy and his life-long dedication to everything that matters to the

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Politics Matter? You Bet!

By Martha Allen

On a lovely fall afternoon in late September I drove to Burlington, stopping at the Staples parking lot at the I-89 exit.

I was so proud to see about 300 Burlington Education Association members holding signs asking the Burlington School Board to get back to the table and negotiate. The members were cheering and waving at passing cars. The imposition by the board had brought the local association together in an unprecedented way. On my way there, I wasn’t sure how many teacher and ESP members of the BEA would come out for the informational picket, but I was confident there would be a good turnout. However, the number of enthusiastic educators cheering and dancing and holding signs was beyond my expectations that day!

BEA President, Fran Brock, and her crew of picket captains from every school in the district rallied the troops in the best way possible. As I walked along the picket line I spoke with dedicated and determined BEA members. They know what is necessary to do their best work and they are making sure the public understands just how committed they are to their jobs. Our Burlington sisters and brothers are standing up for their students, their schools and their community.

The children of Burlington deserve the best education possible and that can’t happen if the culture of the district is one that does not support the professionalism of the staff.

Time will tell if the picketing moves the school board back to the negotiating table. But one thing I know for sure, the informational picketing brought the BEA closer together with a common goal.

Vermont-NEA is proud of the hard work the BEA is doing to get a settlement. Working together, the BEA membership will strengthen its resolve and in the end the students in the Burlington Public Schools will benefit. This is what solidarity is all about.

Whether anyone likes it or not, politics play a role in our public education system.

It is unavoidable.

We have found that when there are pro public education legislators in the State House, positive steps are taken and our schools and their employees all benefit. That is why Vermont-NEA is interested in elections. From school board elections to the gubernatorial election, we encourage and support candidates who want what is best for Vermont’s youth. The successful election of pro education candidates results in improved schools and communities across the state.

This issue of the paper highlights the recommendations made by the Vermont-NEA Board of Directors in consultation with local members who serve on the Political Education Action Committee (PEAC). After several meetings and thoughtful deliberations, these recommendations for various offices were made.

You may be interested in becoming more involved with this process, and if that is so, contact us! The more local association members who actively participate in school board elections or House and Senate elections, the better. You know what your community and district need the most, and we count on your knowledge and expertise so, get involved!

Simply contact Colin Robinson (crobinson@vtnea.org), our Vermont-NEA Political Organizer for details.

I hope that your school year is progressing well and you and your fellow Vermont-NEA members are working together to make your school the best it can be.

Your local association has influence on the culture and success of your school community. We all know that some of the best change in a school comes from shared decision-making. Work with your administration so that the voices of those who work directly with students are heard.

Talk to nonmembers and encourage them to become part of the solution to any challenges your school and district may have. Find the newer members and brand new teachers and see what you can do to assist them as they learn the ins and outs of public education.

Your work is complex and difficult and is virtually impossible to do alone. Once again, this is what solidarity is all about!
Your Profession
8 A+ Classroom Management Tips: A Q&A

By NEA Today

A classroom management expert addresses NEA members' biggest challenges to help you foster a fruitful fall with your new students.

Even the most experienced educators can run into classroom management conundrums that leave them grasping for answers. In a recent NEA member survey, 37% of respondents said managing "repeat offenders" is their biggest classroom management challenge, while 27% struggle the most with keeping students focused. And 17% said that figuring out how to respond to students' bad behavior is their greatest challenge.

To help teachers get answers, we put NEA members' classroom management questions to Dr. Allen Mendler, author of "The Resilient Teacher," "When Teaching Gets Tough," and "Power Struggles: Successful Techniques for Educators." Here are his suggestions.

1. Q: How do you help disruptive students stay on track without taking your whole class off on a tangent? -- Sonja B.

A: Let everybody, including disruptive students, know that you're not always going to stop teaching to handle annoying behavior. And you can also request that the class do their best to ignore that behavior when it occurs. At the same time, you want to reassure them that you will get with whoever has been inappropriate at a time of convenience, and it will be during that private time that you will deal with the student. But unless it's a serious matter, that time is not going to consume teaching and learning time.

2. Q: My challenge is with a student who "answers" the question, but really he is using the classroom as a platform from which to perform. His answers are cleverly disguised as legitimate. -- Diane K.

A: More than likely, the need is for attention. Ask yourself, what are some other more appropriate ways for that student to get the attention he or she is seeking? You might reach out to that student and say, 'I was thinking maybe tomorrow you might teach a component of the lesson with me.' Or you might say, 'You're answering about 10 times each class, and it's great that you participate as much as you do, but can you keep it between three and five?' You're legitimizing their need for attention, but you're putting boundaries around it.

3. Q: How can teachers keep students engaged during times of the year when many students are tempted to mentally "check out," such as right before the holidays and the end of the school year? -- Jossett T.

A: It's sort of an old-fashioned answer, and that is: Make things interesting. Administer an interest inventory to get an understanding of what your students' interests are, and then see how you can connect those interests to the curriculum. It's also important to add some novelty, mix it up a little. If you usually do reading first, then do something else first. Maybe move seats around. Just do some unusual things that are designed to feel different.

4. Q: How do you keep students off electronic devices during class? My principal has made comments like 'I've seen your classroom in a picture,' or, 'A student told me she sent the text message during your class.' It's frustrating trying to teach content and do regular classroom management while also having to police electronic devices. -- Michelle G.

A: Electronic devices are here to stay. Rather than constantly fighting it, I think it's increasingly important to build the use of electronic devices into lessons. Prepare lessons that actually encourage use, and let students learn at least some of the content on their electronic devices. Let students know there's a place to keep their cell phone - it could be on their desk - and that there will be times during class that you're going to ask them to use it.

5. Q: Some of my elementary students frequently speak to me in a disrespectful manner, and I've noticed that they also speak to their parents this way. How can I establish classroom norms that students will follow if these norms differ from the way they are expected to behave at home? -- Diane M.

A: It's really important to teach what it is that we're expecting, and not to assume that kids are being willful. I like to say to kids, 'We don't talk that way here,' and then teach them alternatives. For example: 'I'm unhappy about that,' 'I disagree,' or 'I have a different opinion.' Confront the behavior by saying, 'That sounded disrespectful. Did you mean it to be disrespectful?' Almost always, they will stop, or they'll just say, 'Nah.' Then my response is: 'Going forward, here is a better way to tell me the same thing.' If the answer is 'Yes' - which rarely it is - then we're going to need to talk about that after class to fix the problem.

6. Q: It often feels as though my students need to be constantly pushed by adults to stay on task. How can I foster intrinsic motivation? Right now, many of them would rather talk to their friends or play on their phones than complete their class work. -- Jennifer R.

A: The best ways of triggering that sense of intrinsic motivation are relevance, success, involvement and enjoyment. Make lessons relevant to students' lives and set them up for success. I'll even go to certain kids and say, 'There are five problems here. Don't even worry about doing all five. Number two is yours.' Sometimes I'll even give kids the answer. I want them to rediscover that they can be successful. The good news is if they've learned to be unmotivated, they can relearn to be motivated.

7. Q: I work with 9th graders that failed the state 8th grade reading exam. Many of them tell me they "hate" to read and refuse to engage with books. How can I help them overcome their previous negative experiences and learn to love - or, at the very least, tolerate - reading? -- Elizabeth T.

A: Relate the reading material to their lives. Don't care so much about what the curricular content is. Care more about how that material relates to their lives. It's useful to provide hands-on projects that require some reading - not much - and little-by-little, you expand the reading component as the kids' skills improve. Start small, like with kids eating vegetables: two bites. You might show a movie about a book first. A lot of times, teachers show the movie after reading the book. It's better to show the movie before the book, because kids at least have an understanding of what the book is going to be about.

8. Q: How do you get students to follow the rules without help from higher ups? Nothing is done when they get sent to the office. -- Frances N.

A: Really, the move of last resort ought to be sending a student out of the room. Too often, people are kicking students out for this, that and the other. Those kids you regularly send out of the room, they're getting themselves kicked out because they want to be somewhere else. Make it hard for them to be somewhere else. You need to ask, what are those basic needs that are not getting fulfilled? You've got to get at those basic needs. Because if you don't, you're going to be dealing with those power struggle issues all the time.
Burlington Teachers Weigh Next Steps After Imposition

The Burlington Teachers Association has been trying to get real, honest, and complete financial information from the district. The association isn’t the only entity that has been rebuffed in this request: the press and parent groups have pushed as well.

“When it comes to transparency, this board just doesn’t seem to know the meaning of the word,” Brock said. When the board finally issued more than a six-page summary of their $80 million budget, it lacked coherence and failed to show income and expenses as they relate to one another.

The board became only the 21st to impose working conditions over the last 40 years. They also made history in another way: they imposed faster than any other board. Usually, boards give negotiations a little more time to play out. This board chose the most divisive course it could, as quickly as it could.

“By imposing working conditions on the Burlington Education Association, the Burlington School board signaled it would rather fight with teachers than reach a settlement,” said Brock.

“There is only one way to come back from the brink, and that is for the board to rescind the imposition and reach an agreement with us.”

At the time they voted 10-1 (with one abstention) to slam the door on continued negotiations, the teachers had offered to accept all of the recommendations made by a neutral fact-finder. Board members said they didn’t want to impose – some even cried in explaining their votes – but they did so anyway.

Mark Porter, the board chairman, often pointing his finger at the room packed full of teachers and parents, said his vote to impose should not be taken as a slight at teachers, but at “the union.”

“I have – we have – a message for Mr. Porter and others on the board who think they can separate our union from our members: we are all the BEA,” Brock said. “It’s a classic move by people who want to break unions, but we won’t be swayed.”

The teachers have sought a one-year contract for over a year now: before the board ended negotiations and imposed working conditions, teachers and the board had been honoring the terms of the expired contract. During those negotiations, the teachers had asked to see detailed financial records of the district that would support the board’s contention that accepting the teachers’ offer would cause substantial programming cuts.

The imposed working conditions have frozen most members on the salary scale, meaning the so-called raise the board said was forthcoming was not a raise at all.

Since the vote to reject the imposition, members have been engaged and mobilized. Hundreds turned out for informational pickets over three straight days. At press time, another picket was planned at all of the city’s schools, and vote to determine next steps – possibly including setting a strike date – was planned.

The school board has tried to snooker the community with an offer to return to the table – made after 300 people lined Williston Road amid a roar of honks and high-fives – that was larded with preconditions.

“We are pleased that the board indicated a willingness to resume talks with Burlington’s teachers. But it is quite unfortunate that they put conditions on those talks. A negotiation with conditions is not a true negotiation. To be clear, when the board unilaterally decided to end talks and impose an employment policy on the city’s teachers, they did so knowing that we were willing to accept the recommendations of a neutral fact-finder,” Brock said.

“If the board’s invitation to resume talks is sincere – and that means removing the imposition and entering into meaningful talks with us – we welcome the chance to sit down. But if the board’s chairman puts preconditions on the invitation to talk, we can only conclude that this is more about optics and bargaining by press release than on truly reaching a negotiated contract settlement.”

Vermont NEA President Martha Allen is proud of the solidarity and strength of the BEA. “My brothers and sisters in Burlington are doing work that benefits all of us, and, most importantly, our state’s children,” she said. “To the members of BEA, I want you all to know that your struggle is our struggle, and 12,000 fellow members in Vermont — and 3 million nationwide — are watching and pulling for you.”

(Please see vtnea.org or beaworks.com for updates.)
middle class,” Allen said. “We recommend him for another six years in Washington.”

For US House: Peter Welch

Rep. Welch has had the backs of Vermont-NEA members ever since he got to Washington nearly 10 years ago. Your board has supported his reelection ever since. As someone used to working with people from all sides of an issue, he puts pragmatism over partisanship. Rep. Welch continues to put the needs of Vermont — and its working people — at the top of his agenda.

For Governor: Sue Minter

Sue Minter will be a governor who will deliver a better future for Vermont’s students, schools, and communities.

“Whether it’s her steadfast support of our local public schools, her commitment to enact more family-friendly programs, or her pledge to build a vibrant economy for all Vermonters, Sue Minter will be a governor to move our state forward,” said Allen. “We are proud to stand with Sue as she embarks on making this great state even better.”

Vermont-NEA’s board made its decision to back Minter after Minter completed a sequential, step recommendation process and delivered a strong debate performance. Both major party candidates for governor were asked to complete a questionnaire; both were invited to an interview with the board; and both participated in a live, professionally moderated debate on Aug. 22. While both candidates appeared in the debate and completed questionnaires, only Minter participated in the interview with the board.

“I am honored to have the support of the state’s largest union,” said Minter. “A core mission of my administration will be to support Vermont’s best-in-the-nation education system to ensure that the next generation of Vermonters has the best possible chance to succeed. That is why I will work to expand early childhood education and keep my Vermont Promise to provide two years of tuition-free education at Community College of Vermont and Vermont Technical College. As governor, I look forward to working with our teachers and education support professionals to ensure that every Vermonter has a bright future.”

According to Allen, Minter’s advocacy on behalf of children, schools, and working families stands out. She also said Minter’s support of paid family leave, a higher minimum wage, making sure Vermonters have access to affordable health care, teachers’ right to strike, and of unions is crucial to the state’s economic future.

For Lieutenant Governor: David Zuckerman

The board of directors enthusiastically recommended the election of Sen. David Zuckerman for lieutenant governor, saying he will advocate for the state’s students, schools and working families.

“Throughout his long career in public service, Sen. Zuckerman has kept the needs of working Vermonters first,” said Allen. “We have always admired his principled approach. Whether it’s ensuring that all children get an outstanding public education or insisting that working men and women are treated fairly, David is consistent in his approach while never giving up the fight.”

Zuckerman, a Hinesburg organic farmer, was pleased to earn the board’s recommendation. “I have long respected and admired the work Vermont-NEA’s educators do every single day in our local classrooms,” Zuckerman said. “I am honored to have their backing, and will continue to fight for working people, for students, and for unions as lieutenant governor.”

The board of directors invited the two major party candidates to an interview, and also asked each candidate to fill out a questionnaire on issues important to Vermont’s students and educators. Both Zuckerman and his Republican counterpart, Randy Brock, participated in the recommendation process. Both were interviewed by the board last week.

“We appreciated Randy’s participation in our process, and thank him for taking the time to meet with us,” Allen said. “He, like David, has strong and consistent views on issues confronting students, schools and working people, and he was gracious enough to share those with us. In the end, David’s views are more in line with our own.”

For Attorney General: TJ Donovan

Your board made an early nod for TJ Donovan to be the next attorney general. “TJ brings a refreshing commitment to the state’s children and working people,” Allen said. “Whether it’s his successful restorative justice programs, his work to help people restate their driving privileges or his unabashed support of the right of workers to form unions, we are confident he will be an Attorney General who puts the interests of working families first.”

This was the first time in more than a decade that the board has made a recommendation in the Attorney General’s race.

“I am deeply humbled to receive the endorsement of the Vermont-NEA and consider it a great honor,” Donovan said. “Our educators are the backbone of our society and every day they see first-hand the impacts of government policies and social pressures on Vermont’s children and families. I greatly value our educators’ trust and confidence in my candidacy and as Attorney General would look forward to their partnership and input.”

The board invited Donovan for a lengthy interview, where he committed to making Vermont’s justice system fairer for working people. He told the board that as Attorney General, public safety is his top priority, and education is one of the most important pillars of public safety.

His focus on restorative – rather than punitive – justice will pay many dividends in our families, communities and schools. His pledge to help people caught in the suspended drivers license cycle back on the roads legally will lead to more job opportunities. And his unabashed support of unions – and respect for collective bargaining – is increasingly rare among public officials.

For State Treasurer: Beth Pearce

The board of directors was very clear when it recommended the reelection of Beth Pearce as Vermont’s treasurer. “Nobody has been more dedicated to preserving and strengthening the teachers’ pension than Beth has,” Allen said.

Whether it’s ensuring that the state’s obligation to the pension is met or preserving the defined benefit structure of the benefit, Pearce has been a fierce advocate for you and your families, Allen said. “Beth’s interests as treasurer are very straightforward: we must have a steady hand on the state’s finances so that working people and their families can continue to work and live here.” Allen said. “Beth has had our backs for years.”

Other Statewide Races

The board also recommended the reelection of Auditor of Accounts Doug Hoffer and Secretary of State Jim Condos. Hoffer’s tenure has been marked by a dogged pursuit of fiscal review that ensures the state’s resources are spent where they are supposed to spent. And Condos has been instrumental and equally dogged in expanding access to the ballot box for all Vermonters. Both deserve to be reelected, the board said.

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School Finance: Adjust, Don’t Discard Current System
Together with our communities, Vermont-NEA members are leading the charge in making our already great public schools even better, equipping our students with the tools they need to live happy, productive and fulfilling lives, no matter what path they choose to pursue. The state’s constitutional obligation is to ensure access to a substantially equal amount of funding for each student, regardless of community. A related purpose of the original Act 60 was to enable low wealth communities to level up. It was a striking success, but that leveling up fed a public misconception that, coupled with our state’s decline in school-aged children, we are spending “too much” on education. The state is paying no more on schoolchildren now as a percentage of the state’s economy than it has for decades dating back to well before the enactment of Act 60. In recent years, the total number of school employees in Vermont has declined by nearly 1,000, as school districts continue to acknowledge enrollment declines. It is not possible to cut costs in lockstep with enrollment declines. Vermont-NEA believes the current school funding system is fundamentally and constitutionally sound, but that it can and should be made more overtly related to taxpayer ability to pay.

Co-location of Services: Meeting the Needs of All Children
Vermont’s student population is changing. More and more children, especially in the early grades, are coming to school unprepared to learn because of adverse childhood experience. These experiences can be related to physical and emotional trauma, the impacts of poverty and related economic uncertainties, or caretakers dealing with drug addiction. Whatever the cause, very young children are bringing those experiences – sometimes traumatic – with them to school. This affects not only their individual ability to learn but also that of their peers to learn and their teachers to teach. In order to meet the needs of not only all children, but that of struggling families, there should be efforts to expand essential social services to children and families in a school based setting. By helping families struggling with poverty (including homelessness, food insecurity and lack of transportation), mental health services, health care, and other social supports, we can ensure both that all students are ready to learn when they come to school, and also that their families are positioned to succeed. Some schools in Vermont have already begun this work. Vermont-NEA believes at a time when young students are coming to school unable to learn due to complex family circumstances, we should move toward the co-location of essential support services for all students and families inside our community schools.

Student and Staff Safety – Support for Training
With the changing student population, there are more students who exhibit challenging and at times violent behavior toward themselves, fellow students and school staff. The students exhibiting these behaviors are often very young – including some in kindergarten and the early grades – and are coming to school from home circumstances marked by complex challenges related to poverty, drug addiction and other traumas. These adverse childhood experiences can result in dangerous and violent situations that make learning conditions for fellow students and working conditions for teachers and school support staff challenging and at times unsafe. Students exhibiting these behaviors need supports, and school staff and leaders are working to provide them; however, more training and capacity are needed to meet these safety and learning challenges. Vermont-NEA believes the state of Vermont should invest in providing training to all school personnel on how to deal with these challenging student behaviors while also ensuring staff the time and capacity to properly implement these strategies.

Paraeducators – Essential to Student Success
Providing equal educational opportunities to all Vermont students is not only essential, it is constitutionally required. Vermont teachers go far beyond teaching our students reading, writing and arithmetic, but include critical thinking, artistic expression and essential social skills often tailored to the individual student’s ability and interests. What is often not acknowledged is that paraeducators are a critical component of making Vermont schools and our students thrive and learn. Paraeducators provide critical one-on-one support to students, while also supporting teachers’ ability to deliver detailed direct instruction to a diverse spectrum of students. Whether it is in special education, general education or other school support functions, paraeducators are essential to ensure our schools meet all students’ needs. Vermont-NEA believes that any decisions about the use of paraeducators and other support staff in Vermont schools should be made at the local level, where school leaders and teachers know best what essential education supports are needed ensure all students succeed.

Retirement Security
More than one-third of American retirees lived in poverty as recently as a half-century ago. Social Security and Medicare, along with pensions, dramatically reduced that horrifying statistic. State policy has become an increasingly important tool to address the retirement security of its citizens.

a. Policy Commitment to Teachers. In 2010 and 2014, Vermont-NEA reached historic agreements with the State protecting the fiscal security of the State Teachers’ Retirement System, saving taxpayers more than $1 billion over the course of the next couple of decades or so (Vermont-
Board Recommended Candidates for Senate, House

Candidates for Senate
Addison  CLAIRE AYER
Addison  CHRISTOPHER BRAY
Bennington  BRIAN CAMPION
Bennington  DICK SEARS
Caledonia  JANE KITCHEL
Chittenden  TIM ASHE
Chittenden  PHIL BARUTH
Chittenden  DEBBIE INGRAM
Chittenden  VIRGINIA “GINNY” LYONS
Chittenden  CHRISTOPHER A. PEARSON
Chittenden  MICHAEL SIROTOKIN
Essex-Orleans  JOHN S. RODGERS
Essex-Orleans  ROBERT A. STARR
Franklin  SARA BRANON KITTELL
Franklin  DENISE SMITH
Lamoille  GEORGE GAY
Orange  MARK A. MACDONALD
Rutland  SCOTT GARREN
Rutland  KEVIN J. MULLIN
Rutland  KORRINE C. RODRIGUE
Washington  FRANCIS K. BROOKS
Washington  ANN CUMMINGS
Washington  WILLIAM “BILL” DOYLE
Washington  ANTHONY POLUNA
Windham  BECCA BALINT
Windham  JEANETTE WHITE
Windsor ALISON CLARKSON
Windsor RICHARD “DICK” MCCORMACK
Windsor ALICE NITKA

Candidates for House
Addison-1  JILL CHARBONNEAU
Addison-1  AMY SHELDON
Addison-3  FRANK “FRITZ” LANGROCK
Addison-3  DIANE LANPHER
Addison-4  MARI CORDES
Addison-4  DAVE SHARPE
Bennington-1  BILL BOTZOW
Bennington-2  RACHEL FIELDS
Bennington-2  KIAH MORRIS
Bennington-3  ALICE MILLER
Bennington-4  STEVE BERRY
Caledonia-2  CHIP TROJANO
Caledonia-3  SCOTT CAMPBELL
Caledonia-4  PATRICK SEYMOUR
Chittenden-2  TERRY MACAIG
Chittenden-2  JIM MCCULLOUGH
Chittenden-3  TREVOR SQUIRELL
Chittenden-3  GEORGE W. TILL
Chittenden-4  MIKE YANTACHKA
Chittenden-4  BILL LIPPERT
Chittenden-5  KATE WEBB
Chittenden-6  JOANNA COLE
Chittenden-6  CAROL ODE
Chittenden-6  JEAN O’SULLIVAN
Chittenden-6  JILL KROWINSKI
Chittenden-6  CURT MCCORMACK
Chittenden-6  SELENE COLBURN
Chittenden-6  JOHANNA LEODY DONOVAN
Chittenden-6  MARY M. SULLIVAN
Chittenden-6  BARBARA RACHELSON
Chittenden-6  DIANA GONZALEZ
Chittenden-6  ROBERT MILLAR
Chittenden-7  ANN PUGH
Chittenden-7  HELEN HEAD
Chittenden-7  MAIDA F. TOWNSEND
Chittenden-8  DYLAN GIAMBATISTA
Chittenden-8  LORI HOUGHTON
Chittenden-8  JOHN C. CHURCHMAN
Essex-Caledonia  ED CLARK
Franklin-1  CAROLINE BRIGHT
Franklin-3  MIKE MCCARTHY
Franklin-3  DAVID MCCWILLIAMS
Franklin-5  DONALD “DON” COLLINS
Franklin-5  JOSHUA C. ALDRICH
Franklin-6  DAN CONNER
Franklin-7  CINDY WEED
G. Isle-Chitten.
G. Isle-Chitten.
Lamoille-2  MATTHEW HILL
Lamoille-2  DANIEL NOYES
Lamoille-Wash.  AVRAM PATZ
Lamoille-Wash.  DAVID YACOVONE
Orange-1  SUSAN HATCH DAVIS
Orange-1  ADAM DESLARIES
Orange-1  SARAH COPELAND HANZAS
Or-Wash.  PATSY FRENCH
Or-Wash.  JAY HOOPER
Orange-Lamo.
Rut.-Bennington  ROBIN CHESNUT-TANGERMAN
Rutland-2  DAVE POTTER
Rutland-4  THOMAS P. TERENCE
Rutland-5  MARY E. HOWARD
Rutland-6  STEPHEN A. CARR
Rut.-Windsor-2  LOGAN NICOLL
Washington-2  FRANCIS “TOPPER” MCLAUGHLIN
Washington-2  DOTTYE RICKS
Washington-3  PAUL POIRIER
Washington-3  TOMMY J. WALZ
Washington-4  MARY S. HOOPER
Washington-4  WARREN F. KITZMILLER
Washington-6  JANET ANCEL
Washington-7  MAXINE GRAD
Wash.-Chitt.  TOM STEVENS
Wash.-Chitt.  THERESA WOOD
Windham-2  VALerie A. STUART
Windham-2  MOLLIE S. BURKE
Windham-3  TRISTAN TOLENO
Windham-3  CAROLYN PARTRIDGE
Windham-4  DAVID L. DEEN
Windham-4  MIKE MROWICKI
Windham-4  JOHN MORAN
Windors-Oran.-2  JOHON BARTHOLOMEW
Windors-Oran.-2  ANNMARIE CHRISTENSEN
Windors-Oran.-2  ALICE M. EMMONS
Windors-Oran.-2  ROBERT “BOB” FORGIUSES
Windors-Oran.-2  SUSAN M. BUCKHOLZ
Windors-Oran.-2  GABRIELLE LUCKE
Windors-Oran.-2  TIM BRIGLIN
Windors-Oran.-2  JIM MASLAND
Windors-Rutland  SANDY HAAS

A note: At press time, your board of directors was still considering additional recommendations. We urge you to visit vtnea.org/elections2016 for all of the latest information from your union.

2016 Issues

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NEA and the State reached quieter agreements protecting the Municipal Employees’ Retirement System. Vermont’s teachers are paying more and working longer for their retirement benefits. During the prior two decades, the State annually and routinely underfunded the Teachers’ Retirement System by millions, sometimes tens of millions, of dollars. The State has met its full funding commitment to this system for each of the past 9 years. Vermont-NEA believes the State must continue to meet its annual funding commitment to the State Teachers’ Retirement System.

b. Policy Commitment to All Vermonters. The retirement security of all workers is a major public policy imperative. 401(k) and similar financial devices were originally designed to supplement both Social Security and pensions. In recent years, many employers have merely abandoned offering pensions as part of employees’ compensation, leaving employees to their own devices, thereby increasing rather than addressing the insecurity so many feel as they approach retirement. Vermont-NEA believes the State should develop ways to improve retirement security for all Vermonters.
Election 2016: Where We Stand on Issues

Paid Family Leave
The United States of America is virtually unique in the industrialized world in not guaranteeing paid family leave to its citizens. Paid family leave is a basic right that may be used for the birth or adoption of a child or to help take care of a sick or, perhaps, dying family member. Paid family leave helps ensure that new parents are able to bond with a new child and support other family members in times of significant or terminal illness. Several states, recently including Rhode Island and New York, have taken the initiative by creating state based paid family leave programs, built upon state sponsored long-term disability programs. These state-based programs have been employee funded while also protecting the rights of workers to return to their jobs at the end of the leave. Vermont has been a leader in pro-family policies for all working Vermonters and ensuring access to paid family leave is an important next step. Vermont-NEA believes that all employees should be entitled – in law – to paid family leave for the birth or adoption of a child or care for an ailing family member.

Dr. Dynasaur 2.0 – A New Path Forward for Health Care Reform
Vermont-NEA has been and remains a leading advocate of health care reform. Affordable health care is still out of reach for many Vermonters and only getting more expensive. Though the state is no longer moving forward with Green Mountain Care, reform of our health care system remains as important as ever. Dr. Dynasaur has provided high quality, low cost health insurance to many of Vermont’s children for over 25 years while also delivering strong health outcomes for children and youth. In order to create a strong economy that supports working parents, young adults, and small business while providing reduced costs for workers and their employees, the state should explore expanding Dr. Dynasaur to all Vermont children and youth, regardless of income, up to age 26. Vermont-NEA believes if the current legislative study of expanding Dr. Dynasaur shows cost savings and economic benefits for workers and employers, the state should move forward with this systemic change to provide more care to more Vermonters.

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Complete Election Information At Your Fingertips
You’ll find plenty about the election right here. But much more is ready for you at vtnea.org/election2016. Read what candidates have to say, what we have to say, and explore issues. Remember to vote!