The changing political realities both here and across the country justifiably has many members worried about what's next for our union, our schools, our communities and our students.

Responding to that challenge were more than 50 members from across Vermont who met to discuss the ways in which we as union should respond in the days and months ahead, in a series of three meetings in Brattleboro, Rutland, and Williston. Vermont-NEA staff listened in as members worked with a facilitator from Labor Notes. The two-hour sessions were spirited, heartfelt, and productive.

While some issues varied from place-to-place and from local-to-local, the unifying theme was the universal interest in preserving, protecting, and promoting our state's local public schools—and the students they serve. Indeed, when it comes to their schools and students, our members told us bluntly and poignantly that they are confronting immense and pervasive problems that present themselves in social, medical, and academic contexts, and that clearly arises from the systemic exploitation, suffering, and oppressions afflicting our society.

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NEA Honors Vermont Migrant Workers

In a first, the National Education Association didn't wait until its annual Human and Civil Rights dinner to bestow its prestigious César Chávez Acción y Compromiso Human and Civil Rights Award this year. On March 28, Vermont-NEA President Martha Allen and NEA Executive Committee Member George Sheridan presented the award to two leaders of Burlington-based Migrant Justice. The leaders—José Enrique Balcazar Sanchez and Zully Palacios—had just been released from 10 days of prison after being arrested by ICE agents. “Again, please know that as fellow working people—as fellow Vermonters—we stand with you in your fight for dignity, fairness, and power,” Allen said. “We also want to tell Donald Trump’s ICE that in Vermont, our message is simple: All, I repeat, all, are welcome here.”

The unprecedented action by NEA in bestowing its award early was explained in a statement to national media outlets a day earlier. Here is that statement:

WASHINGTON—March 27, 2017 -

The National Education Association (NEA) today presented one of its most prestigious civil rights awards to Migrant Justice, a Vermont-based organization fighting for the rights and dignity of dairy workers. This is the first time the award has been presented before the scheduled June awards annual dinner, and the NEA made the decision in light of the recent detention of Migrant Justice activists during a nationwide crackdown on outspoken immigrants.

The tribute, the NEA César Chávez Acción y Compromiso Human and Civil Rights Award, honors a nominee who follows in the exemplary footsteps of the labor rights and civil rights activist in philosophy, work, and leadership in improving the lives of workers. On Friday, March 31, the nation will celebrate the birth and legacy of Chávez.

“We denounce in the strongest terms possible the arrest of these activists and call for the immediate release of the detained Migrant Justice leaders,” said NEA President Lily Eskelsen García. “America welcomes strikers and dreamers and their diverse talents. When we embrace the contributions of immigrants, the future is brighter for our country. We reject this targeted attack on Migrant Justice because it undermines these core American values. We do not arrest people for speaking up for those who do not have a voice or for doing what we know is right, just and courageous.”

NEA took the unprecedented step as hundreds of supporters of Migrant Justice rallied in Boston's John F. Kennedy federal building to call on Immigration and Customs Enforcement (ICE) to release the detained Migrant Justice workers. José Enrique Balcazar Sanchez and Zully Palacios, two of the leaders of Migrant Justice, were arrested during the Trump administration’s targeting of high-profile activists in recent weeks. Community activists view their arrest as retaliation.

“César Chávez notably said if you want to remember me, organize. Migrant justice embodies his spirit and carries his torch forward,” said NEA President Eskelsen Garcia. “Migrant Justice is organizing farmworkers to address the challenges they face and bringing about systemic change to improve and advance their fundamental human rights. They are a national model for their cutting edge human rights organizing and concrete victories. Migrant Justice motivates us, inspires us through their deeds and actions, and embodies what is just and right about César Chávez.”

With Migrant Justice at the helm, Vermont farm workers announced their Milk with Dignity campaign in 2015, calling on Ben & Jerry’s to take responsibility for farm workers’ rights abuses. The campaign organized actions at Ben & Jerry’s stores across the country, leading the ice cream company to sign a written commitment to join the program. Two years later, however, Ben & Jerry’s has yet to implement the program to secure the rights of farmworkers within their northeast dairy supply.

“We are so proud of the work Migrant Justice does, and are honored to have recommended them for this award that recognizes those who walk in the footsteps of César Chávez,” said Martha Allen, a K-12 librarian from Canaan, VT., who serves as the president of Vermont-NEA. “Even more importantly, Enrique, Zully and Alex are fellow Vermonters. They and all migrant workers who are employed by our state’s farmers and who deserve the same rights we all enjoy. They are mothers, fathers, husbands, wives—they are our friends, and their children are in our classrooms.”

“When Donald Trump’s ICE targets immigrant community leaders for arrest, he is targeting workers’ rights to organize,” said David Díaz, dairy worker and member of the Migrant Justice’s Farmworker Coordinating Committee. “This tremendous show of solidarity from the National Education Association strengthens our

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We Must Support ALL of Our Students

Martha Allen

Migrant Justice. Now more than ever we need justice for migrant workers in our state. Fortunately for Vermont, the group Migrant Justice has been fighting for the rights of Vermont farm workers for several years. Because of this courageous work, last year Migrant Justice received the, “Vermont-NEA Human and Civil Rights Award,” and this year they have earned the “César Chávez Acción y Compromiso Human and Civil Rights Award” from the NEA.

Migrant farm workers in Vermont have been working hard to improve their lives, for example; fighting for legislation in 2013 to allow for operator’s privilege card so that they may drive legally in Vermont. Vermont’s dairy farm industry depends on these workers to keep their farms alive. These people work 12-hour days, regardless of the weather. They usually live in isolation from the community. These 1500 men and women provide Vermont with milk and other farm products. They are contributing members of our state and should be welcomed and supported whenever possible.

In March, three farm workers were arrested by ICE. One remains in custody and the other two were released on bail. Meanwhile, all other farm workers, who do not have work visas or are not U.S. citizens, live in fear that ICE may come knocking on their door with a trumped-up charge (pun intended) that will put them in jail and in line for deportation.

This is a situation unacceptable and we can only imagine what the stress of it does to the farm workers and their families. I don’t know how many children in Vermont have undocumented parents, but if even one child is living in fear of losing her parents, that is too many.

We must support our all our students. If students are suffering from ACEs, in this case fear of losing a loved one to deportation, we must protect them in any way we can.

One small but important step that may help is to educate our communities about this situation. Here’s what you can do: go to your school board and ask them to support a resolution to protect immigrant students and their families.

The beginning of a suggested resolution template is as follows:

WHEREAS, it is the right of every child, regardless of immigration status, to access a free public K-12 education and the District welcomes and supports all students;

WHEREAS, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public K-12 education;

WHEREAS, federal immigration law enforcement activities, on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education;

We have the full resolution up on our website and you can read it in its entirety on page 7. I suggest you work with your school board and edit it for your specific supervisory union or school district.

At the state level, our governor has refused to comply with the federal directive to deputize law enforcement officers so that they may work with ICE. This local resolution is yet another layer of protection for our students and their families.

Take a moment to stand up for what is right and share this information with your fellow union members, school board members and community members. Many students would also be supportive of this resolution. They want their classmates to feel secure in school, too. We must support the rights of every child in our schools, regardless of immigration status, and this resolution does exactly that.

Thank you for your commitment to your students, all your students. Vermont’s public schools should be where an excellent education takes place, free of fear and uncertainty.

Let’s make sure we live up to that expectation.
6 Ways to Prepare for a School Crisis

Find out what educators and industry experts recommend to get your classroom emergency-ready.

It was a Saturday afternoon in late September when torrential rain began pouring over Pelion Elementary School in South Carolina’s Lexington County School District. Flash flooding caused dams to break throughout the state, washing out roads and destroying homes.

“I don’t think anyone expected anything of this magnitude,” says Julie Long, a guidance counselor at the elementary school. “We had already had a lot of rain, but no one expected this. They are now calling it the 1,000 year flood.”

Catherine Hodge, principal, Pelion Elementary School, says she immediately began calling, emailing and texting her faculty and staff to make sure they were safe and asked them to reach out to families through programs like SchoolMessenger. “I wanted to make sure everyone was safe, but there’s not a whole lot you can do when you are at home for several days, watching the news and seeing homes being washed away,” Hodge says.

While emergency responders do their best, an immediate response from authorities isn’t always possible. That’s why it’s important to have a plan and the right supplies. Here’s what the educators at Pelion Elementary School, and other industry experts, recommend to make sure your school is ready for an emergency.

1. Set aside time each month for safety planning. Ideally, create your safety plan in the summer, says Scott Poland, who spent 25 years working as the Director of Psychological Services for Houston’s Cypress-Fairbanks Independent School District and now tours nationally on school safety. “Once the school year begins, it’s hard to plan these things,” says Poland. He recommends setting aside 3-10 minutes during each faculty meeting to talk about safety.

Discuss lockdown procedures, classroom evacuations and any small incidents that have occurred recently to make the bigger safety discussion more manageable, Poland says. Make sure educators know how to evacuate their classroom.

2. Do practice drills. In Los Angeles Unified School District, fire and earthquake drills are practiced once a month. “We do a full earthquake, drop, cover and hold on and evacuate to field once a semester,” says Jill Barnes, coordinator for the Office of Emergency Services, School Operations and Office of the Superintendent. The key is to change up the equation, trying the drill 10 minutes before school, then during recess or after school. “We drill so much in our schools,” she says. “The reason we need to keep drilling as much as we do, is when the kids know what to do, and know what is expected of them, they will do that.”

3. Create a crisis box or emergency kit for each classroom. Some of the contents will vary depending on the age of the students. Here is Barnes’ general list of suggestions of what should be included:
   - Roster of students, with contact phone numbers
   - Map of the school
   - First aid kit
   - Flashlight
   - Extra batteries
   - Water and food such as granola bars
   - Boxes of tissues
   - Any necessary supplies for students with disabilities (i.e. food for feeding tubes, essential medications)
   - Age-appropriate activities for students, such as activity books or a decks of cards
   - Consider including butcher paper that students can sit on and color with crayons
   - Be a part of a cohesive team. Many educators, including Anthony Sturges, Aurora Public Schools Chief Operating Officer in Aurora, Colorado, point to the Columbine High School massacre in 1999 as a turning point in emergency planning. “One of the lessons everyone learned was there was no coordinated response team,” says Sturges. “When it comes to emergency preparedness and disaster recovery, schools can’t do it alone.” We’ve built a really strong relationship with community partners. We believe in taking a holistic approach.”

To have a more effective and collaborative partnership with the community, Sturges and Barnes both recommend creating a team, prior to an emergency, with a cross section of community and school officials: the school principal, security staff, plant manager, educators, a parent or two and a local emergency responder.

4. Be ready to reach out to the local community for help. Pelion Elementary School asked for community assistance after the flash flood to help the many families that were without food and water. “We are a high-poverty community,” says Wendy West, the school’s assistant principal. “We started calling around to see if there was anyone who could help us with some of those needs.”

For example, a Facebook post disseminated a wish list of preferred items the school wanted to collect for local families. One faculty member called a contact at Clemson University, who also helped to spread the word. The school organized a donation drive with the help of a local thrift store. They partnered with a nearby community center and used its facility as a donation pick-up location. West also contacted contacted her local senator, Katrina Frye Shealy, for assistance. “She had friends who wanted to help,” West says. “She was able to help secure supplies, lodging and gas cards.”

5. After a disaster, review, reassess and get back into a routine. More than six weeks after the storm, Pelion Elementary School is reviewing what worked well and what could be improved for future emergencies.

For example, after several educators found the Remind app useful to contact their students’ families, the school is now considering adding it their official protocol, says Kenny Brazell, assistant principal. They already use Peachjar, which emails flyers directly to parents, and SchoolMessenger, which can pull phone, email and bus information from the school’s PowerSchool database.

As an educator, you’re in a unique position to help your students cope with crisis. Learn 5 strategies to create a safe, supportive environment.
Celebrating Power at RA 2017

from p. 1

Fresh off the three meetings, a core group of members – originally calling themselves the Resistance Committee – brought the conversation to the more than 125 attendees of the annual ESP Conference, where roundtable discussions revealed the same sense of societal and class pressures discussed during the regional meetings. The following day, at the annual Vermont-NEA Representative Assembly, more than 200 delegates and other members were on hand for a powerful discussion with Bernie Sanders, who gave his only education town hall of the year exclusively for our union.

“The passion our members have for justice never ceases to surprise me,” said Vermont-NEA President Martha Allen. “And to finish a week full of action and solidarity with Bernie sends a powerful message: the women and men who teach Vermont’s children will fight for what’s right – for their union, for their profession, for their communities, and, above all, for their students.”

Shortly after Bernie’s hour-long discussion (in which he made it clear that the new president’s priorities are, in a word, “stupid”), two members involved in the week of action proposed a new business item that seeks to raise awareness and political engagement in a way that drives the issues important to members. The NBI’s rationale is simple: “Rank and file engagement on the local, state and national level is more important than ever in these times. Our union needs to identify and act in ways that provide solidarity and support to students and families in our communities.”

To that end, the union will issue regular position statements on political, economic, social, and education issues that affect members, students, and working families. The union and its Membership Organizing Committee will develop a “Schools Our Students Deserve” campaign for two locals. The union and the committee also will offer trainings for locals interested in engaging more closely with their communities.

(You can read the entire NBI and other news from the RA at vtnea.org/repassembly2017)

Sons, Daughters of Members Snag Scholarships

Note: Below are the winners of this year’s Maida F. Townsend Scholarships. For complete descriptions of their award-winning entries -- as well as more from the RA, please visit us on the web at vtnea.org/repassembly2017

Alexander C. Bickart
Avery Ellis
Lucia Gagliardone
Brady Illingworth
Conor Joyce
Eva Kammann
Dana Marsh
Eleanor Martin
Quinn Trybus
Grace Willean

For complete recaps and more photos from your Representative Assembly, please visit vtnea.org/repassembly2017
resolve to continue to fight for a dairy industry free from human rights abuses.”

Martha Allen’s remarks during welcome-home

Buenas tardes mi hermanas y hermanos. Good afternoon my sisters and brothers. I am Martha Allen, a K-12 librarian from Canaan who is proud to serve as president of Vermont-NEA. I am honored and humbled to be with you as we joyously welcome home Enrique and Zully. But as happy as we all are to have these fellow Vermonters back with us, that joy is tempered by the fact that Alex is still in custody. Know that I and every one of my fellow 3 million members across America join you in calling for his release.

As a life-long teacher and union member, I know first-hand what it means to have a voice in my working conditions. That is why the work Enrique, Zully, Alex and everyone at Migrant Justice does is so important. Migrant workers who put in long, hard days on our state’s farms deserve fair wages, fair benefits, and dignified treatment. As fellow Vermonters, these hard-working people are more than just the folks who literally put food on our tables, they are mothers, fathers, brothers, sisters, daughters, sons, husbands, wives - they are our friends.

Yesterday, our national president, Lily Eskelsen-Garcia, announced that the National Education Association would break from tradition and present its César Chávez Acción y Compromiso Human and Civil Rights Award to Migrant Justice before its scheduled June awards ceremony. She did so because of the nationwide crackdown on outspoken immigrants. I want to repeat here what Lily said yesterday:

“César Chávez notably said “If you want to remember me, organize.” Migrant Justice embodies his spirit and carries his torch forward. Migrant Justice is organizing farmworkers to address the challenges they face and bringing about systemic change to improve and advance their fundamental human rights. They are a national model for their cutting edge human rights organizing and concrete victories. Migrant Justice motivates us, inspires us through their deeds and actions, and embodies what is just and right about César Chávez.”

Again, please know that as fellow working people – as fellow Vermonters – we stand with you in your fight for dignity, fairness, and power. We also want to tell Donald Trump’s ICE that in Vermont, our message is simple: All, I repeat, all, are welcome here.

Over 100 ESP Gather for Annual Conference

On March 24, more than 100 members converged on the Stoweflake Resort for this year’s Vermont-NEA ESP Conference. The day-long affair offered a rare chance for ESP to get together and learn from one another. It was also a time of celebration of how much ESP mean to our state’s schools, communities and students. ESP of the Year Loretta Johnson, president of the Rutland NE Paraeducators and Bus Drivers Unit, addressed her peers:

“Be the person that the students want you to be, and inspire to be the best that you can. For every word that you speak, there are many ears listening to you. For everything that you do, there are many pairs of eyes watching you. Empower and define yourself by your actions and stand up for what you believe in. Be that role model that you strive to be, and use your voice to let yourself be heard. It’s a big responsibility, but it is one that our future depends upon.”
THE VERMONT-NEA REDSHEET: WHAT YOU NEED TO KNOW ABOUT WHAT’S GOING ON

We Know VEHI is Supposed to Remain Neutral When it Comes to Collective Bargaining

Members and local negotiators have contacted us, justifiably angry and confused, after reading comments in a Vermont Digger article (posted in February) attributed to Laura Soares, a trust manager of VEHI, your health insurance risk pool.

In the piece, Soares is credited with urging school boards to demand that school employees pay more in health insurance premiums. She is also identified as “the administrator” for VEHI. The article's characterization of what Soares said gives the unmistakable impression that VEHI has aligned itself with the cost-shifting agenda of the Vermont School Boards Association, whose executive director recently took a seat on the VEHI Board formerly held by Vermont-NEA. VSBA is advocating for teachers and ESP to pay nothing less than 20% of premium costs.

Some operational facts about VEHI:

- VEHI is, and always has been, jointly managed by Vermont-NEA and the Vermont School Business Insurance Trust.
- Soares does not administer the day-to-day operations of VEHI alone. She shares that responsibility with Mark Hage, Vermont-NEA’s Director of Benefit Programs.
- Jeff Fannon, the Executive Director of Vermont-NEA, is the sole union representative on the VEHI Board of Directors. There are four other directors, all of whom represent school boards.

Here is what we know about the comments attributed to Ms. Soares in the Digger article:

- They do not represent the position of Vermont-NEA or VEHI.
- They were not authorized by the VEHI Board of Directors.
- Jeff Fannon and Mark Hage learned of them only after the article was posted.
- This month Soares told Jeff Fannon and Mark Hage emphatically that she was misquoted, and that she was “dismayed and frustrated” when she read the article.

VEHI, since its inception in the early ‘90s, has consciously avoided becoming embroiled in collective bargaining and making public pronouncements on premium or out-of-pocket cost-sharing. VEHI has always considered these matters to be properly and exclusively the business of local school boards and local unions.

Vermont-NEA addressed the Digger article, its genesis and implications, with Ms. Soares and the VEHI Board. We have also made sure legislators know where we stand.

Regardless of who is at fault in this situation, your union will do its utmost to prevent this kind of thing from happening again and to enforce VEHI’s strict neutrality protocols related to collective bargaining.
Below is a sample board resolution you can have your board used to ensure a safe learning environment for all students in our schools.

WHEREAS, it is the right of every child, regardless of immigration status, to access a free public K-12 education and the District welcomes and supports all students;

WHEREAS, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public K-12 education;

WHEREAS, federal immigration law enforcement activities, or on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education;

WHEREAS, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance;

WHEREAS, parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public K-12 education through District schools and programs;

AND WHEREAS, educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

NOW, THEREFORE, BE IT RESOLVED that the U.S. Immigration Enforcement Office (ICE), state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws, are to follow District Policy ____ attached to and incorporated in this Resolution, to ensure the District meets its duty to provide all students, regardless of immigration status, access to a free public K-12 education;

BE IT FURTHER RESOLVED, that the Board declares the District to be a Safe Zone for its students, meaning the District is a place for students to learn, to thrive and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience;

BE IT FURTHER RESOLVED, that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to prepare in the event a minor child attending school in the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency;

BE IT FURTHER RESOLVED, it continues to be the policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit; given the likelihood of substantial disruption posed by the presence of ICE or state or local law enforcement agencies acting for ICE, any request by ICE or other agencies to visit a school site should be presented to the Superintendent’s Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site;

BE IT FURTHER RESOLVED, in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students’ immigration status or place of birth; and cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory;

BE IT FURTHER RESOLVED, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent’s Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy; standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made;

BE IT FURTHER RESOLVED, the District shall post this Resolution at every school site and distribute it to District staff, students, and parents using usual means of communication, and that the Resolution will be translated into all languages spoken by students at home;

BE IT FURTHER RESOLVED, the Superintendent shall report back on compliance with this Resolution to the Board at its next meeting;

BE IT FURTHER RESOLVED, the Board directs the Superintendent to review District policies and practices regarding bullying and report back to the Board at its next meeting and communicate to staff, students, and parents the importance of maintaining a bullying-free environment for all students;

BE IT FURTHER RESOLVED, the Board affirms that certificated District employees have the academic freedom to discuss this Resolution during class time provided it is age-appropriate; and students are to be made aware that District counselors are available to discuss the subjects contained in this Resolution; and

BE IT FURTHER RESOLVED, after-school providers and other vendors and service providers who contract with the District shall be notified of this Resolution within 30 days and required to abide by it.

It’s Not Too Early to Lead and Learn!

While August may seem a way off right now, it’s not too early to begin thinking about Vermont-NEA’s Leading and Learning Conference.

For the first time, the conference will combine the best of leadership with the finest professional learning opportunities.

The conference -- free to Vermont-NEA members -- is an essential way to become a more active part of your union, and an even more powerful leader in your local.

The conference is slated for Aug. 1-3 at Champlain College in downtown Burlington.

The agenda is sure to be jam-packed with useful workshops and practical exercises that will leave you energized.

Snag your space now at vtnea.org/leadershiplearning2017.
US Supreme Court Upholds Tenets of IDEA

(From NEA) WASHINGTON - The U.S. Supreme Court in March unanimously reversed the lower court’s decision in Endrew F. v. Douglas County School District and rejected the “merely more than de minimis” standard to students with disabilities under the Individuals with Disabilities Education Act. This standard has been pushed by now-Supreme Court Justice Neil Gorsuch. The unanimous court -- before Gorsuch was sworn in -- decried the Gorsuch standard as one that would consign “children with disabilities” to an educational program that “can hardly be said to have been offered an education at all.”

The National Education Association applauds the Supreme Court for unanimously affirming that the IDEA is intended, and must be interpreted, to provide children with disabilities with an individualized education program that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” NEA urged the court to adopt exactly that approach in its amicus brief in the Endrew case.

The following statement can be attributed to NEA President Lily Eskelsen Garcia:

“Today’s ruling by the Supreme Court is a win for our most vulnerable students and helps ensure that the promises Congress made to them under the Individuals with Disabilities Education Act will be delivered, no matter where they live. The fact that the Supreme Court was unanimous in repudiating Judge Gorsuch’s standard for an ‘appropriate education’ also shows that Judge Gorsuch’s views are out of touch with the needs of disabled students and the educators who serve them.

“Ask any parent, teacher, education support professional who has students with special needs and they would tell you these precious students need more resources, support and help — not less. And yet Judge Gorsuch believes that students with disabilities are only owed an education that is barely more than the minimum.

“Today, the Supreme Court repudiated Judge Gorsuch’s IDEA decisions and overwhelmingly rejected his reading of the law...as...wrongheaded and antithetical to the IDEA.”

Tell Us Who Deserves ESP of Year Award

Know an exceptional education support professional? Well, nominate him or her for Vermont-NEA ESP of the Year. It couldn’t be easier: just head to vtnea.org/esp-award and give us a name. Deadline is May 15, so get on it!