

Vocational Instructor

Local 4200A ~ AFT, AFTCT, & AFL-CIO

Volume MMVIII Issue 3

**"It Pays
To Be Taught
By a Vo-Tech
Teacher"**

MARCH 2008

KAYNOR TEACHERS ARE CAPTURING KIDS' HEARTS AND BUILDING TEEN LEADERS.

by Patricia Keavney



share their fears. Deep water, spiders, death, and a plethora of others were offered up as the kids got right into it. Gail then guided the class to the real reason for this prompt, an eloquent quote from the movie "Coach Carter" that tells us that our deepest fear is not that we are inadequate but that we are powerful beyond measure; that our light, not our darkness is what frightens us most; and that playing small does not serve the world. You get the picture? It sums up so well the main objective of the Capturing Kids Hearts/Teen Leadership process: be your best, be proud of who you are and give your best; don't shrink from responsibility.

This is the second year that Teen Leadership has been taught as a mandated class for all freshmen and juniors at Kaynor. It began as a pilot with seniors three years ago. Four teachers teach Teen Leadership either full or part-time. They are: Gail Houlihan, Acting Special Education Department Head, Kathy Patrick, Health and P.E. teacher, Anne Petrucci, English teacher and Dave Howard, Social Studies teacher. Each teacher puts his or her own spin on the lessons but the curriculum is standardized with a teacher's guide and student workbooks. Flip Flippen is very strict about the curriculum's implementation, demanding specific training before launching any teacher off to teach Teen Leadership. It is easy to see the logic behind that mandate, as the topics can get very personal and facilitators must be well equipped to handle the fears, worries, family problems and personal issues that teenagers often share in these classes.

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During a recent visit to Kaynor Tech I was able to observe first hand the "Flippen Process" as applied through a Teen Leadership class. Students arrived third period in Mrs. Gail Houlihan's class to be personally greeted with warm smiles and welcoming hand shakes. The tone was set for an interactive lesson on the students' deepest fears. A writing prompt was used to get the kids settled in and focused and of course, good news followed. Since this was the first day of the cycle, the Giants - Patriots Super Bowl game was offered by some as good news. This was a freshman class and many had good news to share about the up coming Career Night and their shop choices. The theme of "your deepest fear" may seem pretty heavy for a ninth grade class but because it was so skillfully handled by Mrs. Houlihan the kids were quick to participate and

Continued from cover

The atmosphere in this class, and I suspect all the Teen Leadership classes at Kaynor, was positive, accepting and encouraging. Concrete examples of this were all around the room. A clothesline of sorts hung around the perimeter holding paper cutouts of each student. The kids were quick and eager to answer my questions about these and tell me that each paper person represented a student looking like his/her best self, the person they'd like the world to see. This complex lesson involved sharing something mean or hurtful someone had said, crumpling the paper person then having the group reaffirm the positive aspects of each person, symbolically repairing the person by pressing the creases out of the paper person and confirming that we've all been hurt but we can move on, step up and shine, and by doing so give others a chance to do the same. Deep stuff for 13, 14 and 15 years old. But, they appear to love it and it appears to be working.

The teachers have an enormous job of planning and preparing each lesson. As I observed, Gail was "on" for the 55 minutes straight, engaging, prompting and enriching the lesson. The classroom was covered with examples of previous lessons, which the kids were anxious to explain to me. I learned about I.Q vs. E.Q – your emotional intelligence, which encompasses interpersonal skills and self-control. Posters on the walls told me that, "He who angers you enslaves you" and to always focus on the positive. The kids were also anxious to tell me that this is the "most awesome course", and "it helped me get to know other kids". The biggest complaint was having to give speeches. Kids disliked delivering speeches in the beginning (4 to 5 are required every marking period) but when asked for a show of hands the majority responded that they feel better about it now. They were surprised by their ability to memorize some of the speeches.

Gail Houlihan shared that the Teen Leadership courses are going better this year because they are able to build on the planning and experiences of last year and embellish and improve the lessons. The Career Development curriculum is being embedded into the eleventh grade teen leadership classes and it appears to be a very good fit. Many of the lesson objectives complement or supplement the teen leadership curriculum. The goals are similar and the areas of emphasis are similar.

Is it working? The Kaynor faculty and administration had numerous anecdotal examples of success: kids behaving maturely, stepping up to help others, making eye contact when speaking, and taking responsibility, but no real data existed to confirm these assumptions. So they conducted a survey and an analysis of the results revealed that:

- Teachers are using Flippen strategies in classes and shops and feeling it is helpful
- Students like it and are finding it helpful
- Students perceive the "meet & greet" as useful and positive



- Students feel the skills are helping them in real life situations, especially in making a first impression and in public speaking
- Students report feeling more self-confident and taking more personal responsibility
- Students report feeling better equipped to confront uncomfortable situations or people because of Teen Leadership skills
- Students feel Teen Leadership training helped them gain confidence enough to be a leader, be more open minded, and be more respectful of students and teachers
- Data supports that TL training has had a measurable impact on classroom behavior and has made it easier for kids to make friends and adjust to a new school year.

What remains to be determined is whether or not this training is impacting the number and frequency of discipline problems and in-school or out-of-school suspensions. That comparative data will no doubt be available in the near future after this or perhaps one more year of implementation takes place. At the end of this year all of the Kaynor students will have taken Teen Leadership.

Flippen's philosophy is that when you empower people and give them the skills to achieve their personal best you develop leaders. Good leaders are concerned not with being popular, but with doing the right thing and getting results over time. A good leader makes a difference in the world we live in. I have no doubt that the kids in Gail Houlihan's Teen Leadership class are fortunate to have a teacher who exemplifies great leadership and provides a role model of that each day. It is also fortunate that Kaynor made implementing the Teen Leadership process a priority for the last few years. Let's hope the support for that continues so we can have some long-range data to prove that these concepts really work as well as they seem to be working now.

Skills Agenda Keeps America Second to None

by Edward J. McElroy, President
American Federation of Teachers

Today's economy is leaving countless American workers behind. Workers in many sectors have suffered a steady erosion of wages and benefits, coupled with the outsourcing or off-shoring of jobs that is only expected to continue. Although the United States' economy has been growing, the distribution of benefits is grossly inequitable, with the reversal of a two-century-old trend that saw each successive generation better off than the one that preceded it. Many measures will be required to correct this situation, but greater investment in education and ongoing skills development is a key ingredient in any economic strategy.

Global competition has had obvious, far-reaching repercussions for the American economy and its workers. America's public schools have paid a price, as well. The claim that our schools are not adequately preparing students to compete in the global economy feeds into calls for school vouchers, privatization, and other faddish (and discredited) "reforms."

Unfortunately, the current administration's economic and education policies have further undermined America's ability to compete. This administration has proposed eliminating vocational and technical education programs – programs that have been shown to reduce dropout rates and increase short – and medium – term earnings for students. It has made higher education more expensive and less accessible for students from low and middle-income families. It has paid little attention to the need for skills training and upgrading for America's current workforce. And the No Child Left Behind Act, with its focus on testing above all else, has been a missed opportunity of monumental proportions. The United States will not remain competitive in the global economy without significant changes in the way we prepare, train and retrain our workforce.

- America's public schools need to adapt curricula to help students master foundational skills as well as higher-order thinking, problem-solving, and critical thinking skills.
- We must develop education and training programs for students who do not immediately – or ever – go to college.
- We must make higher education relevant to the economic opportunities of the future – and more accessible and affordable to qualified students from all economic backgrounds.
- Workers must constantly upgrade their skills to keep up with new technology, new knowledge and, in some cases, sometimes even altogether new industries. The American Federation of Teachers has helped our

members deal with these new challenges by negotiating – and, in some cases, providing – professional development to help them upgrade their skills.

We are also looking at an innovative program introduced by the British trade union movement, in which the union itself helps members identify their learning needs to keep their skills marketable and helps them access education and training. The one constant throughout history has been change. The American workers – and American labor unions – have been a part of that change, adapting to meet evolving demands. We commend the International Association of Machinists for highlighting this critical issue and for working with the labor movement and its partners to promote much-needed changes.

We look forward to working with the IAM to advance a skills agenda that will keep America's workforce second to none.

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The SVFT Retirees are planning two workshops for Spring 2008:

Preparing for Retirement

and

Revocable Living Trusts

The specifics for each workshop will
be mailed shortly.

AFT-CT is planning a workshop on
senior issues for Fall 2008.

“Tools For Schools” Update by Clare Rheiner

Recently I had the opportunity to attend a “Tools For Techs” walkthrough at O’Brien Technical High School. My first experience with “Tools For Schools” was a few years ago when Rick Tanasi, who was at that time the SVFT Vice President, asked me if I would attend a conference in Washington, D.C. The AFT would sponsor my attendance at the Environmental Protection Agency’s conference about a program called “Tools For Schools”. Both Rick and I thought it would be of great benefit to the membership if I attended since the Health and Safety Committee had seen so many issues on our visits relating either directly or indirectly to poor indoor air quality within our schools.

The conference was interesting and educational; however the main problem with the “Tools For Schools” program was that it was not designed for a technical school. Many schools do have the same issues as our schools, such as: lack of heat, too much heat, leaking roofs, exhaust fumes from buses, smelly carpets, mold, etc. However, in contrast, our system is unique because each individual shop runs as its own business and unlike regular high schools, the technical schools deal with many different chemicals on a daily basis, creating their own set of issues related to indoor air quality.

Upon my return from the conference I discussed the above problems with Rick. These set backs did not stop him and he then discussed the issues with members of the AFT. Through Rick’s hard effort a joint conference was set up with members of the SVFT and members of the AFT. Darryl Alexander and Michael Lohman, who perform Health and Safety for the AFT, arrived from Washington. Furthermore, with the assistance from some of our members and the Health and Safety Committee, we began the steps of adapting the “Tools For Schools” program to fit the technical schools.

Those present at the meeting held in O’Brien Technical High School besides myself, Clare Rheiner, were Rick Tanasi, SVFT President; John Woodmansee, Health and Safety Consultant for Central Office; Drew Soltys, Consultant Central Office; Anne Bracker, Industrial Hygienist from the University of Connecticut Health Center; Sharon Moore, Special Education Instructor; Chris Sansone, Carpentry Department Head; Edward Kennedy, Vice Principal; Mark Belade, Department Head of HVAC; Maria Meresko, Reading Instructor; Michael Pepe, Head of Building Maintenance; and students Tory Childs and Tom Hoffman. The meeting began with a report on the progress made to date within the school. The members of the committee began by surveying the staff with questions related to indoor air quality and compiled data based on the

answers staff had provided. Using a school map as a guide, concerns within the building were placed on the map. This was done to provide the “Tools For Techs” committee visual information to help pinpoint areas of concern, provide the ability to look for patterns and finally, to prioritize what issues needed to immediately be addressed.

Using the information provided by the map as a starting point, the committee discovered that some issues were quick fixes and promptly acted to correct the problems. Out of the issues remaining, the committee was working to prioritize, as well as develop strategies and action plans for remedying them. Based on the meeting, it was evident that a lot of work had been done by the “Tools For Tech” committee and progress was already showing.

“Tools For Techs” is an extremely worthwhile program for the technical schools, especially with our old and out of date buildings. John Woodmansee has been instrumental in getting the program started. Eventually all the schools within our system will be participating in “Tools For Schools” as we all work together toward a healthier and safer working environment.



TOOLS FOR SCHOOLS

On January 29th SVFT members from Emmett O’Brien Tech in Ansonia met for the Tools for Schools walk-through training session. The training was presented by Anne Bracken, Industrial Hygienist from UCONN. Pictured here from right to left are co-chair Marie Meresko, Carpentry Department Head Christopher Sansone, and co-chair Sharon Moore.

ACT 07-66 DRIVES IN-SCHOOL SUSPENSION

Reprinted here is the Public Act No. 07-66, "AN ACT CONCERNING IN-SCHOOL SUSPENSIONS".

The Summary states:

This act generally prohibits out-of-school suspensions and extends from five to ten days the maximum length of in-school suspensions. The law allows a student to be suspended for conduct (1) that violates a publicized board policy or seriously disrupts the educational process or (2) on school grounds or at a school-sponsored activity that endangers persons or property. It defines suspension as exclusion from school privileges, or from transportation services only, for up to 10 consecutive school days.

The act requires suspensions to be in-school suspensions unless the school administration determines, at the required informal suspension hearing, that the students must serve the suspension outside of school because he or she (1) poses such danger to persons or property or (2) is so disruptive of the educational process. Prior law defined in-school suspension as exclusion from classroom activity, but not from school, for up to five consecutive days. The act extends this to a maximum of 10 consecutive days. An exclusion from school privileges for more than 10 days constitutes an expulsion under existing law.

The effective date is July 1, 2008

This is the act that shaped the inception of our Student Achievement Intervention Lab (SAIL) program. Unless the legislators make changes to this public act during this shortened legislative session it will become law on July 1, 2008. This will require every school in Connecticut to comply and provide in-school as opposed to out-of-school suspensions. In an effort to protect members, the SVFT has requested specifics from CTHSS leadership regarding staffing, curriculum, and evaluation of the SAIL program. It may be, that based on the response received, we will have to re-open contract negotiations in order to formalize the expectations placed on our teachers assigned to SAIL.



The 2008 Legislative & Issues Conference was held on Saturday February 2 at the Legislative Office Building in Hartford. SVFT President, Rick Tanasi, pictured above, attended the conference. The welcome and opening remarks were given by AFT-CT First Vice President Melodie Peters. Key speakers at the event were:

- Lori Pelletier, Secretary Treasurer Connecticut State AFL-CIO;
- Comptroller Nancy Wyman who spoke about the Clinton campaign;
- Senator Donald Williams, President Pro Tempore;
- Representative Christopher Donovan who outlined the politics & priorities and what to expect from this session;
- Shelly Geballe, President of the Connecticut Voices for Children, who presented opposition to the proposed property tax cap;
- Senator David Cappiello and Representative David McCluskey outlined a practical approach to citizen lobbying detailing what works and what does not work.

The agenda concluded with a discussion about our role as it pertains to the changes in campaign finance presented by Senator Donald Defronzo.

RETIREES, LIKE ENERGIZER BUNNIES, KEEP ON WORKING!

A dedicated group of retirees spend one day each month at the SVFT office busily preparing the monthly Vocational Instructor Newsletter for mailing to all of the retirees and others on our vast bulk mailing list. Pictured (at left) here left to right are: Elizabeth Tischio, June DiNunzio, Jimmy DiNunzio, Norm Wilmott, and Bernie English. Also present on that day, but not in the picture was Mary Wilmott.

OFFICERS VISIT TITLE I SCHOOLS

During the last weeks of January and the beginning of February, Rick Tanasi, SVFT President and Pat Keavney, SVFT Vice-President visited the five (5) Title I schools in an effort to ascertain the scope of the unique problems faced daily by our members in those schools. The officers visited Prince on January 17, Eli Whitney on January 24, Goodwin on January 28, Wright on January 30 and Bullard-Havens on February 11.

Many common qualities were apparent. Among them:

- Objectives for each class were obvious and posted
- Students were engaged.
- Technology projects were creative, interesting and contemporary.
- Halls were quiet.
- Students were polite to us and easily engaged in conversation.

Pat and Rick took the opportunity to question the students about the proposed changes in the exploratory schedule and the responses were unequivocally negative. All students questioned said that two days were too few to truly experience a trade and four were not enough to make an informed decision.

Unfortunately, in most (not all) of the Title I schools (and I suspect most of our schools) teachers expressed feeling of confusion and insecurity. The Top-Down management style of the CTHSS has left our members feeling disenfranchised and frustrated. Unfortunately, these tensions and dilemmas result from managing and not leading. Leadership is the process of building and maintaining a sense of vision, culture and interpersonal relationships. Effective leaders are values-led, people-centered, and achievement-oriented. Many of our teachers are effective leaders in their classrooms/shops. Management (used here as a verb, not a noun as in the act of managing), on the other hand is all about coordination and monitoring of activities. SCORE, a counseling organization for America's small businesses, lists the five (5) tips on effective leadership as:

1. Communicate clearly and routinely. Lay out your company [school] goals and principles in a mission statement and keep sharing your vision with your employees.
2. Involve employees in setting objectives. Give them feedback on how they are progressing toward meeting those targets.
3. Give your people authority, and then hold them accountable. But don't go after them personally when things go wrong. Find out first if the process is at fault.
4. Be accountable yourself. Install an advisory board or executive team to help you make good strategic decisions and give you feedback on your own performance.
5. Be trustworthy and extend trust to your employees. That will help you earn their loyalty and strengthen your company [school].

As I write these I can't help but see the many parallels to the foundations of the Flippen process. Curiously, Flippen is a System initiative, but for the students only. If the same principles were applied to the way teachers are dealt with we would avoid these feelings of disenfranchisement. Our Title I schools are the most at-risk and in most need of effective leadership on all levels: in the classrooms, shops and from the top down. Improving student achievement and continuous school improvement are goals we all share, teachers and administrators alike. Meaningful teamwork is essential to achieving these goals.



WRIGHT TECH BUILDING REPRESENTATIVE WINS AWARD!

Janis Hochadel, Building Representative at Wright Tech and a science teacher there, has won the Union Bulletin Board Contest. Janis keeps an up-to-date, neat and attractive bulletin board. The board is prominently displayed in the faculty lounge on the first floor of the main wing.

Pat Keavney, SVFT Vice-President presented Janis with a VISA gift card.

Congratulations, Jan and thank you for keeping the members in your building so well informed!

Grievance & Arbitration Update *by Edward Lang*

Eighteen grievances have been filed to Level II so far this school year. All have had their Level II hearings and we are awaiting answers on nine of them.

There are nine arbitrations scheduled for hearings this spring. There is a backlog of arbitrations because the Board hasn't yet contracted with a law firm to represent them at the arbitration hearings.

The following are the topics in the upcoming hearings:

1. Termination of a tenured teacher without just cause.
2. Denial of a position to a tenured teacher.
3. Denial of a Department Head position to the most senior applicant.
4. The failure to offer a vacancy to the most senior instructor on the recall list.
5. Failure by the Board to use the seniority list for lateral transfers.
6. Dismissal of a tenured Department Head without just cause.
7. Tenured instructor suspended for one (1) day without just cause.
8. Tenured instructor suspended for three (3) days without just cause.
9. Misinterpretation by the Board of the language concerning the Degree Scale stipend.

Wait 'Till Next Year by Ed Leavy, SVFT Treasurer

Teachers rarely think about next year's schedule until it arrives in late May or early June. In actuality, scheduling is a difficult, complicated process that has already begun for next year. Central Office has, of course, weighed in on the process by issuing the 2008-2009 Scheduling Mandates, which give us a sense of what next year is supposed to look like.

The single most important change indicated in the scheduling mandates is the move to the two- and four-day exploratory programs; the SVFT leadership and a large percentage of shop teachers through the recent SVFT survey have registered their disagreement with this plan. Other elements in the scheduling mandates are equally problematic, and many ignore the realities that exist in the schools. Students from nine different trades who are participating in the College Career Pathways, formerly called Tech Prep, require computer education credits if they are to receive college credit. In some schools this change will only require changing the course number of electives currently available; in other schools where those electives do not exist, it is unclear what will be done. In many schools, the teachers who once taught computer education have transferred or been reassigned. It is unclear what will happen in those schools.

Some comments in the scheduling mandates indicate a lack of understanding about what is going on in the buildings. In the section entitled Labs, subsection C states "Student in 9th, 10th, and 11th grades are scheduled into labs during the [trade] teacher's preparation period." In nearly every school, that is not true; juniors do not go to labs. Career Development is taught three days a week, but where juniors are supposed to go the other two days is unclear. It is also recommended that "students in the same English sections be scheduled for the same Language Arts Lab, whenever possible, and similarly with math." If the students come out of trades for the labs, however, how can the labs be scheduled by academic sections? The only way to meet that requirement is to schedule academic classes by trade, a change which creates far more problems than it solves.

One does not want to be cynical, but some of the conflicts in the mandates may be more by design than ignorance. The labs are manned by specific English or math teachers, plus "at least one (1) special education teacher is to be scheduled for the language arts and math labs. If there are multiple labs scheduled at the same time, the special education teachers' schedule must be flexible enough to meet the student needs." Clearly, the special education teacher's primary responsibility is to the labs. However, Scheduling Nuts and Bolts subsection M instructs schools, "Do not create a consolidated group of special education or ELL students - evenly distribute across sections or cohorts." If most or all of the special education teachers are in the labs, how can a special education student have his or her unique educational needs met if it is impossible for a special education teacher to spend any significant time with the student in the classroom or shop? These requirements seem to ensure that special education students will not succeed.

Other problems are self-inflicted. For decades, schools ran on a rotating A-E day schedule. Most freshmen found the rotation confusing until Labor Day, and then the schedule worked fine. Central Office then mandated that all schools operate on a Monday-Friday schedule; this change resulted in classes that met for a double period on Monday meeting significantly less often than those that met on other days, a problem that could be and was easily predicted. Rather than return to the proven A-E

day schedule, Central Office "solved" the problem by mandating that "English and Math should not be scheduled on a Monday." Why missing English and math causes more of a problem than missing science, which often uses the double periods for labs, or social studies was not explained. More students now have no double periods on Monday. By stubbornly refusing to return to the A-E schedule, the mandates create scheduling difficulties which, while surmountable, take time and energy.

The scheduling mandates are fairly new; for years, Central Office issued scheduling guidelines to the schools, which formed scheduling teams comprised of teachers and administrators to build their schedules. In truth, that process did not always work. Some schools struggled to build successful schedules; some administrators stocked the scheduling committees with first year teachers to avoid interference. Rather than allowing the schools who were successful in creating their own schedule to continue to do so, and work with those schools who struggled with their schedule, Central Office changed from guidelines to mandates and dictated how the schedule would look. However, the scheduling committee still has a role in the process: its role now is to "review the mandates and decide how they should be implemented in support of student learning." The fact that several of these mandates are nearly impossible to implement at all is now the scheduling team's problem. Teachers and administrators in the schools still get to play a role, but instead of helping decide the menu, we now get to clean up the mess in the kitchen.



GOODWIN ENTERS THE TECHNOLOGY AGE IN STYLE

Pictured here is Art Crane, English teacher at E.C. Goodwin Tech utilizing the portable lap-top cart as a teaching tool in the new media center at Goodwin. Students are using lap top computers to complete a writing assignment under Mr. Crane's direction. While a few last minute details need to be attended to, the brand-new media center was bright, attractive, nicely furnished and well equipped. Students appeared to be engaged and motivated by the technology.

Vocational Instructor

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MARCH/APRIL

Monday	Tuesday	Wednesday	Thursday	Friday
		3/5 Executive Council Meeting 5PM AFT-CT	3/6 Outreach Committee Meeting SVFT 4PM	3/7 Professional Development Meeting CREC
3/10	3/11	3/12	3/13 AFT-CT Executive Council Meeting	3/14
3/17 Health & Safety Visit Vinal	3/18	3/19	3/20	3/21
3/24	3/25	3/26	3/27 AFT-CT Executive Council Meeting Tools for Schools Walkthrough Training @Vinal THS Newsletter Deadline	3/28
3/31	4/1	4/2	4/3	4/4 Executive Committee Meeting SVFT Office 9AM
4/7	4/8	4/9 CTHSS VT-Board Meeting @ Eli Whitney THS Executive Council Meeting		

MEMBERSHIP CARDS HAVE ARRIVED

As promised way back in October, 2007, the new AFT membership cards have been mailed directly to your homes. The card is part of a folded mailing and detachable. The mailing alerts you to the possibility of winning \$100.00 for just activating your card. So don't delay – activate your new card by going to www.aft.org/members now.

Please be reminded that if you change your address or name you need to let us know. There is a form which is easily accessible through the web site (svft.org). You must fill out the form indicating the necessary changes and either give it to your building representative or send it to our office at P.O. Box 290, Rocky Hill, CT 06067. Irene Sheades, our very competent and efficient office secretary has many skills but mind reading is not one of them. So, if you move or marry you must let us know so we can update our records and ensure that you receive all union correspondence.

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A Recipe for Unionism A Labor of Love

By: Linda DeSousa, SVFT Secretary

"Ingredients "

1 Large band of brothers and sisters sifted together
1 lb of blood, sweat, and tears
1 cup of extra heavy activism
1 cup of strong representation
1 cup of coarse negotiations combined with just the right amount of bargaining chips
1 cup of very long perseverance
Do not forget to add a large portion of Thyme

The steps to success

- (1) Organize, organize, organize all the ingredients in an extra large money pot
- (2) Take a stand and wait
- (3) Let it multiply in size
- (4) Divide the mixture into locals
- (5) Bind together with lots of members
- (6) Place a national cover over the locals and watch them rise and grow
- (7) As they are gaining volume sprinkle them with a little power
- (8) Gently fold in equity and justice for all
- (9) Place the hot seat on high it will be cooking there for awhile
- (10) Bake until contract perfection is done
- (11) Portion size some small, medium and large
- (12) How many people does it serve?

ENDLESS!!!!

Bon Appetite