

MEA • voice

LEARNING WITH
MOVEMENT
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Why
EDUCATORS
are LEAVING

Don't Mourn—Organize!

WE'RE NOT GOING TO SUGARCOAT IT. IF YOU'RE FRUSTRATED, SAD, DEMORALIZED—YOU HAVE GOOD REASON, AS THIS ISSUE OF THE MAGAZINE DOCUMENTS.

Public education is under assault. Republican majorities in Lansing and Washington are marching to the beat of a corporate drum, cutting budgets and blaming schools for societal woes—with a goal of diverting public funds to private companies wishing to profit from our children.

If that makes you angry, you're not alone. And therein lies our opportunity: Public education supporters outnumber the would-be destroyers—but we must organize our forces.

We may not possess the deep pockets of corporate interests who would like to privatize our schools, but we have advantages they do not. We have the numbers. We have the passion. We have the might of right.

So let's mobilize—right now, at this critical crossroads. We can influence the direction of education policy if enough of us stand up together and speak out.

That means you have to be willing to join the fight. Don't let a lack of time or energy be your excuse for staying on the sidelines. You can't assume someone else will do it, and that will be enough. Shut down the voice in your head that says the poli-

ticians won't listen.

Millions of Americans have awakened to political activism and embraced the knowledge that democracy can work when the people rise up to demand elected officials act in the public interest.

It requires unwavering vigilance. Just recently, we beat back attempts to gut the school employees pension system in the lame duck legislative session, but the Republican leadership has vowed to try again—in deference to the billionaire DeVos family's money and agenda.

We need you to stay engaged over time, so take heart in hopeful signs:

- A Lansing Waverly parent writing passionate blog posts in support of school employees working without a contract, and encouraging other parents to get involved.
- Royal Oak Mayor Mike Fournier rejecting requests to recognize "School of Choice Week" in favor of issuing a proclamation in praise of dedicated public school employees.
- A Holland MEA member penning a powerful letter in the local newspaper in response to a city

council member's uninformed and destructive criticism of public schools.

- In-depth reporting and analysis of Betsy DeVos' lack of qualifications, financial conflicts of interest, and track record of damaging public education, in publications ranging from *The New York Times* to blogs such as *Edu Shyster* and *Eclectablog*.

Public education supporters outnumber the would-be destroyers—but we must organize our forces.

All of that is important, because we need parents to understand what is happening. For too long, so-called education "reformers"—mostly wealthy executives with profit motives—have controlled the narrative around public education. They employ euphemisms to disguise their intentions.

We must assert our voices in the dialogue around strengthening—not privatizing—public schools, and we must build coalitions with parents who overwhelmingly support locally controlled, transparently operated neighborhood schools—not for-profit charters run by corporate chains.

Let's channel our frustrations into targeted action. Look for a list of ideas on how to join the effort on page 21, and let's get going. ■



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On the cover: Former high school math teacher Melissa Kramer left the profession out of frustration after 12 years. *Cover concept by Rachel Beyer, photo by Miriam Garcia.*

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12—COVER STORY: Alarm bells are ringing. Shortages of teachers, bus drivers, substitutes—even college faculty—show educators at a breaking point.



8—MEMBERS AT WORK: A veteran East Lansing music teacher helps students learn through movement.



10—MEMBER VOICES: Walk minute-by-minute through one day in a classroom with no teacher.



21—COVER STORY: We all must be activists now. Here's a list of ways for members to get involved.



30—MEMBER SPOTLIGHT: This jack-of-all-trades, master-of-none, is a unique Grand Rapids ESP.

Editor's Notebook

I'VE BEEN OUT OF THE CLASSROOM NOW FOR ONE YEAR, BUT I HAVEN'T FORGOTTEN THE REALITIES THAT LAWMAKERS IGNORE.

I remember Sara, an eighth grader whose jobless parents used drugs and neglected her except to yell or criticize. Sara started using drugs, too, but found herself in personal writing. She read her original poem about transformation at eighth-grade graduation.

And Steven, a junior and struggling reader who wouldn't make eye contact on the first day, who didn't bring a pencil, who didn't work, who at the end of the year told me he started hiding writing utensils around school so he'd remember to bring one and reward my patience with him.

Thirteen-year-old Isabella wanted to be the first in her family to go to college, but poverty meant that so many extended family members lived together in a two-bedroom apartment—the only quiet place she had to read or do homework was in the bathroom, sitting on the closed toilet.

Then there's Brad, the football star who decided to test his school-wide behavioral probation by throwing a paper airplane at me during class. I sent him to the office, and he was benched for that Friday's football game—despite his parents' name calling of me and excuse-making for him.

Hallie wrote essays about finding the courage to leave her mother and abusive stepfather to move in with her aunt. Then her aunt's boyfriend sexually assaulted Hallie at gunpoint. I accompanied her to court appointments and counseled her through testifying at his trial as a habitual offender.

Yvonne, 17, didn't tell me her stepfather had been sexually abusing her for several years. I didn't find out until her sentencing on three felony charges in adult court after she attacked me with a knife. She said she wanted to die and hoped the police would kill her.

Names are changed, but the stories are true. I could go on, as most school employees could.

Policymakers seem to operate under the premise that working in schools is an easy gig—as if every student stepped out of a 1950s sitcom eager and ready to learn, and every societal problem would be solved if only school employees worked harder or cared more.

In truth, school employees every day navigate the exhausting and complex gray area between whether a child needs a firm deadline or another chance, comforting words or an instant consequence, or if they require something much more—food, shelter, protection from abuse.

Our commitment to our students and public education is fierce. If state lawmakers choose not to enact policies that preserve, protect, and build upon our great system of public education, then we'll have to stand up together and fight for the future.

We know how to be fierce advocates. We do it every day.

—Brenda Ortega, editor

\$8.7 billion

Collective amount states have cut in spending on higher education since 2008, according to the Center on Budget and Policy Priorities—cuts taking a disproportionate toll on colleges and universities that serve low-income and nonwhite students, which have fewer resources such as endowments, research funding, and rich donors to buffer students from the effects of budgetary losses.

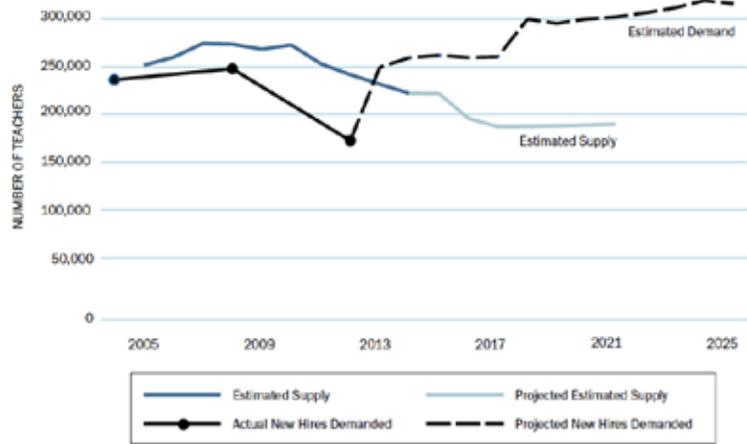
“These test questions were just made up, and tragically, incomprehensibly, kids’ futures and the evaluations of their teachers will be based on their ability to guess the so-called correct answer to made up questions.”

Poet, author, and educator Sara Holbrook, writing in a January 2017 *Huffington Post* article titled “I Can’t Answer These Texas Standardized Test Questions About My Own Poems,” relating the “idiotic, hair-splitting” questions she found about her published works in online test prep materials—a must-read indictment of the weeks of classroom time and hundreds of millions of dollars spent every year on standardized testing in the U.S.

ICYMI

U.S. News and World Report published “The Teacher Shortage Crisis is Here,” drawing on conclusions from a study issued by the Learning Policy Institute last fall. “We are experiencing what appears to be the first major shortage since the 1990s,” said Linda Darling-Hammond, professor at Stanford University and president and CEO of the institute. “And teaching is, in some respects, as an occupation, at its lowest point in 20 years.” [See related story, “The Disappearing Educator,” on page 12.]

Figure 3
Projected Teacher Supply and Demand



Note: The supply line represents the midpoints of our upper- and lower-bound teacher supply estimates (see Figure 10 for full analysis).

Source: U.S. Department of Education, multiple databases (see Appendix A).



ABOVE AND BEYOND

School employees in Manton are taking aim at the Monday blues with a new initiative called “Manton Mondays” in which they greet students at buses every Monday morning with smiles, friendly welcomes, and high fives—accompanied by upbeat music. Teachers, custodians, and food service workers wear matching t-shirts that read, “Yes, it’s Monday! We’re serious. We love it here!” Staff have been volunteering for rotating turns since November to combat kids’ negative attitudes about returning to school after the weekend—in the hopes a happier school climate will translate into positive energy toward academics, says MEA member Andrew Kibbe, the teacher and coach who organized the effort. Last month, when students returned from the holiday break on a Tuesday, some expressed disappointment the crew was not there to greet them because it wasn’t a Monday. “It’s nice to hear the students are looking forward to us being out there,” Kibbe said.

“Again and again the MEA/NEA family has stepped up to provide for critical needs of students and school employees in Flint, and this is yet another great example of that caring and connection.”

Bruce Jordan, MEA UniServ Director in Genesee County, discussing a January school supply giveaway to help MEA members in Flint better serve children harmed by the lead-tainted water crisis—made possible by nearly \$40,000 in cash donations to the MEA Classroom Support Fund from union members across Michigan and the U.S. Items purchased from Meijer, Inc. at warehouse prices were available for members who shopped and filled baskets with free goods for their classrooms, including pencils, pens, markers, paper, composition books, binders, scissors, glue, protractors, calculators, and more.

UPCOMING EVENTS

March 2 Read Across America

Nationwide

Join in the nationwide celebration of literacy in the 20th anniversary of NEA's Read Across America event.

For more information, visit NEA.org/ReadAcross to find resources for planning an event and attracting media attention to your school.

March 17-18 ESP Statewide Conference

Crowne Plaza Lansing West, Lansing

Education support professionals will gather to network and get training on topics such as legal issues, ESP certification, privatization, school violence, and member outreach and engagement. The winner of the Leon A. Brunner Award will be honored.

March 18 Student MEA Conference

MEA Headquarters, East Lansing

Student members from across the state will gather for professional development and election of their 2017-18 officers.

April 21-22 Spring Representative Assembly

Lansing Center, Lansing

MEA's highest governing body, the Representative Assembly will consider the organization's policy matters for the coming year. Delegates are elected from locals around the state.

May 9 Teacher Day/School Family Day

Statewide

Each year, schools and communities observe Teacher Day/School Family Day with local celebrations that pay tribute to the contributions school employees make to our communities and society.

Recognize an Outstanding Education Support Professional

We all know the world of difference that Education Support Professionals make every day in the lives of students. Here's your chance to shout from the rooftop about the greatness of para-educators, clerical staff, food services workers, custodians, and transportation employees in your district.

Nominations are due this month for the Leon A. Brunner Award, which recognizes Michigan's ESP who have exhibited a high degree of commitment and dedication to their union while advocating for ESP member issues and promotion of ESP careers.

If you know of an Education Support Professional (member in good standing) who has done outstanding work, who has gone the extra mile, who has made a sufficient contribution to their profession and is deserving of being recognized for their efforts—please complete the Leon Brunner nomination form at www.mea.org/leon-brunner-award.

Nominators are asked to include a brief biographical sketch of the nominee and to list the activities this person has been involved with to benefit Education Support Professionals.

Other information helpful to the nomination review committee include a list of awards or letters of commendation received from work-related sources, such as UniServ, local leaders, and school district administration.

The deadline for nominations is Feb. 24. Completed nomination forms can be sent to Monica Ritchie via email at mritchie@mea.org or faxed to her attention at 517-366-4048.



THE BUZZ

Everyone is talking about an explosive *Wall Street Journal* report from early January in which the earliest proponents of the 401(k) as a savings vehicle for retirement said they never intended to replace traditional pensions—but to supplement them. Those 1980s proponents of the 401(k) now say they regret their role in expanding the use of tax-deferred savings plans over more stable defined benefit pension plans. One of the proponents—a former executive at Johnson & Johnson—says he will have to work into his 70s after losing his savings in the 2008 financial meltdown. The *Journal* reports that millions of Americans approaching retirement will not have enough saved up, and nearly half of people aged 32-61 have nothing banked for the end of working days.



Seasonal sadness

TIPS FOR BREAKING THE MIDWINTER FUNK

The middle of winter can be stressful and depressing. The days are short and cold. Winter break is in the rearview mirror. The elegance of newly fallen snow has given way to the ugliness of dirty slush. Cabin fever has reached its peak. For school employees surrounded by restless students, the melancholy is contagious.

About 20 percent of the population develops seasonal depression during the dead of winter, according to Dr. Norman Rosenthal, a clinical professor of psychiatry at Georgetown University School of Medicine.

Rosenthal and other experts recommend the following tips to beat back the winter blues:

- 1 **Expose yourself to sunlight whenever possible. Open the shades when you're inside, and find time to bundle up and head outdoors when it's sunny. A morning walk can be a great way to start your day.**
- 2 **Incorporate more physical activities into your routine. Exercise can do wonders for your mental well-being.**
- 3 **Socialize with friends, family and colleagues—especially those who you know can cheer you up.**

Also, don't be afraid to tell your doctor if you think you could be experiencing seasonal depression. MESSA provides coverage for mental health services when medically necessary and provided by an eligible provider. Call MESSA's Member Service Center at 800.336.0013 for more information on your mental health coverage. ■



Good health. Good business. Great schools.

Changing Lives with Music and Movement

By Brenda Ortega
MEA Voice Editor

YEARS AGO WHEN MEA MEMBER PAMELA NICKELSON FIRST STARTED USING BODY MOVEMENT TO HELP CHILDREN LEARN AND REMEMBER CONCEPTS IN HER CLASSROOM, THE EAST LANSING MUSIC TEACHER WAS SIMPLY FOLLOWING HER INSTINCTS.

“I’m a mover, so it’s always been a natural part of my classroom,” she said. “When I taught sixth grade, I would put on a John Philip Sousa march and make my sixth graders march around the room before we did a math class. They did better.”

Now a 40-year classroom veteran, Nickelson continues to incorporate movement with her students every day because brain research shows how important and effective it is. Numerous studies have shown a clear connection between movement and cognition.

“It gives you peace, it helps you

focus, and it makes you productive,” Nickelson said.

The mind-body connection, once relegated to hypothesis, has become grounded in the hard data of neuroscientific research, according to Erik Jensen, author of *Teaching with the Brain in Mind*.

Movement improves learning and retention by stimulating neural networks, increasing blood flow, and improving energy, mood, and motivation, Jensen says. In a 2003 study, dyslexic students exposed to a regular movement program made substantial gains in standardized test

scores over a control group.

“Schools that do not implement a solid physical activity program are shortchanging student brains and their potential for academic performance,” Jensen wrote in his book. “Movement activities should become as important as so-called ‘book work.’”

Because specific types of movements have been shown to improve focus or to calm an overactive child, Nickelson starts her music classes at Marble Elementary School with those types of warmups, which take only three minutes but pay off in a big way, she says.

The kids say it’s fun or relaxing or simply “feels good.” But classroom teachers report back to Nickelson they often see students doing the focusing movements on their own just before a test is administered. Those brain-centered warmups can be searched on the web, including ear rubs, cross crawls, and hook-ups.

Cross-lateral exercises, such as marching in place while touching elbows to opposite knees, force the two hemispheres of the brain to talk with each other and build neural pathways for motor and cognitive skills.

Tracing the infinity symbol (like a number 8 lying down) has a similar



East Lansing music teacher Pamela Nickelson uses targeted movements in her classes every day to help students motivate, focus, learn, and retain information, an approach based on research into the mind-body connection.

Photos by Rachel Beyer



effect. Nickelson uses it to teach letters and numbers to a low-skill student she's working with one-on-one before school every morning. The letters and numbers are charted on the symbol in ways that force the student's eyes and hands to trace its shape in the correct pattern.

"It's miraculous stuff with the kids," she said.

Nickelson is such a believer that she won a grant to present regular assemblies featuring developmental and brain-stimulating activities to students in all East Lansing schools on a rotating basis for the past two years. Next she's hoping to secure funding to bring professional development to staff members who want to try it every day in their classes, she said.

"I did a little bit of it in a session at tech camp this summer, and 17 people showed up," she said.

It's not just for young children, she added. "This is for high school. If your high school students are bored or tired, do some warmups in the first three minutes of class and they'll be all ready to go."

Her understanding and teaching practice grew as Nickelson pursued trainings and conferences in Germany's Orff Schulwerk method of learning through movement, and the Brain Gym® program. In her classroom, activity is synonymous with focus and discovery.

Nickelson also has been mentored in her understanding of how to apply specific movements to particular goals by MEA-Retired member Opal Wong, who used to teach down the hall and now works as an educational kinesiology consultant helping struggling students one-on-one.

"Movement unlocks learning and achievement, but so many people just haven't connected the dots on it to really understand," Wong said. "For example, rhythms and patterns especially are related to math, because the same neural pathways are involved."

Another Marble Elementary colleague mentored by Wong over the past 20 years still uses the techniques daily. MEA member Kerry Sung, who teaches kindergarten, said movement helps calm and focus her students,

and combining rhymes and rhythms helps cement difficult concepts in young minds.

"They need so much movement; they don't have recess until 11:30, and it's been proven to help them learn better," Sung said.

It's ironic, Wong and Nickelson agreed, that as science has established links between movement and brain function, many schools have cut music, art, and physical education to cope with falling revenues and increasing academic standards.

Additional pressure to keep children in seats, not talking or moving, comes from the over-emphasis of standardized test scores on school and teacher evaluations, Nickelson said. None of it changes Nickelson's mind about the importance of what she's doing.

"I don't care how hokey it sounds—I make a difference. I touch lives. If the politicians want to tell me I'm not worth a highly effective rating? I would ask them: How many politicians get letters saying, 'You changed my life forever?'" ■

A Day with No

Prologue: First Grade Classroom Teacher spends two and a half hours preparing intricate lesson plans and setting out supplies to ensure her class of 18 small people will run relatively smoothly while she is away for one prearranged day.

*By Amy Denys
First grade teacher
Birmingham Public Schools*

7:30 a.m.

Sub shortage discovered when school secretary arrives at work.



8:44-9:15 a.m.

School Principal steps in and gets the kids settled until Secretary can finish the schedule for the day. Principal has a 9:30 meeting and must leave at 9:15. Hopefully, Superhero Secretary can pull off this master plan to save the day in first grade.

10-10:30 a.m.

Instructional Specialist comes back and teaches the math lesson the Classroom Teacher left for the Guest Teacher that never was. This could very well be the only planned academic instruction these First Graders receive today.

7:30 a.m.

8 a.m.

8:30 a.m.

9 a.m.

9:30 a.m.

10 a.m.

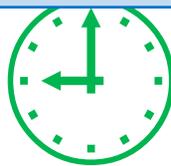
10:30 a.m.

11 a.m.

11:30 a.m.

7:31-8:44 a.m.

School Secretary spends the next 73 minutes trying to puzzle piece a schedule together so that young children are not left alone to fend for themselves over the next seven hours.



9:15-9:30 a.m.

School Instructional Specialist postpones meeting with parent to fill in 15-minute gap before the next changing of the guards. IS reads a story to fill time warp.

9:30-10 a.m.

Third Grade Teacher offers to take First Grade Class for buddy reading. Although a great activity for both classes, Third Graders give up half of their math lesson time to accommodate haphazard schedule.

10:30-11 a.m.

Thank goodness for snack time and recess. First Grade class joins Kindergartners for a 30-minute outside snack and play break. This plan only works because it is not raining, sleeting, or snowing. I am sure we can all agree snow is very exciting; however, getting 18 First Graders and their Kindergarten friends ready with snow pants and boots would make even the most experienced of teachers pass out.

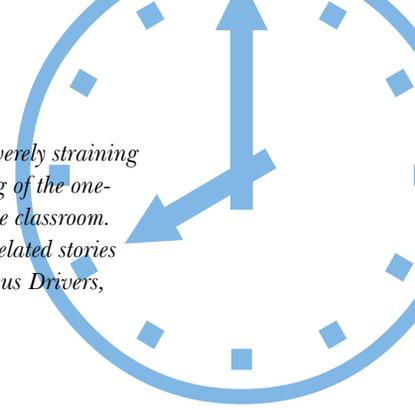
11-11:40 a.m.

Second Grade Teacher offers to take First Graders into her room to play board/card games. Although fun for all—as who does not like Candyland and Uno—Second Graders compromise their Readers Workshop time to visit and play with their new mini friends.



Sub

Editor's Note: A critical shortage of substitute teachers in Michigan is severely straining school districts across Michigan. Here is one teacher's detailed accounting of the one-day impact of a missing "guest teacher" in a general education first grade classroom. Read to the end for the author's take on how to fix the problem, and see related stories "The Disappearing Educator" on page 13 and "Finding and Keeping Bus Drivers, Substitute Teachers, College Faculty a Challenge" on page 19.



11:40 a.m.-12:25 p.m.

Spanish Teacher has a prep and offers to cover First Graders for the \$27 missed prep payment. First Graders do not know Spanish, but Spanish Teacher plans to pick something from Classroom Teacher's Lesson plans that will hopefully keep them quiet and busy so that she can still prep a few things she needs for later in her teaching day. First Graders complete several pages of independent math.

1:10-1:55 p.m.

Physical Education Teacher offers to take First Grade orphan class with his Kindergarten Class. Said PE Teacher must have lost his mind to offer to take nearly 40 people, all under the age of seven, into the confines of the gym. He is hoping to play a group game. Trying to get 40 small children to do the same thing, at relatively the same time, is like getting 40 puppies to all sit. At this point, losing someone is not out of the question!

2:50-3 p.m.

Warm body needed (again) so that First Graders can return to their classroom to pack their bags for home. Hopefully someone comes through...First Graders cannot be left alone, even for a minute!

1:55-2:15 p.m.

Another Time Warp...Instructional Specialist returns to cover and read another story until the next stopgap.

3-3:45 p.m.

Regular music class for First Graders. Well, at least one part of their day was "normal."

12 p.m.

12:30 p.m.

1 p.m.

1:30 p.m.

2 p.m.

2:30 p.m.

3 p.m.

3:30 p.m.

4 p.m.

12:25-1:05 p.m.

Thank goodness for lunch and the noon helpers that report to take over First Grade for the next 40 minutes.

1:05-1:10 p.m.

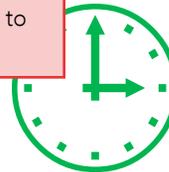
Some warm body will have to watch First Graders while they wait for their next "Band-Aid."

2:15-2:50 p.m.

Two other First Grade Teachers split the original class in half and host an extra nine students for the science lesson they have planned. Whole group lesson is taught with little time left for hands-on experiment as the classroom is very crowded and there are not enough prepped supplies to go around.

3:45-3:50 p.m.

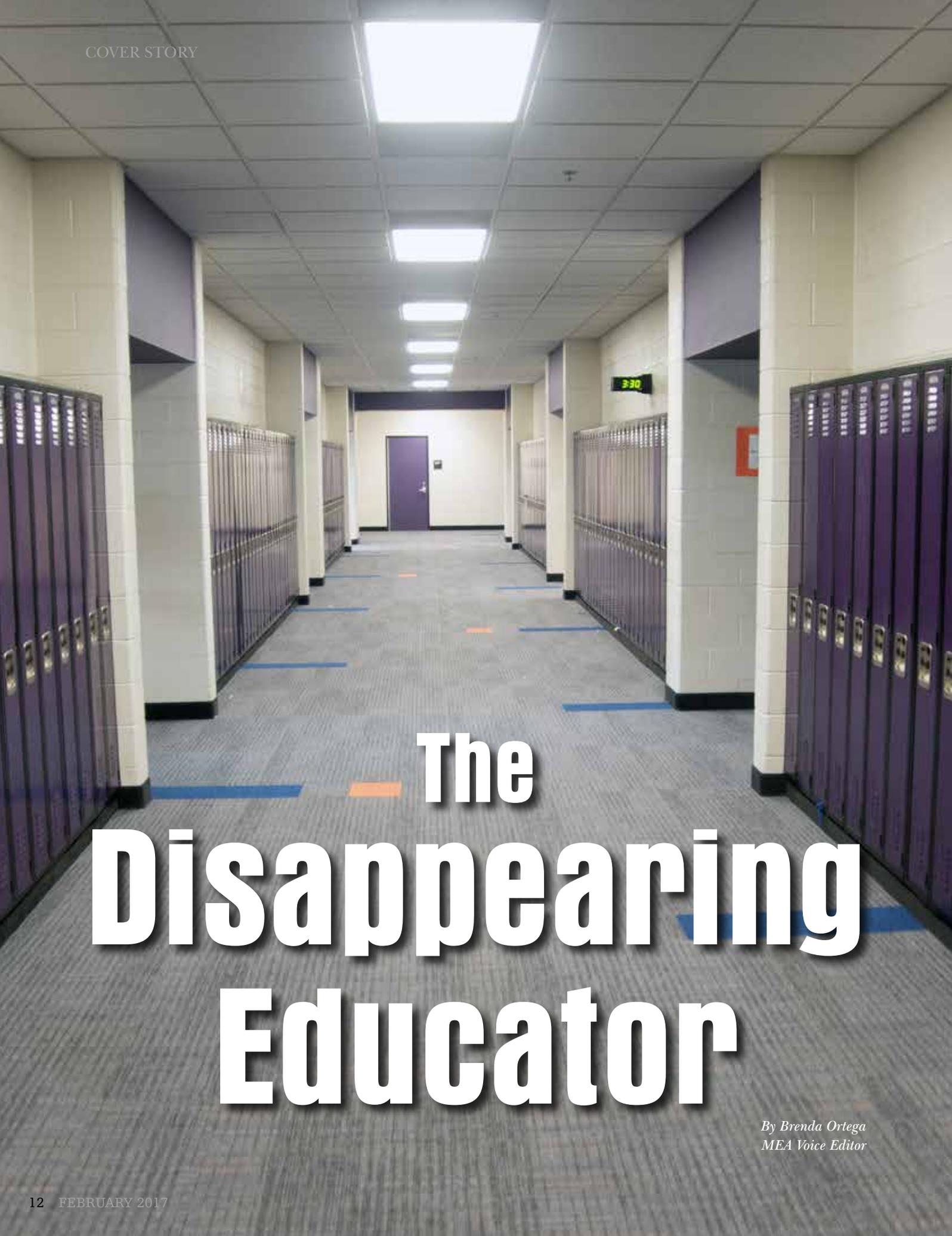
Due to Music Teacher's bus duty, Reading Specialist comes down to dismiss First Grade. Cross your fingers that everyone gets to the right place.



Epilogue: Everyone survived in this scenario and no First Graders were lost throughout the day. However, the Classroom Teacher has tremendous guilt that her colleagues had to rearrange, cancel, and compromise their day in order to take care of her kids. Not to mention the School Secretary who spent most of her day making sure the "plan" was executed down to the minute, literally. In all, 14 adults and 134 students were impacted by the missing Guest Teacher. This equates to a grand

total of 148 people who had to be flexible and rework a portion of their day.

So what is the solution to attract and retain quality Guest Teachers? Start by paying them more. Increasing the pay by only a little is not going to make this problem go away. For subbing purposes, make a concerted effort to draw retired educators back into the classroom. Make all Guest Teachers feel appreciated and respected for the work they do for us. We need them, desperately! ■



The Disappearing Educator

*By Brenda Ortega
MEA Voice Editor*



MELISSA KRAMER KNOWS IT SOUNDS CLICHÉ: ONCE UPON A TIME SHE WAS A SIX-YEAR-OLD GIRL, PROPPING STUFFED ANIMALS IN CHAIRS, PLAYING SCHOOL IN A MAKE-BELIEVE CLASSROOM FULL OF HIGH DRAMA—OF TOUGH STUDENTS DEALING WITH DIFFICULT QUESTIONS, TRANSFORMED BY A KIND TEACHER.

The fantasy felt natural. All Kramer ever wanted to be was a teacher, and she grew up to live out her dream—developing into the sort of caring, intuitive, and insightful educator loved by students and parents.

“There just wasn’t another career option for me,” she said.

Until there was.

This past fall, Kramer left her position after 12 years as a high school math teacher in Laingsburg to take a job unrelated to public education. Now she embodies a different archetype, one echoed across the state as powerfully as the stories of childhood dreamers answering the call to the classroom: The career teacher driven away by a hostile climate.

Kramer loved her students. She was highly qualified and effective, having hit her teaching stride in years seven, eight, and nine of her career. Her subject area—secondary math—is already experiencing a shortage nationwide. Her classroom story should not have ended this way.

“The culmination for me was when I couldn’t bring myself to go to work every day my last year,” she said. “I cried. I thought, I can’t do this anymore.”

This past summer, Melissa Kramer became part of a disturbing trend—teachers leaving the classroom. Her subject area, secondary math, is part of a nationwide teaching shortage area. The saddest part of her leaving the profession is “I was great at it,” she said.

It’s a tale educators know all too well.

In an era of ever-rising job demands, teacher scapegoating, loss of autonomy, budget cuts, and over-testing, teachers are leaving early—and young people are turning away from the profession.

The toxic brew of conditions has created teacher shortages in other areas besides math, including science,

vocational education, technology, special education, and languages—a nationwide demand and supply gap expected to grow by 75 percent in just three years—from 64,000 in 2015 to 112,000 by 2018, according to the latest research.

And the difficulties are not confined to full-time K-12 teachers. Bus drivers, substitute teachers, and some para-educators are included on this year’s list of critical shortage areas in Michigan, and some college faculty say they’re not immune to hiring and retention woes. [See related story, p. 19.]



'All the teacher bashing'

At the moment, staffing problems are worst in rural and urban school districts, especially in low-income communities. However, administrators across Michigan say they're struggling to find qualified people to fill various teaching positions, particularly at the secondary level.

Norway-Vulcan Area Schools Superintendent Lou Steigerwald worries that shortages will soon become acute as the current crop of baby boomers retire from his western Upper Peninsula district, and he's not alone in worrying.

In a survey he conducted of 40 UP superintendents, 65 percent expected to replace between 6 and 20 percent

of staff in the next five years—with 25 percent anticipating higher than 20 percent turnover. Most expressed “no confidence” they will find highly qualified replacements.

Already, postings for the most hard-to-fill positions—such as special education jobs—sometimes draw zero applicants in UP districts, Steigerwald said. Students in those classes are taught by less qualified long-term substitutes or sit at computers taking online quizzes over content.

“This was foreseeable,” Steigerwald said. “I talked with our (state) representative as long as three or four years ago, and I told him, ‘We’re going to have a problem up here if we don’t take a look at what is happening in the state.’”

The biggest issue in Steigerwald’s

view: Inadequate state funding for education has led to stagnant wages—which amounts to falling pay when rising costs of living are factored in. Why would debt-ridden college graduates consider teaching as a career?

Enrollment in teacher preparation programs dropped precipitously in Michigan—by 38 percent—between 2008 and 2013, the last years for which federal data are available. And the number of new teaching certificates issued dropped by more than one-quarter in the same period.

Even in non-shortage subject areas, Michigan superintendents say they’re getting a fraction of the number of applicants from five years ago. Meanwhile, a recent national study compared the annual rate of teacher attrition to a “leaky bucket” as trained, experienced teachers drain away.

“Our public schools are the centers of our communities,” Steigerwald said. “What do we need to say to the public to help them understand that attention is needed to school funding in this state? My fear is the only time they will understand is when we are gone.”

In addition to low pay and crumbling benefits, educators face constant criticism from politicians and media with little understanding of the inner workings of a public school or classroom, says Michael Shibley, superin-



Falling take-home pay has forced many educators to take on second jobs, including MEA member Andrea Catalina, who says she could make more money waitressing than teaching special education—a critical teaching shortage area across the U.S.

Photo by Dave Trumpie

tendent of Rockford Public Schools north of Grand Rapids.

“The problem is all the teacher bashing going on and the bashing of K-12 public schools—totally unfounded criticism, by the way, and not constructive,” Shibley said.

“The teachers currently teaching in our public schools—if they can find a job outside of education where they’re appreciated and where they can have a career without being constantly attacked by outside sources, then they’re going to make that move and go to other professions, which we find happening,” Shibley added. “I’m very concerned about it.”

‘I’m always tired’

Average teacher pay in Michigan fell for the last four years, according to the state’s Center for Educational Performance and Information, driven down by wage freezes and rollbacks, retirements, and the growing number of low-paying for-profit charter schools.

At the same time, Republican-driven state policy changes have drastically increased deductions from educators’ paychecks for pension contributions and health care premiums—meaning most teachers are taking home significantly less money today than seven or eight years ago.

Andrea Catalina is in her 12th year of teaching in Holly, working with cognitively impaired students. Now she waitresses on the weekends. She had no choice but to take on a second job, amid her district’s six-year pay freeze, rising costs, and \$450 in monthly student loan payments.

“I’m always tired,” she said, describing a juggling act of prepping for classes, teaching, completing mandated paperwork, and waiting tables at a local sports bar. “It’s just this feeling of carrying a 50-pound weight

behind me.”

Catalina could make more money waitressing full-time, but she prefers to stay in education. Before quitting, or leaving Michigan for a state that better supports educators, she got more involved in her union local—and politics. Last November, she won election to her school board.

“We can do nothing or we can make a change,” she said. “I need to make a change, but I can’t do it myself. We have to work together, including parents. All they want is to make sure their kids get a quality education, and all teachers want is to pour our hearts and souls into teaching.”

Cheboygan Area High School English teacher Andrea Zulski does give her all to teaching, now in her 19th year. A self-described type-A personality, she works hard maintaining a full teaching load that includes four different preps and running the school yearbook.

She also cleans houses and a church on the side to make ends meet on a shrinking paycheck, sometimes taking her younger kids along to have “quality time” to spend with them.

Zulski loves teaching—developing rapport with students and empowering them to overcome barriers—but she’s increasingly discouraged by the low pay and the over-valuing of standardized test scores above all else, including skills and attributes that matter more: critical thinking, problem-solving, social skills, conflict resolution, citizenship, and self-expression.

“None of those things are measurable on a test, there’s no box you can check, but they’re very important to me and my students,” Zulski said. “Teaching and learning is about so much more than a standardized test score or how you rate on a scale of 1 to 4.”

‘What has become of my profession’

Standardized testing as the primary accountability measure for public schools—pushed by so-called education “reformers” who also advocate for-profit charter schools and vouchers for private school tuition—became the final straw for Carol Lafferty.

Lafferty worked at a top district in the state, Novi Community School District, but she quit teaching first and second grade after just 20 years—much sooner than planned—because of “mounting frustrations over what has become of my profession and how it is regarded.”

Among other tests, her seven-year-old students were required to take a one-hour reading assessment twice a year—under the expectation they would show a year’s growth in six months—a tedious test that most of the youngsters couldn’t focus on for that long or finish in time.

“It was only the third week of school, and I had students crying, saying second grade was too hard and they were ‘stupid.’” Lafferty said. “I didn’t become a teacher to make kids cry.”

In addition, each year more and more students demonstrated difficulty focusing and controlling their impulses, signs of stress and anxiety, Lafferty said. A workshop she attended to address her own stress levels eventually changed her life.

Lafferty retired early, became a certified mindfulness instructor, and started her own company, Mindful Opportunities, teaching relaxation and focusing techniques to overstressed children, including students in two second-grade classrooms in Novi where she used to work.

“I decided if I wasn’t able to take away some of the stress in my stu-

dents' lives, then at least I could give them the tools to help them handle it," Lafferty said.

'I've questioned if I can stay'

Nationwide 8 percent of teachers leave their jobs every year—twice as many as professionals in other fields—and the annual teacher attrition rate is even higher in Michigan at 10 percent, according to a 2016 study by the Learning Policy Institute titled "A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S."

"Reducing attrition by half could virtually eliminate shortages," the study's authors concluded.

Retirements account for less than one-third of teachers who leave the classroom every year, the study noted. Job dissatisfaction was most often

cited as a very important or extremely important reason for quitting.

That means serious initiatives to keep educators in the classroom require listening to teachers.

As a first-year high school English teacher in a financially struggling district, "James"—who requested anonymity—would tell policymakers to stop overloading already overworked teachers with mandates to document every action and data point to prove they're doing their jobs.

Daily lesson plans with written student learning objectives linked to every standard being taught—submitted online. Student data folders containing records of every assignment, assessment, and letter grade for every student—updated weekly. Teacher growth plans with written objectives and strategies for improvement—submitted online. Most never get used or looked at again.

Time spent jumping through "accountability" hoops piles on top of the real work: designing engaging lessons, developing lesson materials, helping students during breaks and after school, and long hours of grading.

"It's extremely physically demanding," the 24-year-old says, noting he's regularly logging 13-hour days during the week and taking more work home on the weekends.

"I came into this completely committed and knowing this was what I wanted to do," he said, "but these things pile up and multiply and it takes away from the time I can actually spend thinking about the education of my students—which is what really matters.

"This job and how it's been so far—I've questioned if I can stay."

'Morale is so bad'

At age 53, Kathren O'Brien is at the other end of her career, but she can relate to what James is experiencing. After 32 years as a special education teacher in Walled Lake, she expects to retire in the next year or two—five or six years early.

She'd planned to teach until 60, but the constant testing and crushing paperwork, combined with rigid curriculum and pacing requirements, have taken the joy out of the job and turned a people profession into data collection in pursuit of test scores and labels and

Kathren O'Brien has loved teaching special education, but changes made by politicians have lowered morale and limited educators' ability to do good work. She expects to retire several years earlier than planned.

Photo by Dave Trumpie



PENSION THREATS A ‘DEAL BREAKER’

Sam Scheihofer enjoyed teaching special education in St. Clair County’s East China School District, but he was forced to make a choice when his daughter Colbie was born nearly a year ago—and he picked financial security over continuing his career in public education.

Ongoing threats by state lawmakers to eliminate school employee pensions became the tipping point in his decision to leave, he said. Frozen on step two after seven years on the job, and married to an educator—his wife, Kellyn, teaches kindergarten in Chippewa Valley—he could not continue entrusting his future to politicians who treat dedicated professionals as the enemy.

“The possibility of not having a guaranteed pension was a deal breaker for me,” he said.

State House Speaker Tom Leonard (R-DeWitt) continues to call pension reforms backed by the billionaire DeVos family a top priority for the next legislative session, despite serious concerns about the cost of forcing all new school employees into a 401(k)-style defined contribution plan.

Plans to gut school employee pensions were derailed in December’s lame duck session, after intensive work by MEA lobbyists, MEA members, and other public education supporters calling attention to state budget experts’ projections of a five-year cost between \$1.6 and \$3.8 billion.

Continued vigilance and activism will be required to preserve retirement security for school employees and prevent costs which could mean a cut of \$412 in the per pupil foundation allowance in the first year and more than \$500 per pupil in each of the next four years.

In addition, while the pension change was portrayed as only affecting new hires, closing the defined benefit plan would put current and retired school employees’ pension security in jeopardy as well, since no new money would come into the system to keep it sustainable.

Changes were already made to the system in 2012, said Michael Shibler, superintendent of Rockford Public Schools. “Those changes appear to be working, so why change that?” he said.

School employees are paying more for health insurance premiums, while facing step freezes or wage cuts in many areas, Shibler said. “If the Legislature makes retirement less secure, or offers a plan that’s less attractive, people are quite simply not going to select teaching as a career.”

No one goes into education expecting to make big money, Scheihofer said, but the social contract between school employees and the public they serve has been frayed. Educators used to believe they could rely on the stability of health care benefits and a secure pension in exchange for making a smaller salary than comparably educated peers in other professions.

Now educators struggle with falling take-home pay



Photo by Dave Trumpie

while worrying about job security in a world of data-driven evaluations and lost tenure—all fueled by a negative perception that teachers are “underworked and overpaid,” which couldn’t be farther from the truth, he said.

Scheihofer coached sports year-round and worked a second job in the summers to make ends meet, amid the demands of planning, teaching, grading, and completing hours of mandated paperwork each week. “There weren’t enough hours in the day,” he said.

He now holds an entry-level job at a mortgage company, where he works saner hours and makes more money than he did in his seventh year of teaching with a Master’s degree. He also enjoys long-term prospects for income and retirement security that bring him peace of mind.

“When you have a family, and you start worrying about more than yourself, it’s an eye-opener,” he said. “I have to make sure my daughter’s future is what we want it to be.”

His wife Kellyn says she’s glad Sam made the change; he has more time to spend with his daughter, and he’s less stressed out when he gets home. But she sees the low morale of teaching colleagues who remain and worries about the future of public education for her daughter.

“Where are we going to be in five years? What will our schools look like if we don’t stop treating teachers like public enemy number one?” ■

proof of effectiveness.

“All I do is test-test-test,” she said. “Pre-tests and post-tests, reading-writing-language benchmarks, end-of-units, and final exams,” O’Brien said. “I can’t develop relationships with students now. There’s no time.”

It’s the kind of teacher brain drain not reflected in statistics—she’ll appear as a retiree when she goes—but in truth the lost years from veterans leaving early increase the pressures on the system. Special education represents the most severe shortage area across the U.S.

“I knew since I was in second grade I wanted to be a teacher—I remember my dad saying, ‘You need to have a passion for whatever job you have’—and I have absolutely loved this job. I love working with kids, and other teachers, and parents. But I don’t feel I can continue.

“What’s hard is I’m a glass-half-full type of person, but morale in the buildings is so bad,” she said. “It’s not a fun place to be. The lack of respect from the state, and the control of education by people who are not even educators, is just so extremely frustrating.”

‘I’ve seen good teachers broken’

Frustrating and stressful.

Many teachers and local union leaders report anecdotal evidence that skyrocketing workloads and expectations have led to a rise in stress-related illnesses and ailments among educators that are driving people away, including high blood pressure, anxiety, and depression.

Rising insurance rates tied to increasing pharmaceutical claims. Stress-related leaves of absence. Hushed conversations about treatment options for mental health issues.

Barb Giallombardo, a 14-year science teacher and coach in Battle Creek, said it’s no secret that teachers in urban and low-income schools are especially at-risk. The reason why occurred to her at a professional development session she attended to learn about the effects of trauma on kids.

“I thought, Wow, our teachers are experiencing the same ‘symptoms,’ so to speak,” said Giallombardo, president of the Battle Creek Education Association.

After further research she learned

there was a name for the phenomenon, secondary trauma, in which people in helping occupations suffer burnout faster—from carrying the weight of the world on their shoulders and being asked to solve problems too big for individuals to fix alone.

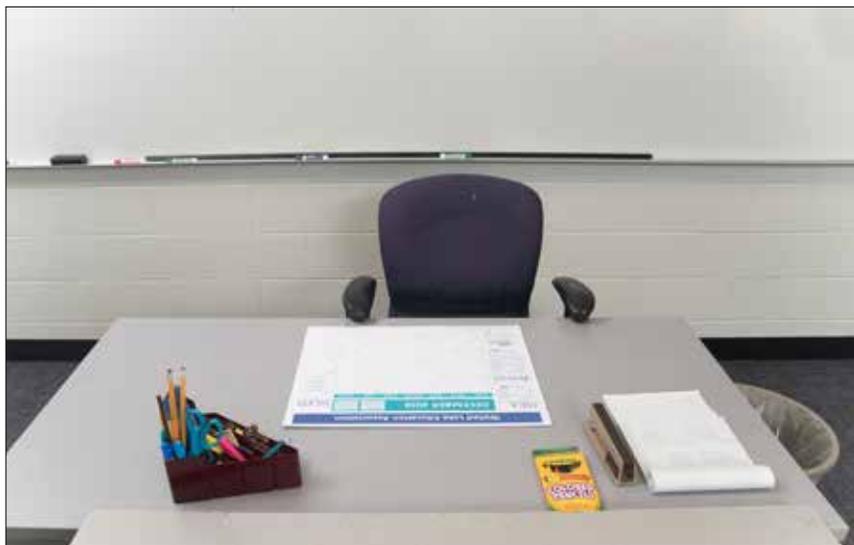
Teachers work with kids who are homeless, who don’t have enough food or clothing, whose parents might be addicted to drugs or in prison, whose mom might have a boyfriend who beats her or them, and on and on, Giallombardo said.

“Teachers do this work because they love children, and hearing these stories from kids, they internalize it,” she said. “They do as much as they can and still wish they could do more. They carry it home. Pretty soon, the teachers are having difficulty functioning as well as they could.”

Like other urban districts, Battle Creek still had teaching positions posted mid-year—10 as of January, with more to come from mid-year retirements. Just up the road at Western Michigan University, 10 teaching candidates graduated in December, compared to hundreds in past years.

The state could go a long way to supporting all schools—but especially urban and high-poverty ones—by giving districts additional resources to cope with students’ social services needs and by giving teachers a voice through renewed commitment to collective bargaining rights, she said.

“I’ve seen a lot of good teachers broken through losing their voice and their ability to speak up about what’s right and what’s best for kids,” Giallombardo said. “The fact is our kids are never going to get what they need if teachers don’t get what they need.”



FINDING AND KEEPING BUS DRIVERS, SUBSTITUTE TEACHERS, COLLEGE FACULTY A CHALLENGE

DIFFICULTY FINDING AND RETAINING PEOPLE FOR KEY EDUCATION POSITIONS IN MICHIGAN GOES BEYOND FULL-TIME K-12 TEACHERS.

Low pay and other issues have led to critical shortages of bus drivers and substitute teachers in school districts across the state. And at the college level, the exponential growth in adjunct or contingent faculty, plus rising workloads, falling benefits, and declining wages have led to challenges attracting and keeping both part-time and tenure-track faculty.

A lack of bus drivers led to last-minute route cancellations last fall in Ann Arbor, leaving parents scrambling to arrange rides. In Muskegon, where a November job fair was held to bring out candidates for bus driving jobs, fewer drivers means consolidated routes and longer rides to and from school for students.

Causes for the shortage of drivers include low pay—generally between \$13 and \$20 per hour—and unpaid time off during school breaks in the year. In addition, as more school districts privatize transportation services, drivers lose modest health and pension benefits.

The roster of drivers is currently full at Benzie County Central Schools, where a recent privatization study showed the cost savings would not outweigh the headaches of contracting transportation services to a private company, said Marc Rosseels, president of the local union.

Rosseels, who works 40 hours per week when school is in session, said driving generally appeals to people looking for a modest boost to their retirement or as a second income, but the work is not for everyone and those holding a Commercial Driver License have other options.

“There’s a lot more to it than just driving a bus down the road,” Rosseels said.

Rosseels drives 134 miles per day across four counties, sometimes in challenging northwest Michigan weather conditions. All the while he’s supervising children in the seats behind him through the giant rearview mirror above the windshield, and he’s stopping to let more students climb aboard—offering a smiling “Good morning” to every single one.

“If you don’t like kids, it’s not the job for you,” he said.

Low pay also factors into a shortage of substitute teachers, along with fewer numbers of young people entering the teaching profession in general, which leads to daily struggles to cover absent teachers. Strategies include having administrators fill in, or asking other teachers in the building to give up prep time to staff an



unfilled absence.

Colleges are not immune to similar pressures, as state funding for higher education has dropped 30 percent since 2002.

It seems every day the faculty at Lansing Community College hear about a colleague who’s leaving for greener pastures, and early and mid-career instructors and professors who remain debate about whether to stay or go, said Sally Pierce, president of LCC-MAHE.

“The decline is about a work environment where we are asked to do more with no-more pay, about declining wages being driven down by the hard-cap insurance choice our board made, and the increased costs of retirement contributions mandated by the state,” she said.

In addition, colleges nationwide are increasing their reliance on part-time faculty known as adjuncts—who are paid for each class they teach and receive no health benefits or job security. More than half of college faculty across the country are now adjuncts, but the turnover is great, as talented instructors take better-paying and more stable jobs in industry.

Meanwhile, a dwindling number of full-time faculty shoulder the burden of running academic departments in addition to carrying full teaching loads.

“We’re asked to do a lot more administrative tasks, because we don’t have enough people to do the work,” said Chris Manning, an LCC writing professor, who estimates he’s lost 20 percent of his pay over the last six years due to a lack of salary increases and rising health care costs.

The pressures driving adjuncts and full-time faculty away from their teaching positions are occurring at colleges both large and small all over the state, said Pierce, who called it “the war which never ends.” ■

'It's a divide and conquer mentality'

A big part of the problem is who most strongly influences education policy at the moment, says Chuck Finch, a longtime social studies teacher and local union leader from Homer.

Michigan's current Republican leadership is beholden to the charter school lobby, especially the billionaire DeVos family—including Education Secretary nominee Betsy DeVos—and their preferred education policies are being developed by the right-wing American Legislative Exchange Council (ALEC), Finch said.

Over the past six years, changes to teacher evaluations that emphasize students' standardized test scores in teacher performance reviews derived from an ALEC-written law, along with the gutting of teacher tenure and anti-union measures such as the so-called "right to work" law meant to weaken collective bargaining.

"It's a divide and conquer mentality," Finch said. "Not only by

taking away exclusive bargaining, but evaluations and tenure, pitting teachers against each other when it comes to layoffs and bargaining. Where's the incentive for camaraderie and collaboration?"

Finch, a highly respected teacher who retired younger than planned after 30 years in the classroom, said teachers across the spectrum are frustrated and demoralized by the arbitrary and bureaucratic nature of the new evaluation system.

Before retiring, Finch helped fight a grievance for a member who had scored effective or higher in 34 of 39 criteria, and minimally effective in five criteria, and was labeled minimally effective overall.

"And at the same time we have kids in our schools who, if they didn't take a backpack of food home from a program that was started by a teacher, they wouldn't have anything to eat at night," Finch said. "These politicians don't know a thing about these students, and they don't have a clue how much teachers do and sacrifice to give kids an enriched experience."



'A slap in the face'

Melissa Kramer, the Laingsburg math teacher from the beginning of this story who left after 12 years, couldn't agree more that evaluations had become frustrating and demoralizing. It was one of the final factors in her decision to leave the field.

Despite all she did prepping, teaching, working with kids after school, and grading on the weekends, she faced a lower evaluation score if she didn't volunteer for at least six unpaid extra-duty tasks and spend evening and weekend hours attending extra-curricular activities.

"To be away from my family even more than I already was, it was more than stressful—it was a slap in the face," Kramer said.

Now she works as a risk management specialist at a local moving company, where she occasionally conducts training sessions for adults but is not required to work hours grading papers on the weekends. She doesn't have to check her email seven days a week.

"I can go to my son's soccer game on the weekend and enjoy it," she said.

Best of all, she's held accountable for goals that are achievable and in her control inside of an atmosphere of teamwork, she said.

"I miss the kids, but I enjoy being treated like I'm valued." ■

Chuck Finch continues to teach driver education classes in Homer, where he taught social studies for 30 years, but he left the classroom younger than planned because of continuing attacks on school employees.

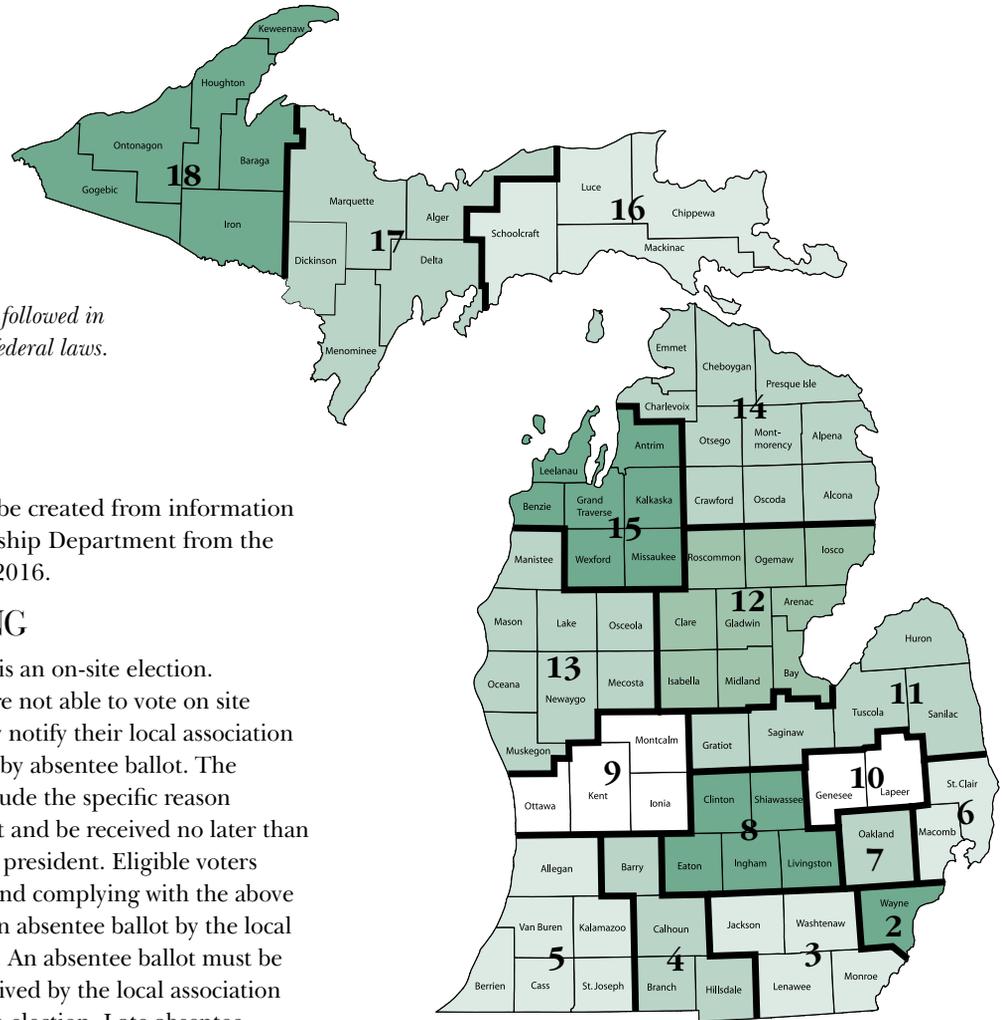
WE ALL MUST BE ACTIVISTS— BECAUSE IT WORKS

Fed up? Ready to fight back? We have the strength to win—in our message and our messengers. Our success depends on numbers. We need all of you to raise voices in defense of public education—and keep at it over time. Here are some ways for you to get involved:

- For important news alerts and member calls to action, sign up to receive *Capitol Comments* at [MEA.org/signup](https://mea.org/signup). Follow MEA on Facebook (@Michigan Education Association) and Twitter (@MEAOnline).
- Be prepared to call or email elected officials in a call to action. Use a personal message, even if it's short. Personalized communications work better than form letters or scripts.
- Attend your legislators' local town halls and coffee hours. Follow their official page on Facebook. Ask questions and start a respectful dialogue to build trust.
- In communications with lawmakers, be forceful but not shrill. Use facts to persuade. Shouting and name calling turn off lawmakers to your message.
- Volunteer to help out in your local union. Go to meetings. Join forces with other members, and encourage non-members to sign up.
- Write letters to the editor of your local newspaper on issues you believe most strongly impact students and schools. Call or email the editor to push for its publication.
- Start building coalitions now. Develop relationships with parents and business leaders. Share information about what's happening, and ask them to get involved. Legislators are swayed by the number and diversity of constituents they hear from on an issue.
- Plan a walk-in to help build relationships outside of school walls. A huge and growing number of cities nationwide now participate in walk-ins every February, May, and October through the Alliance to Reclaim Our Schools at ReclaimOurSchools.org.
- Tell the true story of public education. Share your hard work and successes in school newsletters. Pitch stories to media outlets, including *MEA Voice* magazine. If we don't counter the false narrative pushed by anti-public education forces, no one will. ■



REGION ELECTION INFORMATION



Election procedures required to be followed in the regions comply with relevant federal laws.

ELIGIBLE VOTERS

Voter eligibility listings will be created from information received by the MEA Membership Department from the local associations by Dec. 31, 2016.

ABSENTEE BALLOTING

The region at-large election is an on-site election. However, eligible voters who are not able to vote on site during the election period may notify their local association president of their need to vote by absentee ballot. The request must be in writing, include the specific reason necessitating an absentee ballot and be received no later than Feb. 21 by the local association president. Eligible voters requesting an absentee ballot and complying with the above requirements shall be mailed an absentee ballot by the local association election committee. An absentee ballot must be returned by U.S. Mail and received by the local association no later than the last day of the election. Late absentee ballots shall be unopened and set aside as void ballots.

REGIONS USING PAPER BALLOTS (15 & 17)

1. The region at-large election shall be conducted on March 7, 8 and 9, 2017.
2. If your unit is not scheduled to work during the above days, the election shall be conducted on March 14, 15 and 16, 2017.
3. If inclement weather or another emergency interrupts the election listed above, it shall be completed on the next consecutive workday(s), but no later than March 24.

Get involved by voting for your MEA Board members and your Michigan and National delegates anytime between 8 a.m. Monday, March 6, and 3 p.m. Monday, March 13. Use your home computer, library computer or school computer (if allowed). Sign in at www.mymea.org/onlinevoting and follow the prompts. If you have problems, call for help at 517-337-5440 from 8 a.m. to 4 p.m. weekdays. After hours, leave a message and someone will get back with you as soon as possible.

ELECTRONIC VOTING

Members of regions 2-14, 16, and 18, participate in MEA's Online Region Elections.

The polls for online elections will open at 8 a.m. Monday, March 6, and close at 3 p.m. Monday, March 13 at www.mymea.org/onlinevoting.

Members access the website using the last four digits of their Social Security number. There will be a continuous ballot for ESP members, who will begin with the Statewide Region 50 Ballot and continue on with their region's ballot.

Positions elected by acclamation at the December Region meeting will be noted on the ballot.

Online election rules and an explanation of the process will be forwarded to local presidents and Region election chairs the last week of January 2017. This information will include the procedure for members who do not wish to use the online process to request a paper ballot. The request for paper ballots from individuals or locals must be submitted by 4 p.m. on Feb. 16 to Mike Ostertag in the MEA Executive Office.

CANDIDATES IN THE MARCH REGION ELECTIONS

Region 2

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 9/1/17; Cristen Belloni, Van Buren E

2 positions*, 3 yr. terms begin 9/1/17; NNR
1 position*, immed. thru 8/31/18; NNR

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

4 positions*, 3 yr. terms begin 4/1/17; NNR

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

5 positions*, 3 yr. terms begin 4/1/17; NNR

Position 7—EA/ESP NEA RA At-Large Delegate

#1 position, immed. thru 8/31/17; Jennifer Lamb, Livonia E

#1 position, 3 yr. term begins 9/1/16; Melinda Smith, Van Buren CMPT

Position 8—EA MEA RA Cluster Delegate

1 position, 3 yr. term begins 9/1/17; NNR

Position 9—EA MEA RA Cluster Alternate

1 position, 3 yr. term begins 4/1/17; NNR

Position 10—ESP MEA RA Cluster Delegate

3 positions, immed. thru 8/31/18; NNR

1 position*, immed. thru 8/31/18; NNR

1 position, immed. thru 8/31/19; NNR

Position 11—ESP MEA RA Cluster Alternate

4 positions, 3 yr. terms begin 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Position 14—ESP NEA RA Cluster Delegate

4 positions, immed. thru 8/31/17; NNR

4 positions, 3 yr. terms begin 9/1/17, same seats as above; NNR

1 position*, immed. thru 8/31/17; NNR

1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR

Position 15—ESP NEA RA Cluster Alternate

3 positions, 3 yr. terms begin 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Elections Chair: Tov Pauling,

tov0727@gmail.com

Region 3

Position 1—MEA Board of Directors/NEA RA Delegate

#1 position, 3 yr. term begins 9/1/17; Jeff Condon, Adrian E

Position 2—MEA Board of Directors/NEA RA Delegate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 9/1/17; Jim Brousseau, Milan E

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

2 positions*, 3 yr. terms begin 9/1/17; Percy Brown, Ann Arbor P; Raymond Carr, Lincoln CFMOP; Rhoshawda Miller, Ypsilanti Community E

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

#2 positions*, 3 yr. terms begin 4/1/17; Ebone (Lynn) Copeland, Ann Arbor O; D'Andra Clark, Western E

2 positions*, 3 yr. terms begin 4/1/17; NNR

Position 5—EA NEA RA At-Large Delegate-Representing Minority 3-1(g)

1 position*, 3 yr. term begins 9/1/17; Margaret Thiele, Dexter E; Caroline Jacob, Ypsilanti Community E

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

6 positions*, 3 yr. terms begin 4/1/17; Leslie Rollins, Manchester E; Allen Porter, Ann Arbor E; Maria Arellano, Adrian E; Robert Hatcher, Washtenaw CC E; Michelle Garey, Washtenaw CC E; Kimberly Jones, Washtenaw CC E; Staci Dempsey, Ypsilanti Community E; Rhoshawda Miller, Ypsilanti Community E

Position 8—EA MEA RA Cluster Delegate

1 position, 3 yr. term begins 9/1/17; NNR

#1 position, immed. thru 8/31/17; Julie Charney, Manchester E

#1 position, immed. thru 8/31/17; Nick Marshall, Napoleon E

#2 positions, 3 yr. terms begin 9/1/17, same seats as above; Julie Charney, Manchester E; Nick Marshall, Napoleon E

2 positions, immed. thru 8/31/17; NNR

2 positions, 3 yr. terms begin 9/1/17, same seats as above; NNR

1 position*, immed. thru 8/31/17; NNR

1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR

#1 position, immed. thru 8/31/19; Wendy Crocker, Napoleon E

Position 9—EA MEA RA Cluster Alternate

3 positions, 3 yr. terms begin 4/1/17; NNR

Position 10—ESP MEA RA Cluster Delegate

#1 position, immed. thru 8/31/17; Denise Spangler, Manchester E

#1 position, 3 yr. term begins 9/1/17, same seat as above; Denise Spangler, Manchester E

#1 position, 3 yr. term begins 9/1/17; Karen Zavicar, Napoleon CFMOP

2 positions, 3 yr. terms begin 9/1/17; NNR

1 position, immed. thru 8/31/18; NNR

1 position*, immed. thru 8/31/18; NNR

Position 11—ESP MEA RA Cluster Alternate

5 positions, 3 yr. terms begin 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Position 12—EA NEA RA Cluster Delegate

#1 position, 3 yr. term begins 9/1/17; Leslie Rollins, Manchester E

1 position, 3 yr. term begins 9/1/17; NNR

#1 position, immed. thru 8/31/17; Julie Charney, Manchester E

1 position, 3 yr. term begins 9/1/17, same seat as above; NNR

Position 13—EA NEA Cluster Alternate

#1 position, 3 yr. term begins 4/1/17; Wendy Crocker, Napoleon E

Key:

Elected by acclamation
* Minority 3-1(g) position
NNR No nominations received

1 position, 3 yr. term begins 4/1/17; NNR

Position 14—ESP NEA RA Cluster Delegate

#1 position, immed. thru 8/31/17; Denise Spangler, Manchester CFMOP

#1 position, 3 yr. term begins 9/1/17, same seat as above; Denise Spangler, Manchester CFMOP

Position 15—ESP NEA RA Cluster Alternate

1 position, 3 yr. term begins 4/1/17; NNR

Elections Chair: Margaret Thiele,
mskidmore@me.com

Region 4

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

1 position*, 3 yr. term begins 9/1/17; NNR

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 4/1/17; Kelly Karns, Lakeview B.C. E

1 position*, 3 yr. term begins 4/1/17; NNR

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

4 positions*, 3 yr. terms begin 4/1/17; NNR

Position 7—EA/ESP NEA RA At-Large Delegate

#1 position, immed. thru 8/31/17; Allan Sherwood, Battle Creek E

Position 8—EA MEA RA Cluster Delegate

#1 position, immed. thru 8/31/19; Erika Balkema, Athens E

1 position, 3 yr. term begins 9/1/17; NNR

Position 9—EA MEA RA Cluster Alternate

#1 position, 3 yr. term begins 4/1/17; Don Hicks, Bronson E

1 position, 3 yr. term begins 4/1/17; NNR

Position 10—ESP MEA RA Cluster Delegate

#1 position, immed. thru 8/31/18; Julie Tourjile, Calhoun ISD P

1 position, immed. thru 8/31/18; NNR

Position 11—ESP MEA RA Cluster Alternate

3 positions, 3 yr. terms begin 4/1/17; NNR

Position 12—EA NEA RA Cluster Delegate

#1 position*, immed. thru 8/31/17; Don Hicks, Bronson E

1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR

1 position, 3 yr. term begins 9/1/17; NNR

Position 13—EA NEA RA Cluster Alternate

1 position, 3 yr. term begins 4/1/17; NNR

Position 14—ESP NEA RA Cluster Delegate

#1 position, immed. thru 8/31/18; Julie Tourjile, Calhoun ISD P

2 positions, immed. thru 8/31/18; NNR

1 position*, immed. thru 8/31/17; NNR

1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR

Position 15—ESP NEA RA Cluster Alternate

2 positions, 3 yr. terms begin 4/1/17; NNR
Elections Chair: Craig Draheim,
draheimc@athensk12.org

Region 5

Position 1—MEA Board of Directors/NEA RA Delegate

1 position, 3 yr. term begins 9/1/17; Liz Ratashak, Vicksburg E

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

3 positions*, 3 yr. terms begin 9/1/17; Mary Cooper, New Buffalo E; Eursla Moore-Doyle, Kalamazoo City OP; Suzanne Cramer, New Buffalo E; Elizabeth Doyle, Kalamazoo City OP

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

3 positions*, 3 yr. terms begin 4/1/17; Eric Curtiss, Galesburg-Augusta E; Odis Haynes, Kalamazoo City OP; Mary Cooper, New Buffalo E

1 position*, 3 yr. term begins 4/1/17; NNR

Position 5—EA NEA RA At-Large Delegate-Representing Minority 3-1(g)

1 position*, 3 yr. term begins 9/1/17; Mary Cooper, New Buffalo E

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

4 positions*, 3 yr. terms begin 4/1/17; Aaron Rubley, Berrien RESA E; Craig Evans, Sturgis E; Barb Race, Niles E; Keith Klann, Dowagiac E

2 positions*, 3 yr. terms begin 4/1/17; NNR

Position 8—EA MEA RA Cluster Delegate

1 position, immed. thru 8/31/19; Suzanne Cramer, New Buffalo E

1 position, 3 yr. term begins 9/1/17; Rebecca Drayton, Gobles E

Position 9—EA MEA RA Cluster Alternate

2 positions, 3 yr. terms begin 4/1/17; Mary Cooper, New Buffalo E; Julie King, Gobles E

1 position, 3 yr. term begins 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Position 10—ESP MEA RA Cluster Delegate

1 position, immed. thru 8/31/18; NNR

1 position, 3 yr. term begins 9/1/17; NNR

1 position*, immed. thru 8/31/17; Daniel McKenzie, Dowagiac CMT

1 position*, 3 yr. term begins 9/1/17, same seat as above; Daniel McKenzie, Dowagiac CMT

Position 11—ESP MEA RA Cluster Alternate

3 positions, 3 yr. terms begin 4/1/17; NNR

Position 12—EA NEA RA Cluster Delegate

1 position, immed. thru 8/31/18; NNR

2 positions, immed. thru 8/31/19; NNR

2 positions*, immed. thru 8/31/18; NNR

1 position*, immed. thru 8/31/19; NNR

Position 13—EA NEA RA Cluster Alternate

4 positions, immed. thru 3/31/19; NNR

1 position*, immed. thru 3/31/19; NNR

Position 14—ESP NEA RA Cluster Delegate

3 positions, immed. thru 8/31/19; NNR

1 position*, immed. thru 8/31/19; NNR

Position 15—ESP NEA RA Cluster Alternate

2 positions, immed. thru 3/31/19; NNR

1 position*, immed. thru 3/31/19; NNR

Elections Chair: Mary Cooper,
mcooper@mynea.org

Region 6

Position 1—MEA Board of Directors/NEA RA Delegate

#2 positions, 3 yr. terms begin 9/1/17; Maryanne Levine, Chippewa Valley E; Liza Parkinson, Utica E

Position 2—MEA Board of Directors/NEA RA Delegate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 9/1/17; Jonathon Fielbrandt, Warren E

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 9/1/17; Cathy Murray, Port Huron E

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

#5 positions*, 3 yr. terms begin 4/1/17; Andrea Pilatowski, Utica E; Catherine Leon, Port Huron E; Cheryl Stein, Port Huron E; Mary Gillis, Fraser E; Karen Abella, Warren E

Position 5—EA NEA RA At-Large Delegate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 9/1/17; Ken Krause, Fitzgerald E

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

#5 positions*, 3 yr. terms begin 4/1/17; David Mangune, Warren E; Karen Abella, Warren E; Kim Cook, Port Huron E; Rebecca Kennedy-Saura, Port Huron E; Candace Vinson, Lakeview-St. Clair Shores E

Position 9—EA MEA RA Cluster Alternate

#1 position, 3 yr. term begins 4/1/17; John Clextion, Grosse Pointe Lib E

Position 11—ESP MEA RA Cluster Alternate

#2 positions, 3 yr. terms begin 4/1/17; Judy Naber, Fraser P; Patty Palmer, Fraser P

1 position, 3 yr. term begins 4/1/17; NNR

Position 12—EA NEA RA Cluster Delegate

2 positions, 3 yr. terms begin 9/1/17; NNR

Position 13—EA NEA RA Cluster Alternate

1 position, 3 yr. term begins 4/1/17; NNR

Position 14—ESP NEA RA Cluster Delegate

1 position, immed. thru 8/31/17; NNR

1 position, 3 yr. term begins 9/1/17, same seat as above; NNR

1 position*, immed. thru 8/31/17; NNR

1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR

1 position, immed. thru 8/31/19; NNR

Position 15—ESP NEA RA Cluster Alternate

#1 position, 3 yr. term begins 4/1/17; Deirdre

Blake, Port Huron O

1 position, 3 yr. term begins 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Elections Chair: Heather Schulz,

hschulz28@gmail.com

Region 7

Position 1—MEA Board of Directors/NEA RA Delegate

#2 positions, 3 yr. terms begin 9/1/17; Aimee McKeever, Pontiac E; Mary Ston, Oakland CC E

Position 2—MEA Board of Directors/NEA RA Delegate-Representing Minority 3-1(g)

1 position*, 3 yr. term begins 9/1/17; Matt Gonzales, Royal Oak E

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

#3 positions*, 3 yr. terms begin 9/1/17; Robert Gaines III, Farmington OP; Deb Shoultz, Bloomfield Hills OP; Valerie Bates, Pontiac E

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 4/1/17; Bertha Arribas, Royal Oak E

7 positions*, 3 yr. terms begin 4/1/17; NNR

Position 5—EA NEA RA At-Large Delegate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 9/1/17; Jennifer Dooley, Pontiac E

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

#3 positions*, 3 yr. terms begin 4/1/17; Bertha Arribas, Royal Oak E; Valerie Bates, Pontiac E; Brooke Davis, Clarkston E

2 positions*, 3 yr. terms begin 4/1/17; NNR

Position 7—EA/ESP NEA RA At-Large Delegate

#2 positions, immed. thru 8/31/17; Deb Shoultz, Bloomfield Hills OP; Sue Cox, Clarkston T

Position 10—ESP MEA RA Cluster Delegate

#2 positions, 3 yr. terms begin 9/1/17; Sherry Carpenter, Clarkston T; Stephen Sanchez, Clarkston T

1 position, immed. thru 8/31/17; NNR

1 position, 3 yr. term begins 9/1/17, same seat as above; NNR

2 positions, immed. thru 8/31/18; NNR

1 position, immed. thru 8/31/19; NNR

Position 11—ESP MEA RA Cluster Alternate

4 positions, 3 yr. terms begin 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Position 14—ESP NEA RA Cluster Delegate

4 positions, immed. thru 8/31/17; NNR

4 positions, 3 yr. terms begin 9/1/17, same seats as above; NNR

#1 position*, 3 yr. term begins 9/1/17; Stephen Sanchez, Clarkston T

1 position*, immed. thru 8/31/17; NNR

1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR

Position 15—ESP NEA RA Cluster Alternate

4 positions, 3 yr. terms begin 4/1/17; NNR

2 positions*, 3 yr. terms begin 4/1/17; NNR

Elections Chair: Thomas Silak,

northvilleea@gmail.com

Region 8

Position 1—MEA Board of Directors/NEA RA Delegate

#1 position, 3 yr. term begins 9/1/17; Lance Little, Owosso E

1 position, 3 yr. term begins 9/1/17; NNR

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

#1 position*, immed. thru 8/31/17; Alfonso Salais, Lansing E

#2 positions*, 3 yr. terms begin 9/1/17; Guadalupe Bryan, Owosso E; Elaine Blake, DeWitt E

1 position*, 3 yr. term begins 9/1/17; NNR
Position 4–MEA RA At-Large Alternate-Representing Minority 3-1(g)
 #3 positions*, 3 yr. terms begin 4/1/17; Alfonso Salais, Lansing E; Susie Hernandez, Lansing E; Catherine Bergren, Clinton RESA E
 2 positions*, 3 yr. terms begin 4/1/17; NNR
Position 5–EA NEA RA At-Large Delegate-Representing Minority 3-1(g)
 #1 position*, 3 yr. term begins 9/1/17; Julie Adolphson, Lansing E
Position 6–EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
 #1 position*, 3 yr. term begins 4/1/17; Zondra Sickles-Blake, Lansing E
 5 positions*, 3 yr. terms begin 4/1/17; NNR
Position 8–EA MEA RA Cluster Delegate
 2 positions, immed. thru 8/31/18; NNR
 1 position*, immed. thru 8/31/18; NNR
Position 9–EA MEA RA Cluster Alternate
 2 positions, 3 yr. terms begin 4/1/17; NNR
Position 10–ESP MEA RA Cluster Delegate
 #1 position*, immed. thru 8/31/17; Kelly Davis, Lansing O
 #1 position*, 3 yr. term begins 9/1/17, same seat as above; Elizabeth Hubert, Eaton Rapids CFMOP
 #2 positions, 3 yr. terms begin 9/1/17; Kelly Davis, Lansing O; Robin Buysse, Eaton Rapids CFMOP
 1 position, 3 yr. term begins 9/1/17; NNR
 #1 position, immed. 8/31/19; Robin Buysse, Eaton Rapids CFMOP
Position 11–ESP MEA RA Cluster Alternate
 5 positions, 3 yr. terms begin 4/1/17; NNR
 1 position*, 3 yr. term begins 4/1/17; NNR
Position 12–EA NEA RA Cluster Delegate
 4 positions, immed. thru 8/31/18; NNR
 1 position*, immed. thru 8/31/18; NNR
 1 position*, immed. thru 8/31/19; NNR
Position 13–EA NEA RA Cluster Alternate
 4 positions, 3 yr. terms begin 4/1/17; NNR
 1 position*, 3 yr. term begins 4/1/17; NNR
Position 14–ESP NEA RA Cluster Delegate
 3 positions, immed. thru 8/31/18; NNR
 2 positions*, immed. thru 8/31/18; NNR
 1 position, immed. thru 8/31/19; NNR
Position 15–ESP NEA RA Cluster Alternate
 5 positions, 3 yr. terms begin 4/1/17; NNR
 2 positions*, 3 yr. terms begin 4/1/17; NNR
Elections Chair: Lance Little, llittle@mea.org

Region 9

Position 4–MEA RA At-Large Alternate-Representing Minority 3-1(g)
 2 positions*, 3 yr. terms begin 4/1/17; Debra Irvin, Kentwood E; Irma Menchaca, Grand Rapids E
 3 positions*, 3 yr. terms begin 4/1/17; NNR
Position 6–EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
 1 position*, 3 yr. term begins 4/1/17; Dawn Sobleskey, Godwin Heights E
 6 positions*, 3 yr. terms begin 4/1/17; NNR
Position 7–EA/ESP NEA RA At-Large Delegate
 1 position, immed. thru 8/31/18; Theresa Dudley, Grand Rapids O

1 position, 3 yr. term begins 9/1/16; Reed Bretz, Kenowa Hills E
Position 8–EA MEA RA Cluster Delegate
 1 position, immed. thru 8/31/17; NNR
 1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
 1 position, immed. thru 8/31/18; NNR
Position 9–EA MEA RA Cluster Alternate
 2 positions, 3 yr. terms begin 4/1/17; NNR
Position 10–ESP MEA RA Cluster Delegate
 1 position, 3 yr. term begins 9/1/17; Julie Bennett, Ionia City CMOPT
 5 positions, immed. thru 8/31/18; NNR
 1 position*, immed. thru 8/31/18; NNR
Position 11–ESP MEA RA Cluster Alternate
 3 positions, 3 yr. terms begin 4/1/17; NNR
Position 12–EA NEA RA Cluster Delegate
 2 positions, immed. thru 8/31/18; NNR
 1 position*, immed. thru 8/31/18; NNR
Position 13–EA NEA RA Cluster Alternate
 2 positions, immed. thru 3/31/18; NNR
Position 14–ESP NEA RA Cluster Delegate
 5 positions, immed. thru 8/31/18; NNR
 1 position*, immed. thru 8/31/18; NNR
 1 position*, immed. thru 8/31/17; NNR
 1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR
Position 15–ESP NEA RA Cluster Alternate
 5 positions, immed. thru 3/31/18; NNR
 2 positions*, immed. thru 3/31/18; NNR
Elections Chair: Michelle Munoz, mickeyteach@gmail.com

Region 10

Position 1–MEA Board of Directors/NEA RA Delegate
 #1 position, 3 yr. term begins 9/1/17; Karen Christian, Flint E
 #1 position, immed. thru 8/31/17; Stacey Daniels, Flushing E
 #1 position, 3 yr. term begins 9/1/17, same seat as above; Stacey Daniels, Flushing E
Position 3–MEA RA At-Large Delegate-Representing Minority 3-1(g)
 2 positions*, 3 yr. terms begin 9/1/17; Felicia Naimark, Flint E; Kevyn Welter, Flushing E
Position 4–MEA RA At-Large Alternate-Representing Minority 3-1(g)
 #2 positions*, 3 yr. terms begin 4/1/17; Molly Maldonado, Grand Blanc E; Rebecca Barnes, Kearsley E
 2 positions*, 3 yr. terms begin 4/1/17; NNR
Position 6–EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
 #3 positions*, 3 yr. terms begin 4/1/17; Kevyn Welter, Flushing E; Felicia Naimark, Flint E; Sandra Cawood, Carman-Ainsworth E
 2 positions*, 3 yr. terms begin 4/1/17; NNR
Position 8–EA MEA RA Cluster Delegate
 1 position, immed. thru 8/31/18; NNR
Position 9–EA MEA RA Cluster Alternate
 3 positions, 3 yr. terms begin 4/1/17; NNR
Position 10–ESP MEA RA Cluster Delegate
 1 position, immed. thru 8/31/17; NNR
 1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
 1 position, 3 yr. term begins 9/1/17; NNR

Position 11–ESP MEA RA Cluster Alternate
 3 positions, 3 yr. terms begin 4/1/17; NNR
Position 12–EA NEA RA Cluster Delegate
 #1 position, immed. thru 8/31/18; Gwen Gulley, Westwood Heights E
 1 position*, immed. thru 8/31/18; NNR
Position 13–EA NEA RA Cluster Alternate
 2 positions, 3 yr. terms begin 4/1/17; NNR
Position 14–ESP NEA RA Cluster Delegate
 1 position, immed. thru 8/31/17; NNR
 1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
 1 position*, immed. thru 8/31/19; NNR
Position 15–ESP NEA RA Cluster Alternate
 2 positions, 3 yr. terms begin 4/1/17; NNR
 1 position*, 3 yr. term begins 4/1/17; NNR
Elections Chair: Karen Christian, kchristian@mea.org

Region 11

Position 3–MEA RA At-Large Delegate-Representing Minority 3-1(g)
 #1 position*, 3 yr. term begins 9/1/17; Marci LaValley, Tuscola ISD E
Position 4–MEA RA At-Large Alternate-Representing Minority 3-1(g)
 #3 positions*, 3 yr. terms begin 4/1/17; Betsy Lauinger, Saginaw City E; Danielle Brewer, Tuscola ISD E; Amy Urbanowski-Nowak, Birch Run E
Position 6–EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
 #5 positions*, 3 yr. terms begin 4/1/17; Amy Urbanowski-Nowak, Birch Run E; Betsy Lauinger, Saginaw City E; Danielle Brewer, Tuscola ISD E; Alexis Ervin, Saginaw City E; Kelly Warner, Saginaw City E
 1 position*, 3 yr. term begins 4/1/17; NNR
Position 8–EA MEA RA Cluster Delegate
 #3 positions, 3 yr. terms begin 9/1/17; Jenifer Almassy, Reese E; Jane Reif, Cass City E; Toni Scribner, Vassar E
 1 position, immed. thru 8/31/17; NNR
 1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
 #1 position*, immed. thru 8/31/17; Rebecca Willman, Breckenridge E
 #1 position*, 3 yr. term begins 9/1/17, same seat as above; Rebecca Willman, Breckenridge E
 1 position, immed. thru 8/31/19; NNR
Position 9–EA MEA RA Cluster Alternate
 #3 positions, 3 yr. terms begin 4/1/17; Barbara Giles, Breckenridge E; Ryan Schian, Vassar E; Jessica Bluhm, Reese E
 2 positions, 3 yr. terms begin 4/1/17; NNR
 #1 position*, 3 yr. term begins 4/1/17; Sari Mellendorf, North Huron E
Position 10–ESP MEA RA Cluster Delegate
 1 position, immed. thru 8/31/17; NNR
 1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
 1 position, immed. thru 8/31/18; NNR
 1 position, immed. thru 8/31/19; NNR
 1 position*, immed. thru 8/31/18; NNR
Position 11–ESP MEA RA Cluster Alternate
 3 positions, 3 yr. terms begin 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR
Position 12—EA NEA RA Cluster Delegate
#1 position, immed. thru 8/31/18; Toni Scribner, Vassar E
2 positions*, immed. thru 8/31/18; NNR
Position 13—EA NEA RA Cluster Alternate
2 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Position 14—ESP NEA RA Cluster Delegate
3 positions, immed. thru 8/31/18; NNR
1 position*, immed. thru 8/31/18; NNR
Position 15—ESP NEA RA Cluster Alternate
2 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Elections Chair: Jason Ostrander,
jostrander@mymea.org

Region 12

Position 1—MEA Board of Directors/NEA RA Delegate
#1 position, 3 yr. term begins 9/1/17; Marcia Mackey, Central MI Univ E
Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)
#3 positions*, 3 yr. terms begin 4/1/17; Diana Samborn, Bay City E; Tammie Lewis, Harrison E; Maureen Eke, Central MI Univ E
1 position*, 3 yr. term begins 4/1/17; NNR
Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
#2 positions*, 3 yr. terms begin 4/1/17; Curt Schaiberger, Houghton Lake E; Diana Samborn, Bay City E
2 positions*, 3 yr. terms begin 4/1/17; NNR
Position 7—EA/ESP NEA RA At-Large Delegate
#3 positions, immed. thru 8/31/17; Tammie Lewis, Harrison E; Lisa Robbins, Coleman E; Diana Samborn, Bay City E
Position 8—EA MEA RA Cluster Delegate
#1 position, 3 yr. term begins 9/1/17; Lisa Robbins, Coleman E
Position 9—EA MEA RA Cluster Alternate
#1 position, immed. thru 3/31/18; Julie Christensen, Beal City E
Position 10—ESP MEA RA Cluster Delegate
#2 positions, immed. thru 8/31/18; Rhonda Sturgeon, Meridian CFMPT; Carol Mason, Harrison CFMOPT
Position 11—ESP MEA RA Cluster Alternate
#3 positions, 3 yr. terms begin 4/1/17; Vicki Longnecker, Clare-Gladwin RESD CFOP; Charlotte Keel, Mid-MI CC CFMOP; David Spencer, Bay City CM
1 position*, 3 yr. term begins 4/1/17; NNR
Position 12—EA NEA RA Cluster Delegate
#1 position, 3 yr. term begins 9/1/17; John Pakledinaz, Farwell E
2 positions, 3 yr. terms begin 9/1/17; NNR
1 position, immed. thru 8/31/19; NNR
1 position*, immed. thru 8/31/19; NNR
Position 13—EA NEA RA Cluster Alternate
2 positions, 3 yr. terms begin 4/1/17; NNR
Position 14—ESP NEA RA Cluster Delegate
1 position, immed. thru 8/31/17; NNR
1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
1 position, immed. thru 8/31/18; NNR

1 position*, immed. thru 8/31/18; NNR
1 position, immed. thru 8/31/19; NNR
Position 15—ESP NEA RA Cluster Alternate
3 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Elections Chair: Jenny Van Duinen,
jjvandu@svsu.edu

Region 13

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)
1 position*, immed. thru 8/31/18; NNR
Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)
3 positions*, 3 yr. terms begin 4/1/17; NNR
Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
1 position*, immed. thru 3/31/19; NNR
3 positions*, 3 yr. terms begin 4/1/17; NNR
Position 8—EA MEA RA Cluster Delegate
1 position*, immed. thru 8/31/19; NNR
1 position, immed. thru 8/31/18; NNR
Position 9—EA MEA RA Cluster Alternate
4 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Position 10—ESP MEA RA Cluster Delegate
2 positions, immed. thru 8/31/18; NNR
1 position*, immed. thru 8/31/18; NNR
Position 11—ESP MEA RA Cluster Alternate
4 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Position 12—EA NEA RA Cluster Delegate
3 positions, immed. thru 8/31/18; NNR
1 position*, immed. thru 8/31/19; NNR
Position 13—EA NEA RA Cluster Alternate
2 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Position 14—ESP NEA RA Cluster Delegate
2 positions, immed. thru 8/31/18; NNR
1 position, immed. thru 8/31/19; NNR
1 position*, immed. thru 8/31/17; NNR
1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR
Position 15—ESP NEA RA Cluster Alternate
3 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Elections Chair: Jim Webber,
jwebber@mea.org

Region 14

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)
1 position*, immed. thru 8/31/17; NNR
1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR
Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)
2 positions*, 3 yr. terms begin 4/1/17; NNR
Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
2 positions*, 3 yr. terms begin 4/1/17; NNR
Position 8—EA MEA RA Cluster Delegate
3 positions, 3 yr. terms begin 9/1/17; NNR
Position 9—EA MEA RA Cluster Alternate
3 positions, 3 yr. terms begin 4/1/17; NNR
Position 10—ESP MEA RA Cluster Delegate
1 position, 3 yr. term begins 9/1/17; NNR

1 position, immed. thru 8/31/17; NNR
1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
1 position, immed. thru 8/31/19; NNR
Position 11—ESP MEA RA Cluster Alternate
3 positions, 3 yr. terms begin 4/1/17; NNR
Position 12—EA NEA RA Cluster Delegate
1 position, 3 yr. term begins 9/1/17; NNR
1 position*, immed. thru 8/31/17; NNR
1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR
1 position, immed. thru 8/31/18; NNR
1 position, immed. thru 8/31/19; NNR
Position 13—EA NEA RA Cluster Alternate
3 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Position 14—ESP NEA RA Cluster Delegate
1 position, 3 yr. term begins 9/1/17; NNR
1 position, immed. thru 8/31/17; NNR
1 position, 3 yr. term begins 9/1/17, same seat as above; NNR
1 position*, immed. thru 8/31/17; NNR
1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR
Position 15—ESP NEA RA Cluster Alternate
2 positions, 3 yr. terms begin 4/1/17; NNR
1 position*, 3 yr. term begins 4/1/17; NNR
Region 14 MAHE EA RA Cluster Delegate
1 position, 3 yr. term begins 9/1/17; NNR
Region 14 MAHE EA RA Cluster Alternate
1 position, 3 yr. term begins 4/1/17; NNR
Elections Chair: not available

Region 15

Position 1—MEA Board of Directors/NEA RA Delegate
#1 position, 3 yr. term begins 9/1/17; Jeff Leonhardt, Traverse City E
Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)
#1 position*, immed. thru 8/31/18; Tiji (Antoinette) Schippers; Pine River E
Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)
#1 position*, 3 yr. terms begin 4/1/17; Marie Strong, Kalkaska E
Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)
#2 positions*, 3 yr. terms begin 4/1/17; Marie Strong, Kalkaska E; Matt Price, Kalkaska E
Position 8—EA MEA RA Cluster Delegate
#2 positions, immed. thru 8/31/18; Tawni Deike, Forest Area E; Cassie Chappel, Buckley E
Position 9—EA MEA RA Cluster Alternate
#3 positions, 3 yr. terms begin 4/1/17; Dave Lewandowski, Bellaire E; Rob Bailey, Forest Area E; Dana Monks, Buckley E
Position 10—ESP MEA RA Cluster Delegate
#1 position, 3 yr. term begins 9/1/17; Cheri Bates, Mesick CMPT
#1 position, immed. thru 8/31/17; Brenda Lindquist, Pine River CFOPT
#1 position, 3 yr. term begins 9/1/17, same seat as above; Carol Kanouse; Pine River CFOPT
#1 position, immed thru 8/31/19; Carrie Wicker; Buckley CFMOPT
Position 11—ESP MEA RA Cluster Alternate

#2 positions, 3 yr. terms begin 4/1/17; Tammy Moored, Pine River CFOPT; Barry Mazurek, Glen Lake T

1 position, 3 yr. term begins 4/1/17; NNR

Position 12—EA NEA RA Cluster Delegate

#1 position*, immed. thru 8/31/17; Tawni Deike, Forest Area E

1 position*, 3 yr. term begins 9/1/17, same seat as above; NNR

Position 13—EA NEA RA Cluster Alternate

#3 positions, 3 yr. terms begin 4/1/17; Mike Zimmerman, Frankfort-Elberta E; Darcey White, Buckley E; Emily Wenzlick, Buckley E
#1 position*, 3 yr. term begins 4/1/17; Gary Vana, McBain E

Position 14—ESP NEA RA Cluster Delegate

#2 positions, 3 yr. terms begin 9/1/17; Tammy Moored, Pine River CFOPT; Cheri Bates, Mesick CMPT

Position 15—ESP NEA RA Cluster Alternate

#2 positions, 3 yr. terms begin 4/1/17; Denise Stutzman, Manton CFMOPT; Barry Mazurek, Glen Lake T
1 position, 3 yr. term begins 4/1/17; NNR
#1 position*, 3 yr. term begins 4/1/17; Gail Pols, Pine River CFOPT

Elections Chair: Harvey Miller,
hmiller@netonecom.net

Region 16

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 9/1/17; David Houghton, Sault Ste. Marie E

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 4/1/17; Joe Dankert, Sault Ste. Marie E

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 4/1/17; Randall Griffis, Tahquamenon E

Position 9—EA MEA RA Cluster Alternate

#2 positions, 3 yr. terms begin 4/1/17; Jon Olsen, St. Ignace E; Rebecca Newell, DeTour E

Position 10—ESP MEA RA Cluster Delegate

#1 position, 3 yr. term begins 9/1/17; Stacey Downing, Tahquamenon FOPT

Position 11—ESP MEA RA Cluster Alternate

#2 positions, 3 yr. terms begin 4/1/17; Kim Mayer, Eastern UP ISD CMOP; Marty Petrich, Eastern UP ISD CMOP

Position 12—EA NEA RA Cluster Delegate

#1 position, 3 yr. term begins 9/1/17; Jason Firack, Pickford E

Position 13—EA NEA RA Cluster Alternate

#1 position, 3 yr. term begins 4/1/17; Jon Olsen, St. Ignace E

Position 14—ESP NEA RA Cluster Delegate

#1 position, 3 yr. term begins 9/1/17; Stacey Downing, Tahquamenon FOPT

Position 15—ESP NEA RA Cluster Alternate

#2 positions, 3 yr. terms begin 4/1/17; Kim Mayer, Eastern UP ISD CMOP; Marty Petrich, Eastern UP ISD CMOP

Elections Chair: Al Beamish,
abeamish@mymea.org

Region 17

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

#1 position*, 3 yr. term begins 4/1/17; Dan Delong, Escanaba E

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

#2 positions*, 3 yr. terms begin 4/1/17; Lily Anderson, Dickinson-Iron ISD E; Lisa Talon, Iron Mountain E

Position 9—EA MEA RA Cluster Alternate

#1 position, 3 yr. term begins 4/1/17; Yvonne Mains, Bark River-Harris E

2 positions, 3 yr. terms begin 4/1/17; NNR

Position 10—ESP MEA RA Cluster Delegate

#2 positions, 3 yr. terms begin 9/1/17; Lisa Carubini, Dickinson-Iron ISD PT; Bob Hanchek, North Central CFMOPT

Position 11—ESP MEA RA Cluster Alternate

#2 positions, 3 yr. terms begin 4/1/17; Steve Croschere, Marquette Area OP; Elise Neuens, Dickinson-Iron ISD PT

1 position, 3 yr. term begins 4/1/17; NNR

Position 12—EA NEA RA Cluster Delegate

#3 positions, 3 yr. terms begin 9/1/17; Theresa Hruska, Dickinson-Iron ISD E; Lisa Talon, Iron Mountain E; Lily Anderson, Dickinson-Iron ISD E

1 position*, 3 yr. term begins 9/1/17; NNR

#1 position*, immed thru 8/31/19; Michelle Herman, Iron Mountain E

#1 position, immed. thru 8/31/19; Char DeGrave, Rapid River E

Position 13—EA NEA RA Cluster Alternate

#3 positions, 3 yr. terms begin 4/1/17; Dana Dzedzic, Carney-Nadeau E; Nick Gayan, Breitung Twp E; Flo Anderson, Rapid River E

#1 position*, 3 yr. term begins 4/1/17; Hans Wienke, Breitung Twp E

Position 14—ESP NEA RA Cluster Delegate

#2 positions, 3 yr. terms begin 9/1/17; Terrie Rugg, Breitung Twp CFMOPT; Lisa Carubini, Dickinson-Iron ISD PT

#1 position*, 3 yr. term begins 9/1/17; Robert Hanchek, North Central CFMOPT

Position 15—ESP NEA RA Cluster Alternate

#1 position, 3 yr. term begins 4/1/17; Coleen Allen, Negaunee OPT

1 position, 3 yr. term begins 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Elections Chair: Lisa Talon,
kcsukcusi@gmail.com

Region 18

Position 1—MEA Board of Directors/NEA RA Delegate

1 position, immed. thru 8/31/17; Jennifer Peters, Calumet E

1 position, 3 yr. term begins 9/1/17; Jennifer Peters, Calumet E

Position 3—MEA RA At-Large Delegate-Representing Minority 3-1(g)

1 position*, immed. thru 8/31/18; NNR

Position 4—MEA RA At-Large Alternate-Representing Minority 3-1(g)

1 position*, 3 yr. term begins 4/1/17; Gail Maki-Dalbec, Bessemer City E

Position 6—EA NEA RA At-Large Alternate-Representing Minority 3-1(g)

1 position*, 3 yr. term begins 4/1/17; Michelle Seppanen, L'Anse Twp E

1 position*, 3 yr. term begins 4/1/17; NNR

Position 9—EA MEA RA Cluster Alternate

3 positions, 3 yr. terms begin 4/1/17; NNR

Position 10—ESP MEA RA Cluster Delegate

1 position, 3 yr. term begins 9/1/17; Stephen Elenich, Copper Country ISD CFMOPT

Position 11—ESP MEA RA Cluster Alternate

2 positions, 3 yr. terms begin 4/1/17; NNR

Position 12—EA NEA RA Cluster Delegate

1 position, immed. thru 8/31/17; NNR

1 position, 3 yr. term begins 9/1/17, same seat as above; NNR

1 position, 3 yr. term begins 9/1/17; NNR

1 position, immed. thru 8/31/19; NNR

1 position*, immed. thru 8/31/19; NNR

Position 13—EA NEA RA Cluster Alternate

2 positions, 3 yr. terms begin 4/1/17; NNR

1 position*, 3 yr. term begins 4/1/17; NNR

Position 15—ESP NEA RA Cluster Alternate

2 positions, 3 yr. terms begin 4/1/17; NNR

Region 18 MAHE Cluster Delegate

1 position, immed. thru 8/31/17; NNR

1 position, 3 yr. term begins 9/1/17, same seat as above; NNR

Region 18 MAHE Cluster Alternate

1 position, 3 yr. term begins 4/1/17; NNR

Elections Chair: Steve Elenich,
selenich@copperisid.org

Region 50

Region 50-ESP NEA RA At-Large Delegate

4 positions, 3 yr. terms begin 9/1/17; Marti Alvarez, Reg. 15; Robert Hanchek, Reg. 17; Michael Graves, Reg. 7; Rich Wines, Reg. 3; Julie Nesky, Reg. 15; Deb Rasmussen, Reg. 8; Crystal Kinard, Reg. 3; Michael Koen, Reg. 3; Santino Gaitan, Reg. 3; Jim Rose, Reg. 3; Lisa Watkins, Reg. 3; Garrick (Rick) Bennett, Reg. 2; Paula McConnell, Reg. 6; Deborah Rickert, Reg. 12; Kathleen Chantaca-Kubczak, Reg. 12; Jennifer Shelito, Reg. 11; Stephen Sanchez, Reg. 7; Sherry Carpenter, Reg. 7; Becky Stremmell, Reg. 7; Robert Gaines III, Reg. 7

Region 50-ESP NEA RA At-Large Delegate-Representing Minority 3-1(g)

2 positions*, 3 yr. terms begin 9/1/17; Marti Alvarez, Reg. 15; Robert Hanchek, Reg. 17; Michael Graves, Reg. 7; Rich Wines, Reg. 3; Julie Nesky, Reg. 15; Deb Rasmussen, Reg. 8; Crystal Kinard, Reg. 3; Michael Koen, Reg. 3; Santino Gaitan, Reg. 3; Christine Kish, Reg. 7 ■

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Ross Wilson,
MESSA Executive Director



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PROFESSIONAL

Grand Rapids ESP member Jeff Treat may be one of a kind.

As far as he knows, he's the only in-house band and orchestra instrument repair technician employed by a public school district in Michigan, and he's second generation—his dad held the job at GRPS before him.

What does your job involve doing every day?

Depending on what comes in, it could be soldering, re-padding instruments, replacing drum heads, restringing violins. They call me the MacGyver out here, because when one of the trucks needs something done, they say, "Hey, can you help me with this or see if there's a way we can reattach this part?" Which goes back to my upbringing. My dad was very handy. There wasn't much of anything he would not try to do, and I just kind of followed him and helped him and started learning how to use power tools and measuring and doing things like this.

So you do other work besides repairing instruments?

Oh, sure. You never know what's going to come up. I always say I'm a jack of all trades, master of none. I punch in in the morning, and I say, "What do you want me to do? You want me to sweep the floors, fix instruments, put up bulk orders, help deliver, change light bulbs?" Whatever has to be done—we're just a small group, and we're trying to keep this district going.

Can you take any instrument and diagnose it?

Yes. We have a unique situation here in Grand Rapids Public; if you want to play in band, we supply the instrument. There's no cost to the student, so that doesn't stop anyone from being able to join. We have an inventory here of over 3,000 instruments, and most of them are 40 years old. I don't get into overhauls. I don't have the time or the tools to—say—take the bottom bow off the tuba. They're forever getting dented, but if it doesn't impede the playing—that's kind of what we go with. We put them back in playing condition.

What's the hardest or most unusual part of your job?

I would say it would be fixing a double-reed instrument, like an oboe or a bassoon. I played cornet in high school, and I pretty much self-taught myself to play every instrument

enough to know that it plays. I'm not proficient. I'm not going to go out and play trombone in a band, but I've learned how to play a chromatic scale or whatever uses all the different keys or all the combinations to see if it's playing or not. If it isn't, then you go back through it again and check for leaky pads or a bent key—maybe it's not closing properly or whatever.

Your dad held this job at GRPS before you. Prior to that, you and your dad worked at a music store where you learned to repair instruments. How was it following in his footsteps?

People used to call me "Little Jack"—that was his name... At Meyer Music, I had my dad as kind of a teacher to show me things or he'd say, "You might want to come over and try this." But it's kind of funny—I came into [this GRPS job] before he retired. I came in the end of May, and he retired the end of June in 1995, so we had a month to work together, and I sometimes did things differently. He said, "I've worked alone for so long, I think there's only one way to do things, and you showed me there's more than one way." So it was kind of like he showed me in the beginning, and I showed him toward the end. The student teaching the teacher, if you will.

What's the most satisfying part of your job?

My band directors are really good about when I go out to a school to drop something off or pick something up, probably 95 percent of them will stop what they're doing and say, "Hey, by the way guys—when your instrument breaks and you send it in on Monday, and Wednesday it's back and playing, this is the guy that's doing it." I'm more of a behind-the-scenes guy; I just kind of stay back and do my thing in my little hole here, but that's very satisfying that the directors feel that way. And I have gotten cards and letters from students in interschool mail saying thank you very much for all you do for us kids. We hope you stay forever. ■

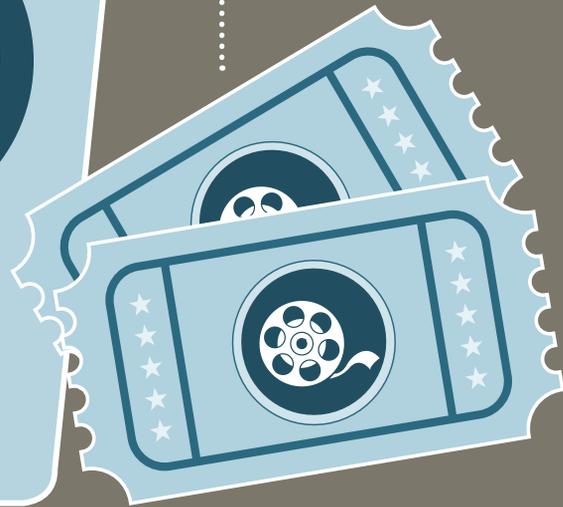


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