



September 26, 2018

HAND-DELIVERED

Timothy Noonan, Esq.
Executive Director
Vermont Labor Relations Board
13 Baldwin Street
Montpelier, Vermont 05633

Re: Caledonia Cooperative Education Association v. Caledonia Cooperative
Supervisory Union & Caledonia Cooperative Supervisory Union
Superintendent Mathew Forest: Unfair Labor Practice Charge
VLRB Docket No. 2018-__

Dear Tim:

Enclosed, please find an original plus four copies of the Unfair Labor Practice
Charge captioned above.

Thank you for your attention to this matter. Please do not hesitate to contact me
should you have any questions or concerns.

Very Truly Yours,

Rebecca P. McBroom, Esq.
VT-NEA Legal Counsel

cc: Kate Gansale, Caledonia Cooperative Education Association President
Pietro Lynn, Attorney, Caledonia Central Supervisory Union
David Towle, Caledonia Cooperative Supervisory Union Clerk
Mathew Forest, Caledonia Cooperative Supervisory Union Superintendent

VERMONT LABOR RELATIONS BOARD

CALEDONIA COOPERATIVE)	
EDUCATION ASSOCIATION,)	
Petitioner,)	
)	Case No.: _____
v.)	
)	Charge of an
CALEDONIA COOPERATIVE)	Unfair Labor Practice
SUPERVISORY UNION &)	
CALEDONIA COOPERATIVE)	
SUPERVISORY UNION)	
SUPERINTENDENT)	
MATHEW FOREST)	
Respondents.)	

INTRODUCTION

The Caledonia Cooperative Education Association (“CCEA” or “Union”) charges the Caledonia Cooperative Supervisory Union (“CCSU” or “Employer”); with violating 21 V.S.A. § 1726(a)(1) and 16 V.S.A. § 1982(c) by interfering, restraining and coercing employees for exercising their right to participate in the Union; with violating 21 V.S.A. § 1726(a)(2) by interfering with the administration of the Union; and with violating 21 V.S.A. § 1726(a)(3) by discriminating against employees engaged in protected activities, including activities protected pursuant to 16 V.S.A. § 1982(c).

THE PARTIES

1. The petitioner, Caledonia Cooperative Education Association, is a labor organization affiliated with Vermont-NEA and the National Education Association. The Union is the exclusive bargaining agent of the teachers and support staff employed by CCSU, pursuant to 16 V.S.A. § 1991(a) and 21 V.S.A. § 1722. The

Association's address is c/o Vermont-NEA, 10 Wheelock Street, Montpelier, Vermont 05602-3737.

2. The respondents are the Caledonia Cooperative Supervisory Union and Caledonia Cooperative Supervisory Union Superintendent Mathew Forest (hereinafter "Superintendent Forest" or "Forest"). The Caledonia Cooperative Supervisory Union is the employer of the teachers and support staff at the CCSU schools, as defined by 16 V.S.A. § 1981(3) & (4) and 21 V.S.A. § 1722(13). Superintendent Forest is CCSU's designee and the superintendent of CCSU schools. CCSU and Superintendent Forest's address is P.O. Box 216, 10 Route 2 West, Danville, Vermont 05828.

JURISDICTION

3. The Vermont Labor Relations Board has jurisdiction over this matter pursuant to 21 V.S.A. §§ 1727 and 1735.

FACTS

4. The CCEA support staff and CCSU are signatories to a collective bargaining agreement that expires on June 30, 2019. The CCEA teachers and CCSU are signatories to a collective bargaining agreement that expired on July 1, 2018.
5. During the 2016-2017 school year, the Union filed several grievances against the Employer and conducted a climate survey in May 2017. The survey was based on Vermont Agency of Education's criteria competencies which all licensed administrators are expected to demonstrate.
6. In November 2017, Superintendent Forest hired Jay Nichols from the Vermont Principals' Association to conduct a survey on Forest's performance. Nichols

individually called on each staff member to answer questions and recorded their responses. CCSU never share the results of Nichols' survey with staff.

7. Near the end of the 2017-2018 school year, CCEA leadership distributed another climate survey (identical to their 2016-2017 survey) to all staff concerning workplace climate and the staff's assessment of Superintendent Forest's performance. *Survey contained in Exhibit 1.*
8. On September 13, 2018, the Union shared the results of the survey with its membership via a document entitled "Climate Survey Report – 2018." *Exhibit 1.*
9. The 2017-2018 Climate Survey Report included: all questions in the original survey; the survey results concerning Superintendent Forest's specific competencies broken down across the four (4) schools in the supervisory union (Peacham, Walden, Barnet, and Danville); District-wide ratings of Forest's performance; survey respondent's additional comments concerning Forest's leadership; a comparison of the survey results from 2016-2017 and 2017-2018; and a conclusion. *Id.* The conclusion of the report stated that the overall district *satisfaction* with Dr. Mathew Forest's performance as a superintendent of schools was 19%; the overall *dissatisfaction* with Mathew Forest's performance was 60%, and the overall *undecided* vote of Mathew Forest's performance was 21%. *Id.* The report also stated that since the end of the 2016-2017 school year, district wide *satisfaction* with Forest's performance had *decreased* 7.7% and *dissatisfaction* with his performance had *increased* by 9.3%. *Id.* The report included survey respondents' additional comments regarding Superintendent Forest's "strengths"

and “areas of improvement.” *Id.* Some of the survey respondents’ comments concerning Superintendent Forest included:

- “The atmosphere here is terrible and it needs to change through leadership, which we are lacking”
- “He intimidates staff and interacts only with some”
- “Dr. Forest continues to mismanage the SU. Not only do his actions show a blatant disregard and lack of respect for teachers, but he has created a climate in which I do not feel good about coming to work every day.”
- “He doesn’t have any positives! He actually has a negative effect on everything. He has made our school a toxic working environment, the worst it has ever been! He is vindictive; the worst things that has happened at our school. Mat is a bully and has anger management issues...”
- “Creates an atmosphere of fear, paranoia, an intimidation. Makes staff feel unsure of employment status. Makes decisions that go against CBA and AOE standards... He tries to meet individually to gain information about other staff...”
- “Dr. Forest does not model the effective practices he preaches. He has crafted a toxic environment in this school and I believe seeks to damage this school in a personal vendetta against its staff...”
- “Negatively contributes in all areas. He lies too often to have any trust in him... He has created an unsafe and unhealthy working environment.”
- “He does not positively contribute to anything. He is an adult bully. He makes up procedures without seeking support. He continually violates the CBA and tells the school board lies.”
- “He does not contribute positively. He has got 20+ grievances against him from the schools in the SU and does not appear to even try any of the suggested remedies... Every time I see him my blood pressure rises. I am afraid to be alone in the same room as Dr. Forest... Dr. Forest conducted two investigations into teachers based on his personal dislike of them; the claims that were

investigated were not substantiated... Dr. Forest's behavior is vindictive... He also interferes with union activity."

- "The fact that people warn each other when he comes in makes me feel nervous and panicked"
- "I feel a sense of anxiety when our superintendent walks into our school. His mannerisms are intimidating."

10. On September 13, 2018, the Union also issued a press release wherein it shared and commented on the survey results. *Exhibit 2*. The contact information provided in the press release was that of CCEA'S vice-president and CCEA support staff lead negotiator, Bill Douglas.

11. On September 14, 2018, the Employer's attorney Pietro Lynn (hereinafter "Attorney Lynn") emailed VT-NEA General Counsel Wanda Otero-Weaver (hereinafter "Attorney Otero-Weaver") requesting the union's "legal basis for distributing this so-called survey to the media." *Exhibit 3*. Attorney Lynn also claimed that the press release appeared to be "a breach of the employees' duty of loyalty to the employer." *Id.* Attorney Lynn went on to state that "[b]efore advising [his] client concerning whether there is a right to *terminate* responsible employees, [he] thought it would be helpful to better understand VNEA's (*sic*) legal position on the issues" (emphasis added). *Id.* Attorney Lynn finished the email with the statement: "I worry that this kind of behavior will prove counterproductive for your members. I hope that the matter was carefully considered before action was taken." *Id.*

12. On September 18, 2018, Attorney Otero-Weaver responded to Attorney Lynn stating that the Union's survey and press release were protected by the First

Amendment, and that such actions were part of a union's function. *Id.* Attorney Otero-Weaver stated that she was "not aware of any cases of statute that would prohibit this type of speech" and asked Attorney Lynn "the basis for [his] assertion that distribution of the survey was improper."

13. On the same day, Attorney Lynn responded to Attorney Otero-Weaver that he understood that the Union's had a right to conduct an internal survey but had no right to send the results out in a press release. *Id.* Attorney Lynn did not respond to Attorney Otero-Weaver's request for his legal basis for the assertion that distribution of the survey was improper. Attorney Lynn again demanded that Otero-Weaver "identify any cases that permit an employee to publicly disseminate negative information about a supervisor, because otherwise we may terminate responsible employees." *Id.* Attorney Lynn went on to state "I don't want a battle, but this is where [VT-NEA UniServ Director] Matthew [Polk] has pushed things with our boards. It is not good." *Id.*
14. On September 18, 2018, in a separate email, Attorney Otero-Weaver added an addendum to her previous email by stating that the Union's climate survey was protected union activity. Attorney Lynn responded that the situation had "lots of bad potential" and that he wished someone would have discussed it with [him] first.
Exhibit 4.
15. On September 21, 2018, VT-NEA requested home addresses for the CCSU publicly elected board members in order to be able to file this unfair labor practice charge.

16. On September 24, 2018, Superintendent's Forest's Executive Assistant, Jenna Hurd, stated that the Employer was "unable to provide [VT-NEA] with the board home addresses." *Exhibit 5*. Ms. Hurd directed VTNEA to the Employer's website for board member names. *Id.* The website is out of date and only provides email addresses for the board members.

CHARGE I: Interfering, Restraining and Coercing Employees from Engaging in Protected Union Activities by Threatening to Terminate Employees for Issuing a Press Release Concerning Worksite Climate Survey Results

17. Paragraphs 1 – 16 are incorporated herein by reference.

18. Pursuant to 21 V.S.A. § 1726(a)(1) Respondents committed an unfair labor practice by twice threatening to terminate union members responsible for issuing a press release concerning a recent climate survey the Union conducted. Included in the press release was a statement by Bill Douglas, who was identified as the spokesman for the Union. Douglas stated that "[f]or several years now, Dr. Forest had continued to foster a culture of distrust, mismanagement, and intimidation that has impacted teaching and learning conditions." The Employer commits an unfair labor practice by continuing to carry out a climate of coercion and threatening that union members could be fired for engaging in protected union activity.

CHARGE II: Interfering, Restraining and Coercing Employees from Engaging in Protected Union Activity by Threatening to Retaliate Against Union Members for Engaging in Protected Union Activity

19. Paragraphs 1 – 16 are incorporated by reference.

20. Pursuant to 21 V.S.A. § 1726(a)(1) Respondents committed an unfair labor practice by making threatening statements to the Union concerning the issuance of a press

release. The Employer's attorney, in addition to asserting that the Employer might terminate employees for engaging in union activity, also made the following statements:

- "I worry that this kind of behavior [issuing a press release related to poor working conditions and staff dissatisfaction with management] will prove counterproductive for your members."
- "I hope that the matter was carefully considered before action was taken."
- "I don't want a battle, but this is where [VTNEA UniServ Director] Matthew [Polk] has pushed things with our boards. It is not good."
- "This has a lot of bad potential. I wish someone would have discussed it with me first."

These statements are threats that the Union's activity will result in negative consequences for the members. The statements also imply that the Employer believes the Union is obligated to forewarn management when it plans on engaging in concerted activity for the mutual aid and protection of its membership.

CHARGE III: Interfering with the Administration of the Union by Threatening to Retaliate Against Union Officials for Carrying Out Union Activities

21. Paragraphs 1 – 16 are incorporated by reference.

22. Pursuant to 21 V.S.A. § 1726(a)(2) Respondents committed an unfair labor practice by interfering with the administration of the Union. The Union surveyed its membership concerning the workplace climate at its respective worksites. The Union then compiled these survey results and shared the results with its membership and with the public. The Employer has interfered with the Union's

administration by indicating that employees will be disciplined or suffer other negative consequences as a result of carrying out their responsibilities as union officials.

23. Pursuant to 21 V.S.A. § 1726(a)(2) Respondent has committed an unfair labor practice by indicating that union officials must ask their employer for permission to carrying out their union duties. This action constitutes an attempt to dominate the of administration of the Union. The Union is under no obligation to notify the Employer when it intends to engage in protected union activity.

CHARGE V: Interfering with the Administration of the Union by Refusing to Provide the School Board Members' Mailing Addresses

24. Paragraphs 1 – 16 are incorporated by reference.
25. Pursuant to 21 V.S.A. § 1726(a)(2) Respondents committed an unfair labor practice by refusing to provide the Union mailing addresses for its Employer's school board members. The Employer's actions intentionally frustrate and interfere with the Union's ability to communicate with its Employer and to carry out its union duties. Such actions constitute inference with the Union's administration of its functions.

CHARGE VI: Discriminating Against Employees for Engaging in Protected Union Activity

26. Paragraphs 1 – 16 are incorporated by reference.
27. Pursuant to 21 V.S.A. § 1726(a)(3) Respondents committed an unfair labor practice by stating that employees may suffer negative consequences, including and up to termination, for publicizing the results of a union survey regarding school climate.

28. Pursuant to 16 V.S.A. § 1982(a) “[t]eachers shall have the right to or not to join, assist, or participate in any teachers’ organization of their choosing.” Pursuant to 16 V.S.A. § 1982(c), “[t]he school board or any employee serving in any capacity or any other person or organization shall not interfere with, restrain, coerce, or discriminate *in any way* against or for any teacher or administrator engaged in activities protected by this legislation” (emphasis added). The Respondents committed an unfair labor practice by stating that teachers may suffer termination or other negative consequences by assisting and participating in their union.

WHEREFORE, the Association requests the following relief:

1. A declaration that Respondents unlawfully interfered, restrained and coerced employees for engaging in protected union activity.
2. A declaration that Respondents unlawfully interfered with the administration of the union.
3. A declaration that Respondents unlawfully discriminated against employees for engaging in union activity.
4. Order the Respondents to make CCEA and Employees whole for any losses.
5. A requirement that Respondents post copies of the Labor Relations Board’s decision in all of the CCSU schools in places commonly used for communications between it and its employees and the public.
6. An order directing the Respondent to cease and desist from violating Vermont’s labor laws, including an order directing Superintendent Mathew Forest to cease and desist from intimidating, threatening, and retaliating against employees; and

another order directing Superintendent Forest to cease and desist from creating a climate of coercion which has caused fear and anxiety among the employees and worked to chill protected union activity.

7. Because Employer's attorney knew or should have known emails threatening discipline for protected activity was unlawful, an order directing Respondents to pay CCEA's attorney's fees.

CONCLUSION

For the reasons stated above, the Union requests the Labor Relations Board to conduct a hearing on the merits of this charge, to conclude that the Respondent committed the unfair labor practices as charged, and to provide the relief requested.

Dated at Montpelier, Vermont, this 26th day of September 2018.

Caledonia Cooperative Education Association

By:



Rebecca P. McBroom, Esq.

Legal Counsel

Vermont-NEA

10 Wheelock Street

Montpelier, Vermont 05602-3737

(802) 223-6375

State of Vermont County of Washington

In said county on the 26th day of September, 2018, personally
appeared Rebecca McBroom who swore to the truth of the

foregoing response and counter charge. Delanda P Turner
Notary Public

Climate Survey Report-2018

Purpose: As the 2017-2018 school year came to a close, The CCEA had decided to sponsor another survey regarding the performance of administration within the district at the Superintendent level. As the results from the survey conducted by Jay Nichols were never shared, and as strong opinions continued to be voiced from all four schools within the supervisory union, including 24 grievances that had been filed just this past school year, the CCEA felt it a professional obligation to solicit information, analyze it and make it available to highlight areas of success and to address any concerns that arose. It is the CCEA's stance that this survey is crucial in helping to ensure the proper management of the SU as well as gauge the current climate of our schools.

Overview: The CCEA leadership chose to use the same survey regarding the Superintendent's performance given to all staff in February 2017 of last school year. As the survey is based directly on the Vermont Agency of Education's criteria of competencies which all licensed administrators are expected to demonstrate, it remains a neutral document.

All staff and teachers were again invited to participate regardless of union membership or union representation to be inclusive. Altogether, 93 staff members and teachers partook in the survey. As 102 staff members and teachers took the survey the previous year, the results of the current survey will be comparable. Results will be aggregated by the CCEA and key findings will be shared with administration as well as the CCEA membership.

The CCEA leadership identified areas from the Agency of Education's General Competencies for School Administrators as a basis for measuring whether our Superintendent demonstrated knowledge and skill in those areas. There were 15 questions total with one additional section for comments. Each of the categories included one or two questions scorable from 4- Agree Strongly to 1- Disagree Strongly. There was also a No Knowledge choice. The specific areas are as follows:

- Leadership
 - Visionary Planning
 - Interpersonal Skills
 - Collaborative Skills
 - Partnerships
- Management
 - Personnel
 - Curriculum, Instruction & Assessment
 - Safe and Effective Learning Environments



Process: Notice about the conduction of the survey was sent to administration. A paper survey was given to employees to complete outside of the contracted school day at each of the four schools. Surveys did not leave the rooms where they were handed out. Surveys were kept confidential by CCEA building representatives. The following pages are the pencil and paper survey which employees took.

Superintendent Survey - June 2018

1) Visionary Planning

1.1 Builds with others a shared vision of standards-based learning and teaching.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

1.2 With others, develops and plans implementation of a comprehensive action plan to improve student learning within the school and assesses student performance under the plan.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

1.3 Develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed news media.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

2) Interpersonal Skills

2.1 Promotes and models effective communication skills.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

2.2 Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

2.3 Manifests and promotes professional ethics and values.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

3) Collaborative Skills

3.1 Works with others to define problems, examine ethics and values.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

3.2 Demonstrates shared leadership practices and empowers others in fulfillment of school vision.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

3.3 Models and encourages collaboration.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

4) Partnerships

4.1 Understands the role and relationship between school boards and school personnel.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

5) Personnel

5.1 Understands labor relations, collaborative negotiations, and contract management.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

5.2 Understands the need for him/herself and other staff to reflect on practice, seek opinion from others and apply the results to build professional growth.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

6) Curriculum, Instruction and Assessment

6.1 Understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

7) Safe and Effective Learning Environments

7.1 Creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self group esteem, and personal wellness.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

7.2 Develops and administers policies that create a safe working environment for staff and fosters that safe environment as an administrator.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Knowledge
4	3	2	1	NK

Overall:

8.1 Please comment on how the Superintendent positively contributes to the school, environment, morale, and/or overall workplace climate in the school.

8.2 Additional Comments:

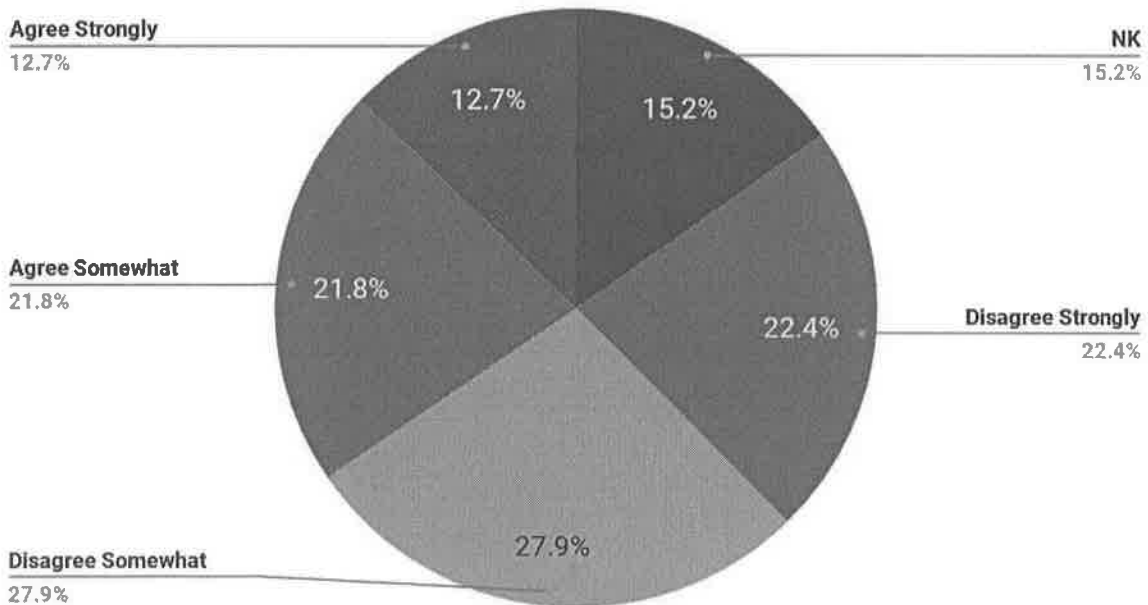
Results: After the survey data was analyzed by the CCEA Executive Board, specific competencies were identified as areas of strength and areas of concern across the 4 schools. Below is the accumulation and explanation of that data.

Superintendent Survey Data

The survey results were compiled by individual school and by district as a whole. All raw data, written comments from staff and teachers, and summary information are included.

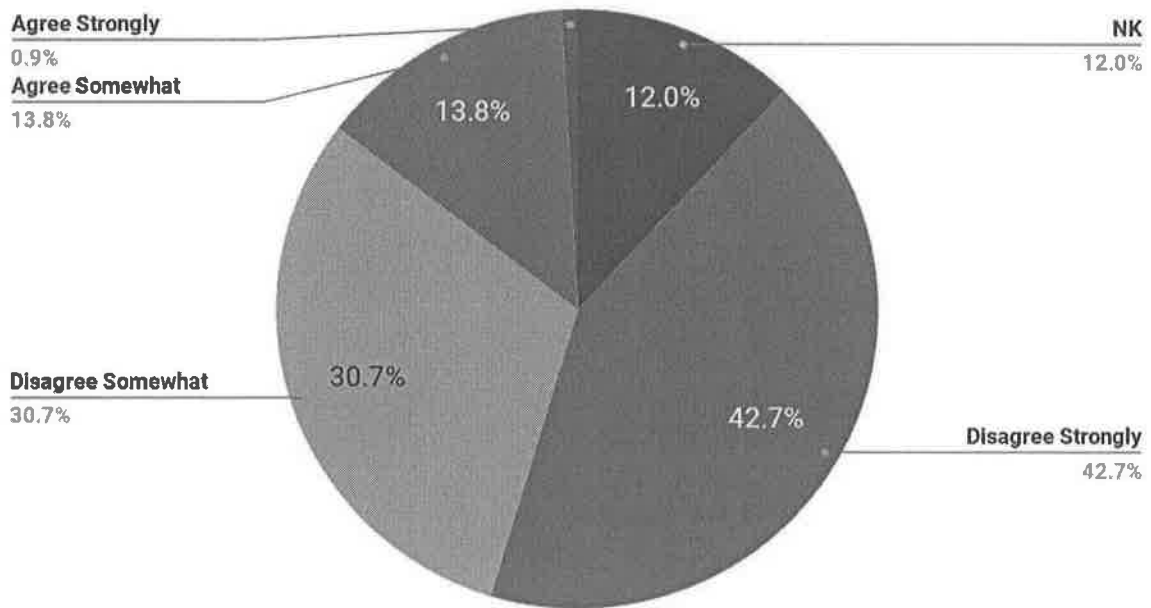
Peacham School							
Domain	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	s
1.1	2	2	1	5	1	11	
1.2	1	1	3	5	1	11	
1.3	1	2	4	2	2	11	
2.1	0	3	4	2	2	11	
2.2	3	4	3	0	1	11	
2.3	1	4	2	2	2	11	
3.1	1	3	4	3	1	11	
3.2	3	4	1	2	1	11	
3.3	2	2	3	3	1	11	
4.1	2	2	4	2	1	11	
5.1	2	3	3	2	1	11	
5.2	2	2	4	1	2	11	
6.1	2	0	4	4	1	11	
7.1	1	3	3	2	2	11	
7.2	2	3	3	1	2	11	
Totals	25	37	46	36	21	165	

Survey Totals by Rating - Peacham



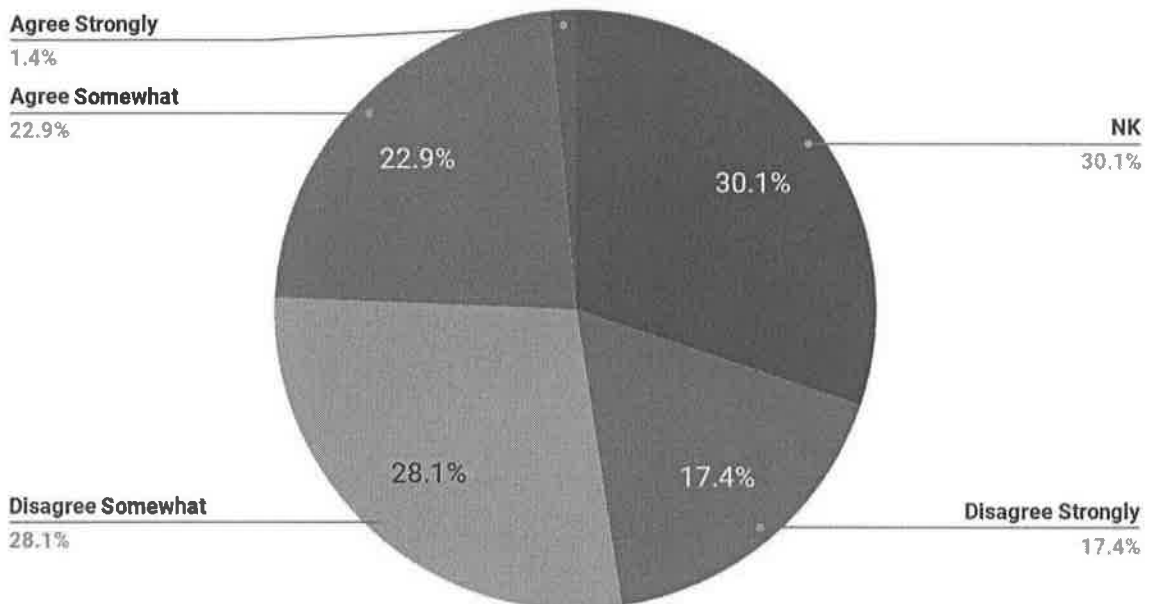
Walden School							
Domain	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	
1.1	1	6	6	2	0	15	
1.2	2	3	6	4	0	15	
1.3	2	9	3	1	0	15	
2.1	0	10	4	1	0	15	
2.2	1	9	4	1	0	15	
2.3	2	6	4	3	0	15	
3.1	3	6	5	1	0	15	
3.2	1	8	3	3	0	15	
3.3	1	7	5	1	1	15	
4.1	2	6	5	2	0	15	
5.1	3	5	4	3	0	15	
5.2	3	5	2	4	1	15	
6.1	2	4	6	3	0	15	
7.1	2	6	6	1	0	15	
7.2	2	6	6	1	0	15	
Totals	27	96	69	31	2	225	

Survey Totals by Rating- Walden



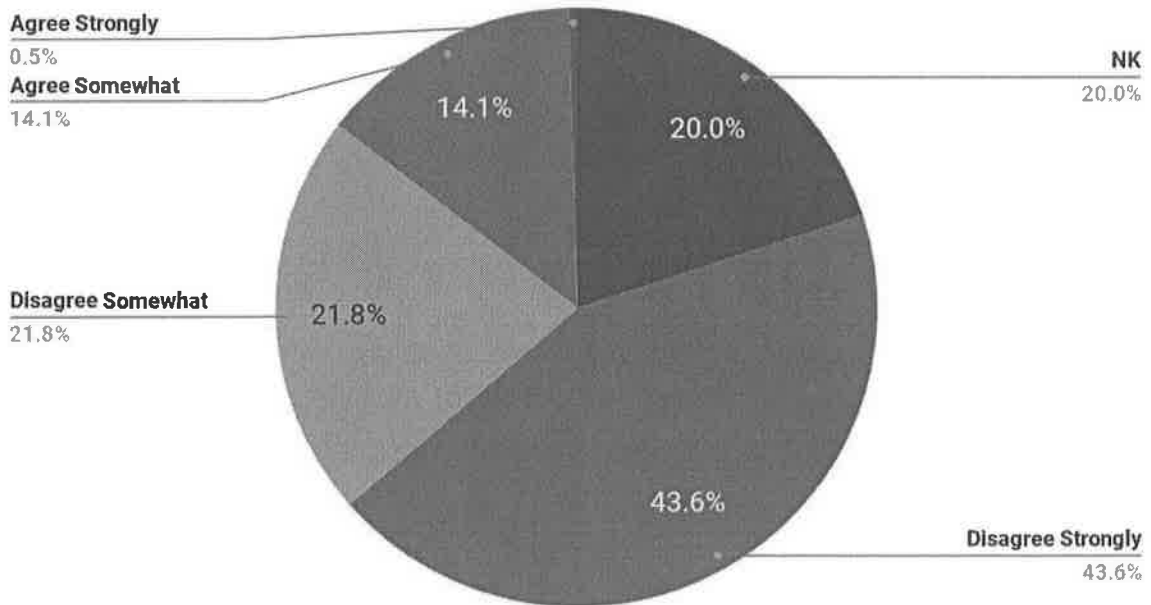
Barnet School						
Domain	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
1.1	9	2	6	5	1	23
1.2	9	1	5	8	0	23
1.3	8	5	7	3	0	23
2.1	1	6	11	5	0	23
2.2	7	6	7	3	0	23
2.3	4	5	6	8	0	23
3.1	7	4	6	5	1	23
3.2	8	2	5	8	0	23
3.3	5	2	9	6	1	23
4.1	13	3	3	4	0	23
5.1	13	4	4	2	0	23
5.2	4	6	8	5	0	23
6.1	10	1	5	7	0	23
7.1	4	5	8	5	1	23
7.2	2	8	7	5	1	23
Totals	104	60	97	79	5	345

Survey Totals by Rating- Barnet



Danville School						
Domain	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
1.1	12	17	5	10	0	44
1.2	13	12	10	9	0	44
1.3	4	16	13	10	1	44
2.1	1	26	7	10	0	44
2.2	9	25	7	3	0	44
2.3	7	21	10	6	0	44
3.1	11	18	10	5	0	44
3.2	8	23	10	3	0	44
3.3	8	18	11	7	0	44
4.1	11	19	11	2	1	44
5.1	13	18	8	5	0	44
5.2	9	18	10	6	1	44
6.1	10	16	10	8	0	44
7.1	7	20	13	4	0	44
7.2	9	21	9	5	0	44
Totals	132	288	144	93	3	660

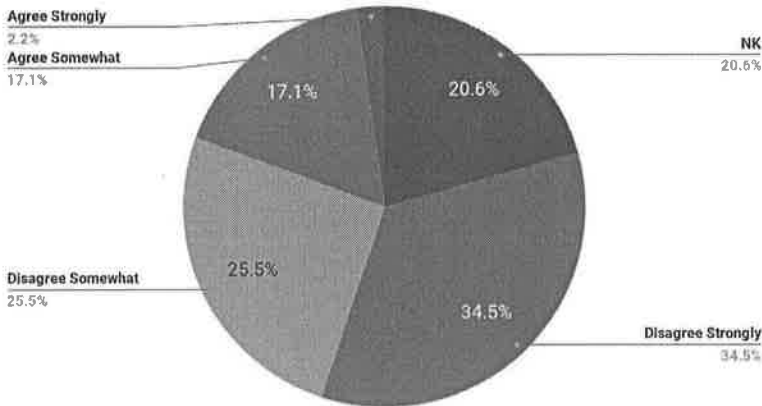
Survey Totals by Rating- Danville



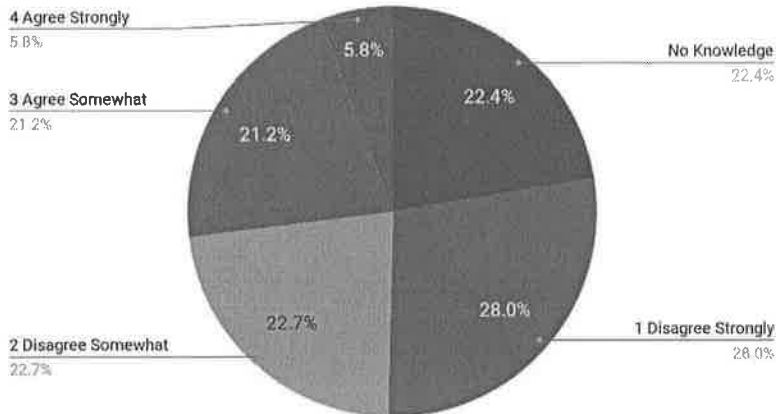
Survey District Totals by Rating - 2017-2018

School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	25	37	46	36	21	165
Walden	27	96	69	31	2	225
Barnet	104	60	97	79	5	345
Danville	132	288	144	93	3	660
Totals	288	481	356	239	31	1396

Survey District Totals by Rating 2017-2018 School Year



Survey District Totals by Rating-2016-2017 School Year



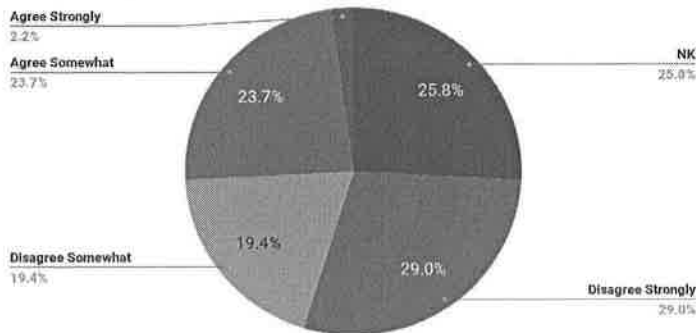
Comparison Summary of Survey District Totals by Rating for 2017 & 2018 School Years

No Knowledge	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Decreased 1.8%	Increased 6.5%	Increased 2.8%	Decreased 4.1%	Decreased 3.6%

The following is a breakdown of each rating districtwide. Based off of this data, areas of strength and areas of needed improvement will be identified. Areas of strength and improvement are defined as taking up approximately a third or more of the total values. Areas where a third is not known will not be considered.

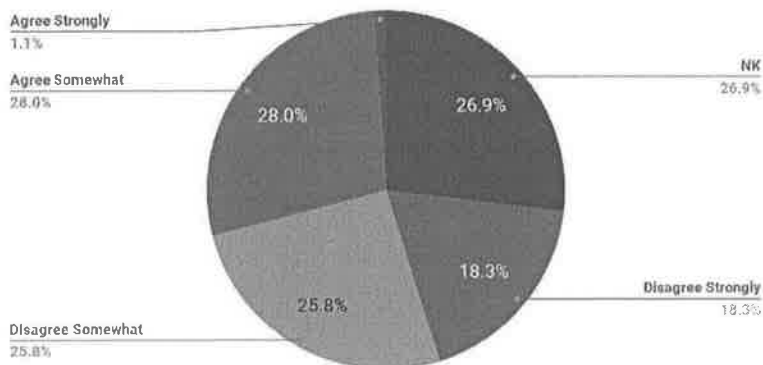
Visionary Planning- 1.1							
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	
Peacham	2	2	1	5	1	11	
Walden	1	6	6	2	0	15	
Barnet	9	2	6	5	1	23	
Danville	12	17	5	10	0	44	
Totals	24	27	18	22	2	93	

1.1 Builds with others a shared vision of standards-based learning and teaching.



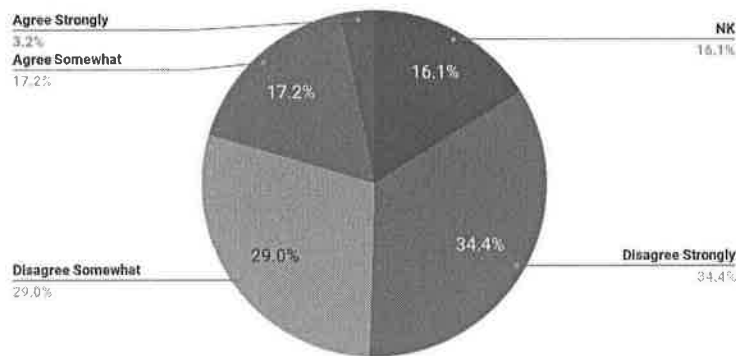
Visionary Planning - 1.2							
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	
Peacham	1	1	3	5	1	11	
Walden	2	3	6	4	0	15	
Barnet	9	1	5	8	0	23	
Danville	13	12	10	9	0	44	
Totals	25	17	24	26	1	93	

1.2 With others, develops and plans implementation of a comprehensive action plan to improve student learning within the school and assesses student performance under the plan.



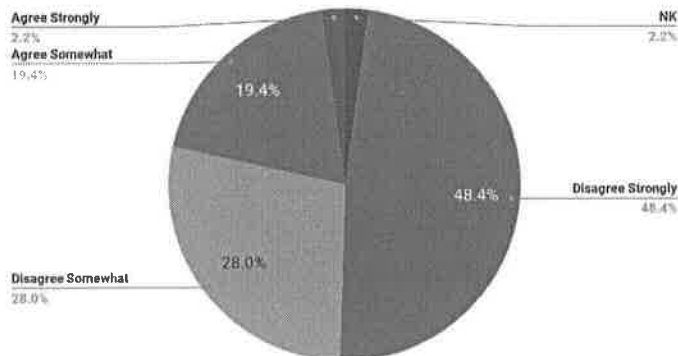
Visionary Planning - 1.3							
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	
Peacham	1	2	4	2	2	11	
Walden	2	9	3	1	0	15	
Barnet	8	5	7	3	0	23	
Danville	4	16	13	10	1	44	
Totals	15	32	27	16	3	93	

1.3 Develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed media.



Interpersonal Skills - 2.1							
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	
Peacham	0	3	4	2	2	11	
Walden	0	10	4	1	0	15	
Barnet	1	6	11	5	0	23	
Danville	1	26	7	10	0	44	
Totals	2	45	26	18	2	93	

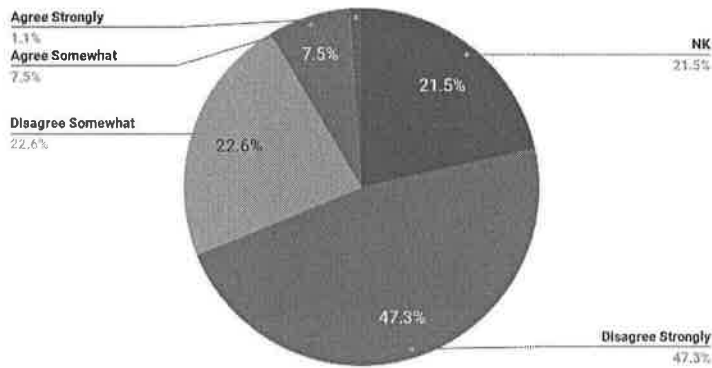
2.1 Promotes and models effective communication skills.



Interpersonal Skills - 2.2

School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	3	4	3	0	1	11
Walden	1	9	4	1	0	15
Barnet	7	6	7	3	0	23
Danville	9	25	7	3	0	44
Totals	20	44	21	7	1	93

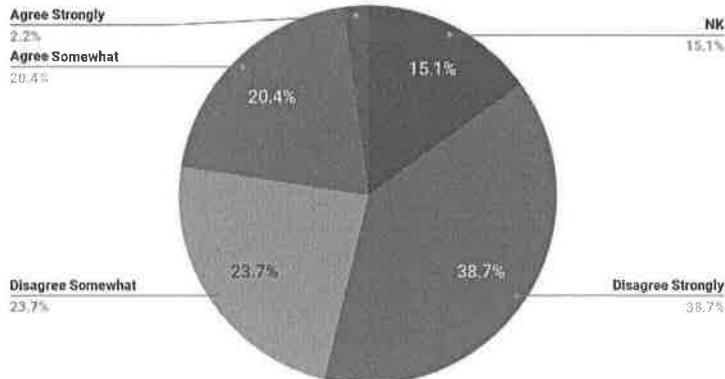
2.2 Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.



Interpersonal Skills - 2.3

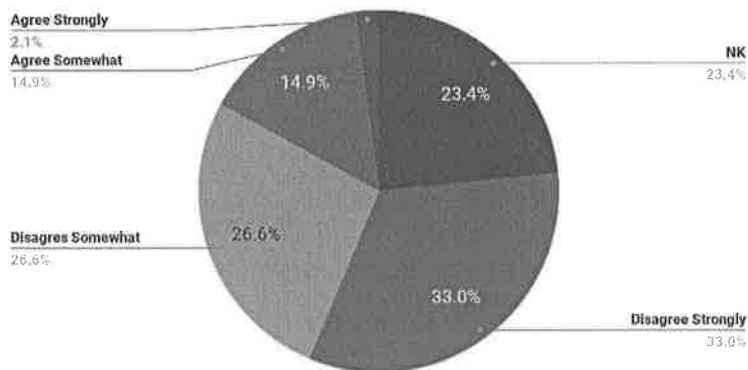
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	1	4	2	2	2	11
Walden	2	6	4	3	0	15
Barnet	4	5	6	8	0	23
Danville	7	21	10	6	0	44
Totals	14	36	22	19	2	93

2.3 Manifests and promotes professional ethics and values.



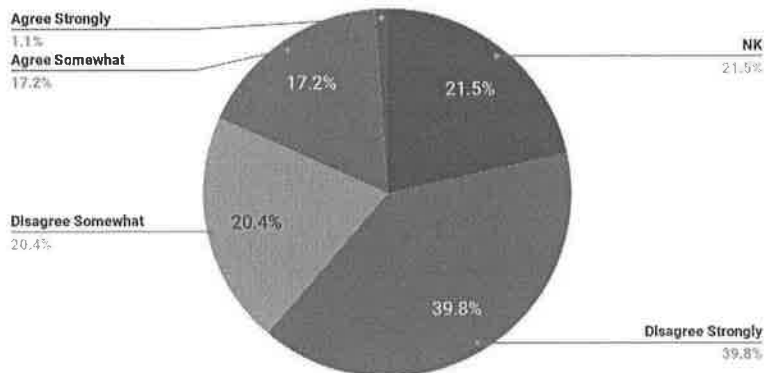
Collaborative Skills - 3.1							
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	
Peacham	1	3	4	3	1	11	
Walden	3	6	5	1	0	15	
Barnet	7	4	6	5	1	23	
Danville	11	18	10	5	0	44	
Totals	22	31	25	14	2	93	

3.1 Works with others to define problems and examine ethics and values.



Collaborative Skills - 3.2							
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals	
Peacham	3	4	1	2	1	11	
Walden	1	8	3	3	0	15	
Barnet	8	2	5	8	0	23	
Danville	8	23	10	3	0	44	
Totals	20	37	19	16	1	93	

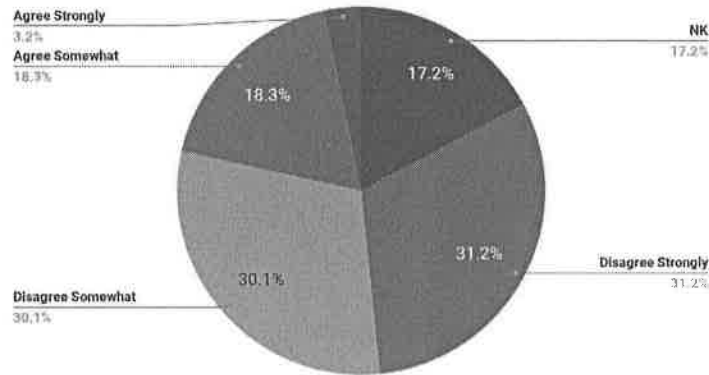
3.2 Demonstrates shared leadership practices and empowers others in fulfillment of school vision.



Collaborative Skills - 3.3

School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	2	2	3	3	1	11
Walden	1	7	5	1	1	15
Barnet	5	2	9	6	1	23
Danville	8	18	11	7	0	44
Totals	16	29	28	17	3	93

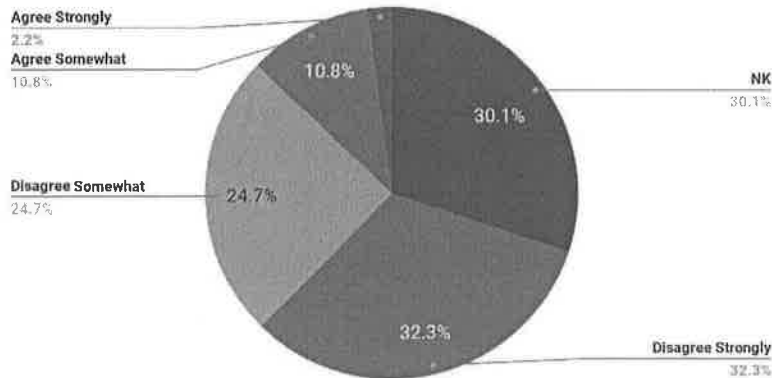
3.3 Models and encourages collaboration.



Partnerships - 4.1

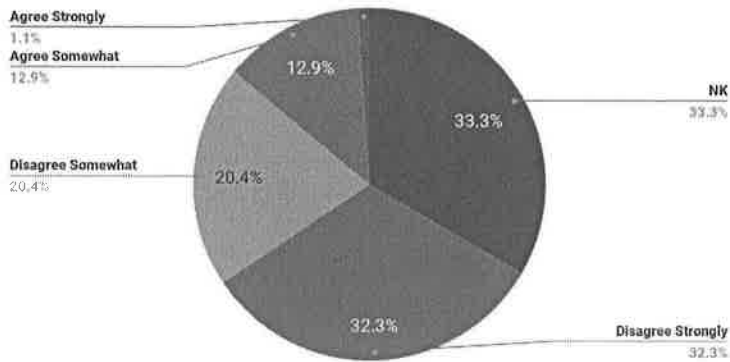
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	2	2	4	2	1	11
Walden	2	6	5	2	0	15
Barnet	13	3	3	4	0	23
Danville	11	19	11	2	1	44
Totals	28	30	23	10	2	93

4.1 Understands the role and relationship between school boards and school personnel.



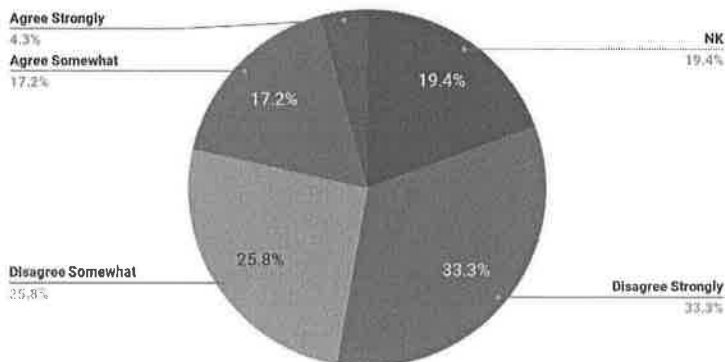
Personnel- 5.1						
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	2	3	3	2	1	11
Walden	3	5	4	3	0	15
Barnet	13	4	4	2	0	23
Danville	13	18	8	5	0	44
Totals	31	30	19	12	1	93

5.1 Understands labor relations, collaborative negotiations, and contract management.



Personnel - 5.2						
School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	2	2	4	1	2	11
Walden	3	5	2	4	1	15
Barnet	4	6	8	5	0	23
Danville	9	18	10	6	1	44
Totals	18	31	24	16	4	93

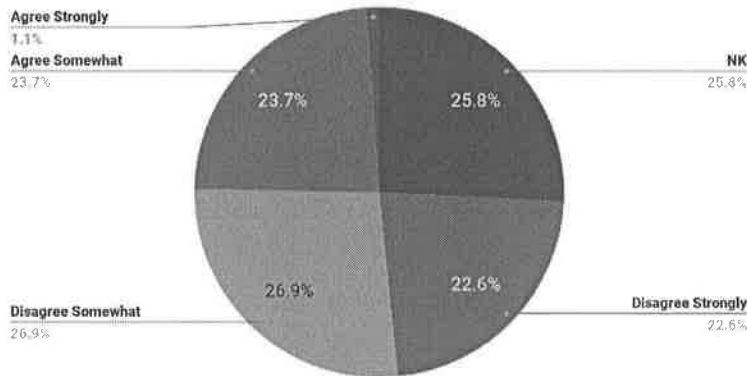
5.2 Understands the need for him/herself and other staff to reflect on practice, seek opinion from others and apply the results to build professional growth.



Curriculum, Instruction, and Assessment - 6.1

School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	2	0	4	4	1	11
Walden	2	4	6	3	0	15
Barnet	10	1	5	7	0	23
Danville	10	16	10	8	0	44
Totals	24	21	25	22	1	93

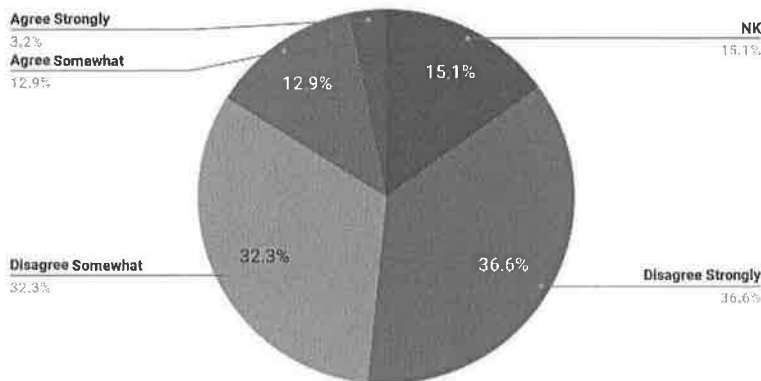
6.1 Understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs.



Safe and Effective Learning Environments- 7.1

School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	1	3	3	2	2	11
Walden	2	6	6	1	0	15
Barnet	4	5	8	5	1	23
Danville	7	20	13	4	0	44
Totals	14	34	30	12	3	93

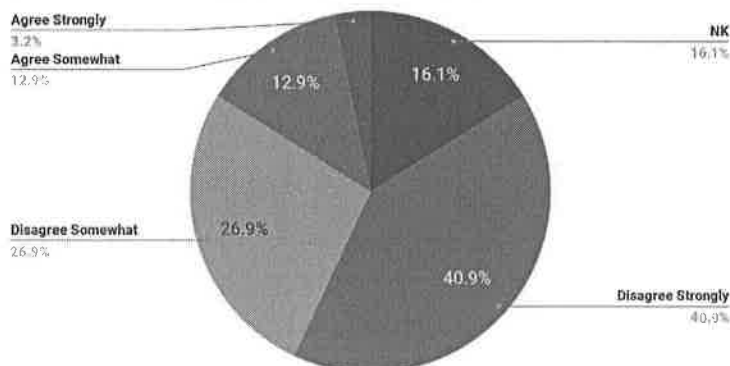
7.1 Creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self group esteem, and personal wellness.



Safe and Effective Learning Environments- 7.2

School	No Knowledge	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly	Totals
Peacham	2	3	3	1	2	11
Walden	2	6	6	1	0	15
Barnet	2	8	7	5	1	23
Danville	9	21	9	5	0	44
Totals	15	38	25	12	3	93

7.2 Develops and administers policies that create a safe working environment for staff and fosters that safe environment as an administrator.



District-wide Area Rating Results:

Overall, there were 7 main competency areas assessed including *Visionary Planning*, *Interpersonal Skills*, *Collaborative Skills*, *Partnerships*, *Personnel*, *Curriculum Instruction and Assessment*, and *Safe and Effective Learning Environments*. Within those main areas, there were 15 specific skills assessed total. In accordance to the aforementioned criteria of approximately a third of the total values denoting areas of strength and needed improvement, the following results were obtained:

3 / 15 Areas of relative strength

Visionary Planning

1.1 Builds with others a shared vision of standards-based learning and teaching.- **25.9% consisted of 3s and 4s**

1.2 With others, develops and plans implementation of a comprehensive action plan to improve student learning within the school and assesses student performance under the plan.- **29.1% consisted of 3s and 4s**

Curriculum, Instruction and Assessment

6.1 Understands how to report and use assessment results to inform the school community, develop school action plans and modify school programs.- **24.8% consisted of 3s and 4s**

10 / 15 Areas of needed improvement:

Visionary Planning

1.3 Develops an effective and interactive community public relations program with multiple communications applications which includes using and responding to electronic and printed media. **-63.4% consisted of 1s and 2s**

Interpersonal Skills

2.1 Promotes and models effective communication skills. **- 76.4% consisted of 1s and 2s**

2.2 Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management. **- 69.9% consisted of 1s and 2s**

2.3 Manifests and promotes professional ethics and values. **-62.4% consisted of 1s and 2s**

Collaborative Skills

3.1 Works with others to define problems and examine ethics and values. **- 59.6% consisted of 1s and 2s**

3.2 Demonstrates shared leadership practices and empowers others in fulfillment of school vision. **- 60.2% consisted of 1s and 2s**

3.3 Models and encourages collaboration. **- 61.3% consisted of 1s and 2s**

Personnel

5.2 Understands the need for him/herself and other staff to reflect on practice, seek opinion from others and apply the results to build professional growth. **- 59.1% consisted of 1s and 2s**

Safe and Effective Learning Environments

7.1 Creates a learning atmosphere to encourage respect for self and others, positive social interaction, positive self group esteem, and personal wellness. **- 68.9% consisted of 1s and 2s**

7.2 Develops and administers policies that create a safe working environment for staff and fosters that safe environment as an administrator. **- 67.8% consisted of 1s and 2s**

Even though *Partnerships 4.1 (Understands the role and relationship between school boards and school personnel)* and *Personnel 5.1 (Understands labor relations, collaborative negotiations, and contract management)* were not considered as at least a third of the total values were not known, worthy of note, over half of each of those skill areas consisted of 1s and 2s; 57% and 52.7% respectively.

Survey comments

Following the prompts are the comments categorized by “Strengths” and “Areas of Improvement.”

Overall

8.1 : Please comment on how the Superintendent positively contributes to the school environment, morale, and/or workplace climate in the school.

8.2 : Additional Comments

Strengths	Areas of Improvement
<p>“Whatever contacts I had with him were positive and he always got back to me with answers in a timely manner.”</p> <p>“Dr. Forest encourages all professionals in the district to achieve to a high standard to better allow our students to reach academic goals. He holds a vision that all students can learn and holds teachers and staff accountable for data collection to monitor growth.”</p> <p>“He comes to our school and checks in on the classroom and sees what the children are working on.”</p> <p>“He visits classrooms.”</p> <p>“He held meetings in the spring to solicit opinions from staff about the future of the school and admin change.”</p> <p>“He seems as if he is making more of an effort to foster a better relationship through small acts; might not be enough but a step in the right direction.”</p> <p>“Worked with me to resolve an issue with administration and was very understanding and considerate.”</p> <p>“I don’t really interact with the superintendent much. I’m happy to say he generally lets me do my job without micromanaging. I appreciate that.”</p>	<p>“Walkthroughs once in a while; not visible otherwise.”</p> <p>“He does not positively contribute to the school.”</p> <p>“The atmosphere here is terrible and it needs to change through strong leadership, which we are lacking.”</p> <p>“He intimidates staff and interacts only with some.”</p> <p>“No specific communication other than occasional walk through and “weekly” quotes of the week...and although inspirational and appreciated seems token and not authentic.”</p> <p>“I don’t feel I know much about how he is with others. I have not had much experience with him as a staff member. The only problem I have had was a few years ago and we resolved it. I feel he’s been more personable since, but is rarely at our school.”</p> <p>“Dr. Forest continues to mismanage the SU. Not only do his actions show a blatant disregard and lack of respect for teachers, but he has created a climate in which I do not feel good about coming to work every day.”</p> <p>“He contribute very little.”</p>

"He visits often and always says hi. He tries to ask what we need as teachers."

"His leadership has created a negative effect on the school and SU morale. Very disappointed in his contributions to the Supervisory Union. Too many people are working in the SU office. I don't feel he has the best interest of the communities, staff, and students in the forefront of his decision making."

"Dr. Forest should spend more time with students and teachers in classrooms."

"I rarely see him at our school."

"Weekly quotes which arrive after 5pm and his email says he does not check his email past 5pm. Infomercials looked staged! Not from your home! So disconnected with the families who live in trailers and struggle with economics."

"He doesn't have any positives! He actually has a negative effect on everything. He has made our school a toxic working environment, the worst it has ever been! He is vindictive; the worst thing that has happened to our school. Mat is a bully and has anger management issues! Mat bleeds Academy green and white, not Danville green and white. He only gives voice to individuals who don't like Danville High School. He only reaches out to parents who want to send their children elsewhere and not the ones who decide to send them here. He has NO leadership skills."

"I have seen him interact nicely with people many times. Two occasions did not seem to show effective role modeling strategies as an administrator."

"Creates an atmosphere of fear, paranoia, and intimidation. Makes staff feel unsure of employment status. Makes decisions that go against CBA and AOE standards. Disliked by students; they make fun of him openly. He tries to meet individually to gain information about other staff. Not

behind our high school, or individual schools.”

“Dr. Forest does not model the effective practices he preaches. He has crafted a toxic environment in this school and I believe seeks to damage this school in a personal vendetta against it’s staff. He has cost us the best principal I have ever worked with and will continue to make this school an environment that drives people away rather than bringing them together.”

“Negatively contributes in all areas. He lies too often to have any trust in him. He does everything possible to avoid giving credit to our school, especially the high school. He bleeds St. J Academy green and white. His personal interactions with faculty are strained. He has created an unsafe and unhealthy working environment.”

“I am not sure he positively contributes. I also think that things may/might have been different with different building admin.”

“I do not trust the Superintendent. I felt he usurped the principal in her effort to build a consensus prior to her departure and has shared the results of his meetings with us to the new principal, thus coloring his opinion before he even gets to meet us. I found this entire approach to be divisive and unprofessional.”

“He doesn’t; in fact he has harmed these.”

He does not positively contribute anything. He is an adult bully. He makes up procedures without seeking support. He continually violates the CBA and tells the school board lies.”

“He does not contribute positively. He has got █+ grievances against him from the schools in the SU and does not appear to even try any of the suggested remedies.

	<p>He has broken articles of the code conduct twice in my presence; did not apologize. Every time I see him my blood pressure rises. I am afraid to be alone in the same room as Dr. Forest. He refuses to represent our school in a positive light and is quoted as saying we aren't victorious in increasing our school's population (when in fact, we are!). Dr. Forest conducted two investigations into teachers based on his personal dislike of them; the claims that were investigated were not substantiated, yet he told one of the teachers that the teacher's behavior doesn't support the school. Dr. Forest's behavior is vindictive and will do anything to get back at those who publicly support DHS. He also interferes with union business. He is the worst person for this district."</p> <p>"There is no evidence to support him!"</p> <p>"Look for a replacement. No more additional years to this way, too long of a contract already."</p> <p>"I am not able to think of a way that the superintendent positively contributes in a positive way. Morale is very low within our school. Staff feel as though they don't have a voice. Everyone is on edge when the superintendent is in the building."</p> <p>"The fact that people warn each other when he comes in makes me feel nervous and panicked."</p> <p>"I feel a sense of anxiety when our superintendent walks into our school. His mannerisms are intimidating."</p>
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Total Strengths: 9

Total Areas of improvement: 27

No Response: 57

Summary: When asked to make comments about the positive contributions of Dr. Forest, 75% of respondents voiced concern and 25% responded positively.

CALEDONIA COOPERATIVE EDUCATION ASSOCIATION

Press Release

September 13, 2018

Caledonia Cooperative Supervisory Union Educators Disapprove of Superintendent

Survey shows 60 percent unhappy with Matthew Forest's Performance

DANVILLE – For the second time, a survey of Caledonia Cooperative Supervisory Union educators shows widespread dissatisfaction with the performance of Superintendent Matthew Forest.

“For three years now, Dr. Forest has continued to foster a culture of distrust, mismanagement, and intimidation that has impacted teaching and learning conditions,” said Bill Douglas, a special education paraeducator at Peacham School who serves as spokesman for the Caledonia Cooperative Education Association. “Even though we’ve tried to work with Dr. Forest and with school board members, nothing has changed.”

According to the most recent survey – which was conducted by the union – 60 percent of respondents said they disapproved of Forest’s performance, 19 percent approved, and 21 percent had no opinion. The numbers are similar to the results of a survey done a year earlier.

The results of the survey varied by school, but in every building more educators disapproved than approved of his performance. In Peacham, 50 percent disapproved of the superintendent’s performance while 34 percent approved; at Walden, 73 percent disapproved while 15 percent approved; at Barnet, 46 percent disapproved while 24 percent approved; and at Danville, 65 percent disapproved while 15 percent approved.

Douglas points out that the union has filed two dozen grievances in instances where the superintendent has either ignored or not followed the collective bargaining agreement. The survey respondents gave Forest poor marks in a multitude of areas, saying he is deficient in visionary planning, interpersonal skills, collaboration, partnerships, and fostering a safe and effective learning environment.

“We want a partner who will help push us all to be the best we can be for our students,” Douglas said. “Unfortunately for us – and the kids – Dr. Forest has shown he is no such partner.”

The dissatisfaction with Forest is also shared by some in the community. Marvin Withers, 64, has lived in Danville his entire life. He graduated from the Danville School, as did his mother, great-grandmother, and great-grandfather. His children went to the school; as do his five grandchildren. “Danville School has dedicated teachers and staff members, who give so much,” Withers said. They “do not get the support from the superintendent as they should. Unlike years in the past, where there was good communication and support, it is sadly lacking now.”

###



Rebecca McBroom

From: Darren Allen
Sent: Wednesday, September 19, 2018 12:15 PM
To: Rebecca McBroom
Subject: Fwd: Caledonia Cooperative Educators Disapprove of Superintendent

From: Pietro Lynn <PLynn@lynnlawvt.com>
Sent: Tuesday, September 18, 2018 5:03 PM
To: Wanda Otero-Weaver <wotero@vtnea.org>
Cc: Jeff Fannon <jfannon@vtnea.org>
Subject: Re: Caledonia Cooperative Educators Disapprove of Superintendent

Wanda

Thank you. You and I both know the Association has every right to conduct an internal survey. It has no right to send the results out as a press release. It is not first amendment protected. Again, please identify any cases that permit an employee to publicly disseminate negative information about a supervisor, because otherwise we may terminate the responsible employees. I don't want a battle, but this is where Matthew has pushed things with our boards. It is not good.

Sorry for any tone. I always prefer to work things out.

Pietro.

Pietro J. Lynn
Lynn, Lynn, Blackman & Manitsky, P.C.
76 St. Paul Street
Burlington, VT 05401



(802)860-1500

On Sep 18, 2018, at 11:23 AM, Wanda Otero-Weaver <wotero@vtnea.org> wrote:

Pietro,

I have looked at the survey and the press release below. These surveys are routinely used by unions in this way. This is protected speech under the First Amendment. The employees have not engaged in any wrongdoing. This is part of the union's function. Indeed, I am not aware of any cases or statutes that would prohibit this type of speech. What is the basis for your assertion that distribution of the survey was improper?

Thank you,
Wanda

From: Pietro Lynn <PLynn@lynnlawvt.com>
Sent: Monday, September 17, 2018 4:12 PM
To: Wanda Otero-Weaver <wotero@vtnea.org>
Cc: Jeff Fannon <jfannon@vtnea.org>
Subject: RE: Caledonia Cooperative Educators Disapprove of Superintendent

Please call my cell. 9 am would be great. 735-5178.

From: Wanda Otero-Weaver [<mailto:wotero@vtnea.org>]
Sent: Monday, September 17, 2018 4:09 PM
To: Pietro Lynn <PLynn@lynnlawvt.com>
Cc: Jeff Fannon <jfannon@vtnea.org>
Subject: RE: Caledonia Cooperative Educators Disapprove of Superintendent

Hi Pietro,

I'll give you a call tomorrow. Are you around? Thanks.

Wanda

From: Pietro Lynn <PLynn@lynnlawvt.com>
Sent: Friday, September 14, 2018 7:57 AM
To: Wanda Otero-Weaver <wotero@vtnea.org>
Cc: Jeff Fannon <jfannon@vtnea.org>
Subject: FW: Caledonia Cooperative Educators Disapprove of Superintendent

Wanda,

Good morning.

I received this from the Supervisory Union. Could you please identify for me the legal basis for distributing this so-called survey to the media. Based on my research, I do not believe it is covered as protected internal union speech. It appears to be a breach of the employees' duty of loyalty to the employer.

Before advising my client concerning whether there is a right to terminate the responsible employees, I thought it would be helpful to better understand VNEA's legal position on the issue. Any statutes or cases you have that would support the decision to publicize the results of the survey would be appreciated. I prefer to find a mutually satisfactory solution to these kinds of issues.

I worry that this kind of behavior will prove counterproductive for your members. I hope that the matter was carefully considered before action was taken.

Thank you.

Pietro

Begin forwarded message:

From: Caledonia Central Education Association
<ccea.vt@gmail.com>
Date: September 13, 2018 at 6:28:53 PM EDT
To: Caledonia Central Education Association
<ccea.vt@gmail.com>
Subject: Caledonia Cooperative Educators Disapprove of Superintendent

CALEDONIA COOPERATIVE EDUCATION ASSOCIATION

Press Release

For Information:

Bill Douglas

802.535.8176

September 13, 2018

Caledonia Cooperative Supervisory Union Educators Disapprove of Superintendent

***Survey shows 60 percent of CCSU staff find
Mathew Forest's performance dissatisfactory***

DANVILLE – For the second time, a survey of Caledonia Cooperative Supervisory Union educators shows widespread dissatisfaction with the performance of Superintendent Mathew Forest.

“For several years now, Dr. Forest has continued to foster a culture of distrust, mismanagement, and intimidation that has

impacted teaching and learning conditions,” said Bill Douglas, a special education paraeducator at Peacham School who serves as spokesman for the Caledonia Cooperative Education Association. “Even though we’ve tried to work with Dr. Forest and with Supervisory Union Board of Directors, nothing has changed.”

According to the most recent survey – which was conducted by the union – 60 percent of respondents said they disapproved of Forest’s performance, 19 percent approved, and 21 percent had no opinion. The numbers are similar to the results of a survey done a year earlier.

The results of the survey varied by school, but in every building more educators disapproved than approved of his performance. In Peacham, 50 percent disapproved of the superintendent’s performance while 34 percent approved; at Walden, 73 percent disapproved while 15 percent approved; at Barnet, 46 percent disapproved while 24 percent approved; and at Danville, 65 percent disapproved while 15 percent approved.

Douglas points out that the union has filed two dozen grievances in instances where the superintendent has either ignored or not followed the collective bargaining agreement. The survey respondents gave Forest poor marks in a multitude of areas, saying he is deficient in visionary planning, interpersonal skills, collaboration, partnerships, and fostering a safe and effective learning environment.

“We want a partner who will help push us all to be the best we can be for our students,” Douglas said. “Unfortunately for us – and the kids – Dr. Forest has shown he is no such partner.”

The dissatisfaction with Forest is also shared by some in the community. Marvin Withers, 64, has lived in Danville his entire life. He graduated from the Danville School, as did his mother, great-grandmother, and great-grandfather. His children went to the school; as do his five grandchildren. “Danville School has dedicated teachers and staff members, who give so much,” Withers said. They “do not get the support from the superintendent as they should. Unlike years in the past, where there was good communication and support, it is sadly lacking now.”

The faculty and staff of Caledonia Central Supervisory Union are dedicated to the the students, families and communities they serve. They seek leadership that leads by example, supports their efforts, celebrates their accomplishments and promotes their professional growth. Healthy and productive school environments are critical to student development. Toxic leadership only detracts from students learning and well being.

Caledonia Cooperative Education Association
148 Peacham Road
Danville, VT
05828

Rebecca McBroom

From: Darren Allen
Sent: Wednesday, September 19, 2018 12:14 PM
To: Rebecca McBroom
Subject: Fwd: CCEA

From: Pietro Lynn <PLynn@lynnlawvt.com>
Sent: Tuesday, September 18, 2018 5:04 PM
To: Wanda Otero-Weaver <wotero@vtnea.org>
Cc: Jeff Fannon <jfannon@vtnea.org>
Subject: Re: CCEA

Understood. See my last email. This has a lot of bad potential. I wish someone had discussed it with me first.

Pietro J. Lynn
Lynn, Lynn, Blackman & Manitsky, P.C.
76 St. Paul Street
Burlington, VT 05401
(802)860-1500

On Sep 18, 2018, at 2:42 PM, Wanda Otero-Weaver <wotero@vtnea.org> wrote:

Hi Pietro,

Just a quick addendum to my previous e-mail. As you'll note, the Climate Survey itself expressly states that it is sponsored by the CCEA, in furtherance of the Association's obligation to address concerns expressed by members and the community. I'm sure you are not suggesting that the employer could take action against the employees based on the union's concerted activity? That would obviously be a violation Vermont labor law,



see 21 V.S.A. § 1503 (protecting union's "concerted activities"), as well as a violation of the CBA. Thank you.

Wanda

Rebecca McBroom

From: Carrie Emerson
Sent: Wednesday, September 26, 2018 10:00 AM
To: Rebecca McBroom
Subject: FW: Board Informtion

From: Jenna Hurd - CCSU <jenna.hurd@ccsuvt.net>
Sent: Monday, September 24, 2018 9:48 AM
To: Carrie Emerson
Subject: Board Informtion

Good Morning,

Erin had called me on Friday requesting information on our board members. We are unfortunately unable to provide you with the board home address.

For board members name you can access our website at

www.ccsuonline.org

Thank you!

Jenna Hurd
Executive Assistant to Dr. Mathew Forest
Caledonia Central Supervisory Union
PO Box 216
Danville, VT 05828
(802) 684-3801 ext 207

