



# CRITIQUE



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## HEALTH CARE NEWS

### Be Prepared for Open Enrollment, Hard Audit

by Michael Kulcsar  
CTU Treasurer

Open enrollment for health care coverage for all CMSD employees will take place this fall in the month of November as usual. However, there will be a mandatory hard audit (see below for details). The tentative date for going on-line to begin the process for the hard audit was September 25, 2013. Please keep an eye open for the full details that were delivered to your mailbox.

Members who want to enroll or continue to participate in any of the available plans — Aetna, Kaiser, or Medical Mutual — must also complete the regular open enrollment process on-line in November. It is recommended that everyone go through the open enrollment process on-line, to double-check and make sure that your benefits are still the same. When you have completed the process, be sure to print out a copy for your records and for your protection.

There will also be a hard audit during this open enrollment period. This means that employees must provide copies of documentation for spouses and dependents, such as marriage licenses, birth certificates, and other proof. If you don't have them handy, now is the time to start looking for or gathering these important documents. Don't wait until the last days of open enrollment to try to obtain them. Falsification of any document is a very serious offense.

The hard audit process will be available on-line for one month. After that month, all members will have to call an 800-number to complete the process. Everyone is encouraged to use the on-line window to complete this process as soon as possible. Please take care of this as soon as the on-line window opens. Don't take the chance of leaving yourself and your family members without health care coverage.



## sharemylesson launches in Cleveland

### Union-created website offers advice, guidance and dedicated resources to support teachers

In response to many teachers, paraprofessionals and school-related personnel feeling overwhelmed and under-prepared in the classroom, the CTU has announced its support of Share My Lesson, an easy-to-use, one-stop source for sharing resources, such as lesson plans, handouts, student quizzes, videos and suggestions. This program is especially timely for CTU members, with some recent changes in grade-levels and teaching assignments in CMSD due to transfers and staffing changes.

The Share My Lesson website, created by the American Federation of Teachers in partnership with the TES Connect, provides free learning materials that teachers, parents and the greater education community can download and adapt to their own classrooms and teaching styles. Rich resources and innovative ideas are available in every subject area across all levels.

"One of the best ways to help students achieve at high levels is by ensuring that their teachers have the tools and resources to help them succeed. We want to make sure that this tough job is more manageable," said Randi Weingarten, President of the American Federation of Teachers.

"This is a valuable online resource available to AFT members," said CTU President David Quolke. "I want to personally invite every CTU member to **sign up for Share My Lesson** and take advantage of this incredible resource."

The site's basic content is free, and always will be. Members can be 100% certain that their e-mail address and

■ continued on page 2

## Inside the Critique

### Implementing the CBA

Differentiated Compensation 3  
Intervention Specialists . . . . . 4  
Extended Day Time . . . . . 14

### Educational Issues

Resource Center . . . . . 5  
All About First Book . . . . . 8  
Anti-Bullying Program . . . . . 10  
New OH Report Card . . . . . 13  
Tech Bytes . . . . . 13

### Other Union News

Common Good Ohio . . . . . 6  
Unions & Charter Schools . . . 7  
CTU Committee News . . 11-12

## Necessary Transfers

CMSD's Human Resource Department reported 136 necessary transfers during the summer, due to changes in enrollment, investment school staffing, and program needs. An additional 25 teachers and 3 paraprofessionals received notice of necessary transfer in September. Teachers who had a necessary transfer to a different school were eligible to be compensated for two packing days, one in the old school assignment and one in the new assignment. Those who had a necessary transfer within the same building to a new grade or subject area were eligible to be compensated for one moving/readiness day.

Other CTU members

■ continued on page 12

CTU Secretary Michelle Rzucidlo-Rupright, a necessary transfer this school year, prepares her new classroom at Mary B. Martin.



## March on Washington: 50th Anniversary

CTU members and their families and friends attended the 50th Anniversary of Dr. Martin Luther King, Jr.'s historic March on Washington in August. At the original March in 1963, Dr. King gave his famous "I Have A Dream" speech and called for racial and economic justice in America. Read some reflections on the 50th Anniversary of the March on pages 9-10.



# sharemylesson

## Cleveland launch

### Union-created website offers advice, guidance and dedicated resources to support teachers

#### About Share My Lesson

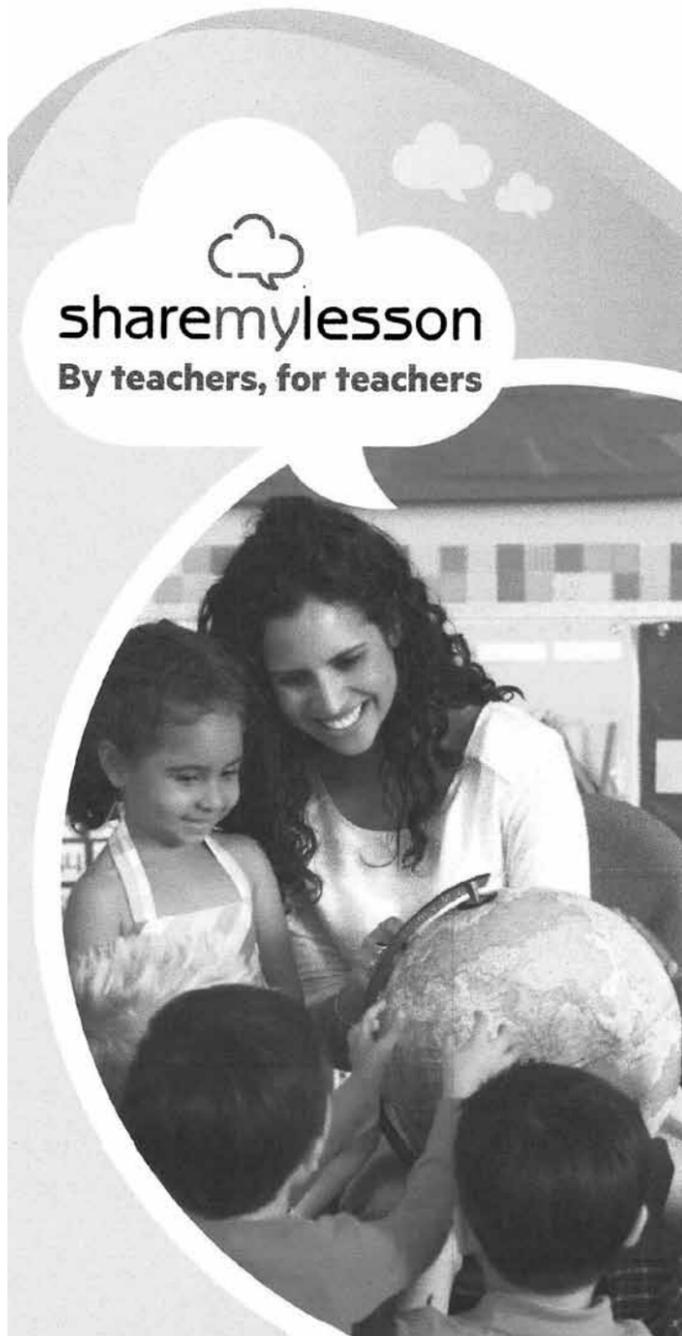
Share My Lesson was developed by the American Federation of Teachers, a union of over 1.5 million professionals, and TSL Education, creators of TES Connect, the largest network of teachers in the world.

Share My Lesson is a place where educators can come together to share their greatest teaching resources and collaborate on best practices at no cost.

Share My Lesson features a significant resource bank aligned to the Common Core State Standards, including advice and guidance to aid in their successful implementation.

Join now at: [www.sharemylesson.com](http://www.sharemylesson.com).

#### ■ continued from page 1



personal information is safe and will never be sold. Once they sign up, within minutes they'll receive an activation e-mail. Simply follow the instructions in that e-mail, and hundreds of thousands of resources developed by your colleagues will now be at your fingertips.

Union members want their Union to actively support them in their daily efforts to make a difference for students. Share My Lesson is a concrete example of solution-driven unionism. Hundreds of teachers have had a hand in developing Share My Lesson, and **you** are encouraged to participate as well. Please sign up today, and encourage your colleagues to use this resource as well.

#### By Teachers, For Teachers

Share My Lesson was developed by teachers, for teachers — preschool through college — to aid in improving student achievement. In addition to the teaching resources, there are a wealth of facts and statistics about the Common Core State Standards, including aligned curricula and lesson plans, the latest news, and relevant videos and links. The resources are categorized by grade level, subject, event and type. It also includes offerings from hundreds of content partners, including Folger Shakespeare Library, National Constitution Center, Colorin Colorado, and The Teaching Channel.

Current offerings on the internet can be difficult to navigate, produce unwieldy results, have hidden costs, and be cumbersome to upload. Share My Lesson provides an easy-to-use, one-stop source, and the core of the site is and will always be free. Registration is quick and easy and the information provided at sign-up is private and will never be shared or sold.

To join the Share My Lesson community, please visit [www.sharemylesson.com](http://www.sharemylesson.com).

#### Share My Lesson is for Teachers

Share My Lesson was created by AFT and TES Connect to support teachers in their daily work, by providing thousands of lesson plans and classroom resources developed by peers and through engagement in virtual learning

communities. To aid teachers in successful implementation, Share My Lesson features a significant resource bank specific to the Common Core State Standards. All Common Core content uploaded is quality checked by educators who are expert in their respective content areas and who have a well-defined understanding of the standards.

Share My Lesson offers one central location for online lesson plans and classroom resources created for teachers, by teachers, saving teachers' time in preparation, offering ideas that support teaching repertoire, and sharing expertise. All resources are generated by individual users or education partners and can be searched by grade level, subject, topic, and type.

#### Share My Lesson is for Paras and SRPs

Not solely for teachers, the AFT wants to ensure that Share My Lesson is a one-stop source for all the materials and inspiration paraprofessionals and school-related personnel need to tackle their challenges, stay motivated and be successful in the workplace. The website allows all members of the education community, from school nurses to paraprofessionals to food service staff, to collaborate on the best ways to enhance and support the learning process, in and out of the classroom.

Share My Lesson has materials to assist PSRPs in guiding educational conversations, ranging from course study components to managing student behavior and accommodating students with special needs.

#### Share My Lesson is for Parents

Share My Lesson hosts AFT-created resources specifically for parents that are an essential component in supplementing their child's educational development outside of school. Reinforcing what is taught in school helps parents connect with their kids, particularly in subjects that parents might not know well.

Parent resources range from building parent-teacher partnerships and combatting bullying to assisting with homework and understanding the new language in the Common Core State Standards.

#### Kudos to Innovation Fund Teachers

CTU President David Quolke and AFT/CTU Innovation Fund's Deborah Paden reported that congratulations are in order for CTU's K-2 Innovation Fund teachers from 2012-2013. These 18 CTU educators wrote CCSS lesson plans and currently have 131 lessons on AFT's Share My Lesson site!

They are: Sara Baldassar, Roberta Beisel, Stephanie

Bluffestone, Mary Kay Cerrito, Lisa Cline, Jacqueline Dietrich, Lorna Gamble, Melissa Hardy, Aida Hoxha, Linda Jakob, Kathryn Jeffery, Keisha Pitts-Bullard, Julie Reffner, Tracy Reid, Nicole Vitale, Raquel White, Debra Wightman, and Thomisa Zawadzki.

Congratulations to this outstanding group, and thanks for your efforts!

## Differentiated Compensation: Joint Oversight Committee and Joint Governing Panel

by **MaryAnn R. Fredrick**  
CTU 1st Vice President, Director of Negotiations,  
and Joint Governing Panel

Throughout this school year, we will be printing a series of articles that will help keep you informed of the development and progress of Cleveland's Differentiated Compensation System, also called the CDCS. Please follow our progress. In the next segment, you will be given the ability to contact the Joint Governing Panel to ask questions. We hope that you will also help us by participating in surveys and informational sessions as they are developed and presented throughout the next few months.

The 2013-2016 Collective Bargaining Agreement implements HB 525, Ohio Revised Code (ORC) 3311.78, provision of a Differentiated Compensation System. The old step-and-lane salary scale has been replaced.

**"Section 2. Wages and Other Compensation.** Effective with the 2013-2014 school year all employees will receive a four percent (4%) increase in their base salary. There will be no adjustment for movement on the index (vertical or horizontal movement) for classroom teachers or related service providers ("RSPs"). Classroom teachers will be placed on or between a level within a tier on the career pathway that reflects their adjusted compensation and licensure level per the Cleveland Differentiated System . . . ."

[Tentative Agreement pages 62-76]

Everyone begins with the 2008 salary step they were on during the 2012-13 school year and the addition of the 4% wage increase as bargained. Placement on the 15-level Differentiated Compensation Scale is determined by and should be reflected on your Contract of Employment with CMSD. Contracts were mailed the week of August 26, 2013. For more information, you may want to watch the Differentiated Compensation Video on the CTU Website by accessing [www.ctu-279.org](http://www.ctu-279.org). This will help you to better understand how your placement on the CDCS was determined.

Two entities will oversee and govern the Cleveland Differentiated Compensation System (CDCS). The Joint Oversight Committee (JOC), consists of eight members, four appointed by CMSD and four appointed by CTU. The members of the JOC are: from the CTU, Co-Chair Shari Obrenski, Mark Baumgartner, Leigh Bing, and Jason Edwards (AFT Educational Issues Department), and from CMSD, Co-Chair Christine Fowler-Mack, John Scanlan, Serena Houston-Edwards, and Brian Shelly.

The Joint Governing Panel (JGP) consists of six educators on assignment. Three are appointed by the CTU and three by CMSD. The members of the JGP are: Shanna Anekwe (Literacy/Math

Coach), Anne Fitzgerald (Franklin D. Roosevelt), MaryAnn Fredrick (Wilbur Wright), Loretta O'Callaghan (Promise Academy), Kimberly Porter-Federici (John Hay School of Science and Medicine), and Celeste Smith (Watterson-Lake.) The JGP is housed in Room 118 at the East High School building, the District's new Professional Development Center located at 1349 East 79 Street (at the intersection of East 79 Street and Superior Avenue).

The JGP is charged with: identifying an Academic Credit (AC) development process consistent with the CBA and approved by the JOC; identifying a menu of ACs for educators in all content areas and grade levels; making recommendations to the JOC about the AC menu; working with other data, District departments, and committees to ensure successful AC implementation within the Professional Development Plan; and recommending roles and responsibilities for Leader Teachers and Expert Teachers.

JGP membership was finalized prior to the opening of the school year, and JGP members have just recently settled into our location. We spent the first weeks trying to secure basic office furniture and supplies, getting to know one another, and learning more about Differentiated Compensation Systems, the provisions of the Collective Bargaining Agreement, the Differentiated Compensation MOU, and settling into our new roles.

The JGP and JOC met officially for the first time on August 28 at CMSD's new Headquarters. As a group, the JGP has begun exploring Ohio's Standards for High Quality Professional Development for Educators, developing a definition of High Quality Professional Development that would be AC-worthy, and defining the differences between in-services, seminars, conferences,

and training.

Prior to January 1, 2014, the JOC and JGP will be charged with determining the number of ACs awarded for the following four areas: Meeting Goals; Assignment; Eligible Coursework; and Educator Licensure and Status. They will begin to develop AC attainment for Professional Activities in the categories of: Professional Development; Contributions to Student Learning; Contributions to Colleagues; Overall Contributions to School and District; and other approved activities.

While the JOC oversees and approves JGP recommendations, the JGP will be the body that implements the program, and will assist stakeholders in understanding the system once it is more fully developed. There is much work to be done. The CDCS is a joint priority and we are all committed to developing a system that is "rooted in a desire to improve student achievement and to enhance the teaching and learning environment for faculty, staff and administrators."

The Differentiated Compensation MOU reiterates that CMSD and CTU are committed to treating educators as professionals and to giving educators the opportunity and choice for sustained professional growth, as well as rewarding the best and brightest in the profession.

Primarily, a differentiated compensation system will place an educator's opportunities to advance on the salary scale squarely on their own shoulders. Individuals now are able to control their advancement by accumulating 15 ACs in various ways that they feel will fit their own needs, and ultimately improve their practice and/or reward their professional achievement as exhibited in their evaluation's performance rating as it is reported to the State of Ohio.



# Intervention Specialists and the Planning Center

by Mary Moore

Article 15, Section 5 of the new CBA has an additional paragraph that seems to be causing a lot of confusion. It states:

“An intervention specialist will be identified and scheduled to provide services to students with IEPs in the Planning Center for a minimum of two (2) periods every day. If no students with IEPs are assigned to the Planning Center for that day, these periods shall be unassigned periods. Assignment to the Planning Center shall be voluntary. Intervention Specialists must submit in writing to both the principal and chapter chairperson their willingness to volunteer for the Planning Center assignment in lieu of a teaching assignment. If sufficient volunteers are not available to meet the needs of the Planning Center assignment, the principal and chapter chairperson shall determine the fairest and most appropriate solution. No intervention specialist shall be in-

voluntarily assigned to the Planning Center for two (2) consecutive school years. The intervention specialist assigned to the Planning Center will not replace or serve in lieu of the Planning Center Instructional Aide (PCIA).”

This additional contract language came about due to concerns that students on IEPs who are placed in the Planning Center (PC) might not receive special education services required by law. CMSD and CTU agreed during negotiations that there will be two periods per day that an Intervention Specialist will be assigned to work with these students on IEPs in the Planning Centers.

However, this does not have to be the same Intervention Specialist every day. The job can be shared by as many Intervention Specialists as each building sees fit.

Many of our Intervention Specialists are worried that they will not be able to provide the services the stu-

dents on their caseload need if they also have to provide services in the PC. However, CTU is working with CMSD to properly staff all buildings so no students are missing services to which they are entitled.

In some buildings, there is one Intervention Specialist covering all 10 periods a week. In other buildings, it is a different Intervention Specialist in each of the 10 periods. In some buildings, only resource teachers (Intervention Specialists without homerooms) have been assigned, and in other buildings, every Intervention Specialist takes a turn.

Four very important parts of this agreement to remember are:

- The Intervention Specialist is not there to replace the PCIA.
- If there are no students with IEPs assigned to the PC that day, the Intervention Specialist uses that time as an **unassigned** period.
- The assignment to the PC is **in lieu** of a teaching assignment.

It is **not** to be scheduled during an Intervention Specialist's daily planning period.

- If you are involuntarily assigned to the PC this year, you cannot be involuntarily assigned next year.

As the co-chair of the Joint Special Education Committee (JSEC), I have received many questions and concerns from our members regarding this section. I will bring those concerns to JSEC where we will troubleshoot as many of them as possible.

Please email any questions or concerns about the Planning Center and Intervention Specialist assignments to [marymoore@clevelandmetroschools.org](mailto:marymoore@clevelandmetroschools.org).

## Update

# Third Grade Guarantee

by Jillian Ahrens

In the 2014-15 school year, third grade students who have been retained, or who are “off-track” in reading must be taught reading by a teacher who meets one of the following requirements: holds a reading endorsement on the teacher's license; has completed a Master's degree with a major in reading; or has earned a passing score on a rigorous test of reading as selected by the Ohio State Board of Education.

The Ohio State Board of Education has selected the Praxis Teaching Reading: Elementary Education test (test code 5203). This test was newly developed by the Educational Testing Service.

Administration of this test will begin in October 2013. The first test window is scheduled for October 7-19, 2013. You can register now at [ets.org](http://ets.org). The cost of the test is \$139. The test takes approximately 2.5 hours and covers assessment and diagnostic teaching of reading, reading development, and writing in support of reading. A study guide is available on the Educational Testing Service website ([ets.org](http://ets.org)).

If you have any questions about the Third Grade Guarantee requirements or the test, please feel free to contact Jillian Ahrens, Tracy Radich, or Nicole Vitale.

## Reading Guarantee Background

Ohio's Third Grade Reading Guarantee is a program passed in 2012 by the Ohio legislature as part of Senate Bill 316, to identify and assist students behind grade level in reading, from kindergarten through third grade. Schools must provide help and support to make sure these identified students are on track for reading success by the end of third grade.

In Senate Bill 21, passed in May 2013 and signed by Governor John Kasich in June 2013, the Ohio General Assembly made changes to the original Reading Guarantee. As a result of the bill's changes, more teachers will be eligible to teach reading to students affected by the Third Grade Reading Guarantee. The bill also included a course of action for districts that will have too few qualified teachers to fully implement the guarantee this school year. It made additional provisions for students with disabilities and students who are English language learners.

## 2013-14 Requirements

Students entering third grade for the first time on or after July 1, 2013, who have been retained or are on a reading improvement plan, must have a teacher with at least one year of teaching experience.

Additionally, the teacher must meet one of the following qualifications required in law: hold a reading endorsement on the teacher's license; completed a Master's Degree with a major in reading; or have “above expected” rating for value added in reading instruction for the most recent, consecutive two school years.

## Future Requirements

The State Board of Education will develop reading competencies that will inform all reading credentials, training and teacher preparation by January 31, 2014. Beginning July 1, 2017, all educators licensed for grades pre-K-3 or 4-9 must pass a rigorous exam of reading instruction identified by the department.



## New Forms for Assault and Removal for Educational Intervention

by Jillian Ahrens

There are new forms in the Collective Bargaining Agreement for Assaults and for Removal for Educational Intervention (REI).

The Assault language and procedures have changed. Any verbal threat that causes serious physical, psychological, or emotional harm is now called “Menacing.” Any deliberate inappropriate touching or reckless conduct that causes serious physical, psychological, or emotional harm is now called “Assault.”

If you are assaulted or menaced, you need to complete the new “Pupil Employee Incident Form” and give it to your principal. **Always keep a copy for yourself!** Your principal must complete an investigation. The principal then completes the Article 15, Sections 10 and 11 Form that is to be sent to Hearings and Appeals. Once an assault or menacing is found to have happened, the student is to be transferred unless the assaulted/menaced teacher, the principal, **and** the CTU Chapter Chairperson agree that the student can remain at the school.

Right of Removal (ROR) is now called Removal for Educational Intervention (REI). The same process is to be used for REI as was used with ROR.

Please feel free to contact your Chapter Chairperson or Jillian Ahrens at the CTU office if you need a copy of these forms.

# Kids in Need Resource Center Improves “Shopping” Process

Cleveland Kids in Need Resource Center, formerly known as SHOPA, is continuing its new automated registration “shopping” process for teachers this year. Rather than having set weeks during which teachers from specific schools were able to come to the Center, the new process allows each teacher to select his/her own dates — once per semester — to visit the center. Tammi Davis, Program Manager and Volunteer Coordinator, hopes this will make it easier and more convenient for every eligible teacher to enjoy the free supplies available for their students.

## How to Schedule A Date to ‘Shop’

To select their dates, CMSD teachers must go to the website, [cleveland-kidsinneed.org](http://cleveland-kidsinneed.org), and choose (according to your computer) either “Teacher” or “Shop.” Please note: All CMSD teachers are **pre-registered** and do not have to go through the registration process.

Click on the large “Log In” button near the top of the page. The next screen will ask for your user name, which is your new CMSD email address. Select “Continue” on the next screen. You will then see a list of available shopping dates. Choose your date and continue to the next page. Read the rules and select “I agree.” At that point you will see a confirmation of your shopping date. Be sure to continue. You will then be emailed a copy of your confirmation with directions to the Center, as well as the rules and procedures.

## What’s Available?

This fall, the Center has the standard school supplies, as well as many other items such as Creativity for Kids kits and art supplies from Faber/Castell, crafts items from Jo-Ann, adhesive products and shelf lining from ShurTech, and school supplies from Walgreen’s. The Center also received large donations of art supplies and crafts from Darice and Pat Catan’s.

The Center participates in the First Book program, and even after its national distribution this summer still has about 70,000 new books, with class sets of various titles available for teachers. In addition, about a quarter-million dollars worth of furniture items were donated for teachers’ classrooms.

## About Cleveland Kids in Need Resource Center

Cleveland Kids in Need is part of a national network of 27 resource centers that provide free school supplies to teachers in schools with large numbers of needy children. These centers receive product donations from national manufacturers, distributors, and retailers of school and office supplies. These donations are coordinated by the National Kids In Need Foundation located in Dayton, Ohio.

The National Foundation’s mission is to recognize, promote and support initiatives that foster educational excellence by distributing materials through its network of Centers. While the National Foundation performs a very important role, it does not provide funding to operate any of the centers, including the Cleveland Kids In Need Resource Center.

The Cleveland Kids in Need Resource Center was opened in November, 2001 by a dedicated group of volunteers, using a donation from OfficeMax. The Center occupies 15,000 square feet at 3631 Perkins Avenue, near East 40 Street and Chester Avenue. Last year, thanks to a donation from Glidden, volunteers transformed a bleak, dull warehouse space into a bright, colorful, attractive place.

The Center is open for teacher “shopping” three days a week from 3:00 p.m. to 6:00 p.m., September through May. It is stocked with product donations received from national and local companies and organizations, and an annual “Stuff the Bus” event sponsored by the TV station Fox 8. Those



donations are sorted and shelved by volunteer and community service workers in a retail-style environment for selection by the teachers. There is a commitment to have certain core supplies like copy paper, filler paper, notebooks, pens, pencils, crayons, glue, glue sticks, scissors, etc. on the shelves at all times. Money is raised to purchase these core items. Because the Center buys in significant quantities, it can obtain supplies at about 40% below the retail price.

When the Cleveland Kids in Need Resource Center first opened in 2001, it supplied teachers at 25 CMSD elementary schools. Now in its twelfth year, the Center is able to offer free products to teachers at more than 200 eligible schools: public, parochial

and charter; elementary, middle, and high schools; and vocational schools in all of Cuyahoga County

This school year, the Center will receive more than \$2 million of free school supplies to distribute to over 80,000 students.

## Volunteers Needed

If you have friends or family members looking for volunteer opportunities, the Center is always looking for additional volunteer help. More volunteers are needed especially during weekday shopping days, and on the first Saturday of every month. Anyone interested in becoming a volunteer should call Tammi Davis at 216-361-0840 or email her at [tammi@clevelandkidsinneed.org](mailto:tammi@clevelandkidsinneed.org).



# Common Good Ohio and the CTU

by Mike Foley

Executive Director, Common Good Ohio

**Common Good Ohio (CGO) has been working in cooperation with AFT and CTU for the past year to develop a legitimate, independent, and strong parent and community group in Cleveland, to be a partner in pushing for strong public schools and legitimate ground-up reforms. The effort represents a larger, forward-thinking project that both AFT and CTU have initiated and supported in order to build a base and set the stage for real progressive, educational movement building in Ohio and the nation.**

As AFT and CTU understand, 2012 and 2013 were tough and interesting years in Cleveland. In the winter of 2012, Cleveland Mayor Frank Jack-

among the community, parents, teachers and local faith-based organizations.

We believe CGO has made strong strides towards fitting the bill of developing an organic, authentic, pro-public education organization in Cleveland. Through canvassing, phone banking, church meetings and old-fashioned organizing, we have well over 2,500 contacts who have expressed an interest and level of support for public education in Cleveland. We have held two large town hall meetings with almost 350 attendees, organized charter school protests, and testified in front of state and local legislative committees on matters of interest and importance to public education in Cleveland.

While we won't take credit for all of it, we were certainly one of the loudest voices in opposition to an irresponsible

school board proposal that would have used one-time District money to support a proposed new downtown school that purportedly would have benefited mostly non-Cleveland kids. In July, we had a working canvass in "Invest-

larger policy discussions/conflicts with District, State, etc.; and 4) anti-privatization/bad charter accountability work.

We appreciate the leadership that CTU President Quolke and the Execu-

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**However, one thing that absolutely became apparent was the need for pro-public education allies among the community, parents, teachers and local faith-based organizations.**

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**As AFT and CTU understand, 2012 and 2013 were tough and interesting years in Cleveland.**

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son, with the help and assistance of the Cleveland foundation community, business establishment, and Governor Kasich, sought serious and threatening changes to collective bargaining laws, charter school acceptance, and overall education policy in Cleveland. CTU and AFT, in cooperation with some local legislators, were able to ameliorate and fight back some of the worst proposals in the legislation, and generally engage in real collective bargaining and compromise, which resulted in the "Cleveland Plan" being passed in 2012.

For many in the Cleveland community, the paucity of authentic parent and community voices in the discussion was absolutely noticeable. While many lauded Mayor Jackson for his motives in expanding the educational value for the mostly poor children in Cleveland, some of the partners he came to the dance with brought Michelle Rhee-style right-wing, anti-teacher and anti-public educational agendas. Ultimately, an uneasy agreement was developed between the Mayor, his partners, the CTU and the AFT. The bill was passed in the spring. That fall, we were able to pass a school levy. However, one thing that absolutely became apparent was the need for pro-public education allies

ment School" neighborhoods, getting pledge cards from Clevelanders to support our effort to make large non-profits pay "Payments in Lieu of Taxes" to the schools. Over 1300 pledge cards were gathered in a five-week period.

CGO is working with CTU, OFT and AFT, the faith community, parents, and our members to advocate and organize for real change. Towards that end we have developed the following agenda for 2013: 1) "Investment School" parent / community organizing; 2) Payment in Lieu of Taxes (PILOT) project with big non-profits; 3) developing strong parent voices for

tive Committee have taken in supporting this work. It's been a tough time for both the American labor movement and public education advocates in general, but we think that efforts like the support for Common Good Ohio will be beneficial over time, to help reinvigorate both and add value to the forces who support strong, quality public education in Cleveland and America.

[Editor's Note: For more information about the statewide non-profit Common Good Ohio and how you can be part of this effort, go to [www.commongoodohio.org](http://www.commongoodohio.org).]

## About Mike Foley

State Representative Mike Foley (D-Cleveland) of the 14th District has represented constituents in Brook Park, Parma Heights, and Cleveland Wards 17, 18 and 19 since May 2006. He won his last term as State Rep in November 2012. Mike Foley has a history of defending the rights of Ohioans, especially in the area of housing.

As a community organizer for the St. Clair-Superior Coalition in the mid-1980's, Rep. Foley was responsible for block club organizing in the neighborhood and managing its safety. His work with homeowners and tenants in fighting absentee landlords resulted in developing a unified neighborhood housing preservation strategy. Efforts under his leadership also led the courts to sentence at least one landlord to live in his own rundown apartments.

Mike Foley served as field representative for Cleveland's Community Relations Board, then moved to the Cleveland Municipal Housing Court, where he worked as court administrator, a personal bailiff and a judicial clerk.

The Cleveland Tenants Organization hired Rep. Foley in 1997. He worked there for nine years, becoming executive director in 1999. He preserved and strengthened one of the most respected housing rights organization in the country. Under his watch, the CTO worked

with thousands of families to save them from being displaced by the U.S. Department of Housing and Urban Development. Rep. Foley's work helped bring in more than \$160 million in affordable housing construction and renovation, performed by union labor. He also organized the largest rent strike in Ohio history at Columbia Park Manufactured Home Park, when out-of-state landlords bought the park and raised senior citizen rents by 25%.

As an attorney, Mike Foley successfully represented victims of the first predatory lending cases in Cuyahoga County in the late 1990's. He continues to help victims of security deposit scams and families hurt by lead-based paint.

Rep. Foley currently sits on the Insurance Committee, Ways and Means, Public Utilities, and the Financial Institution, Housing and Urban Development Committees. He has worked on issues including foreclosures, alternative energy, the environment, cable deregulation, retiree benefits, consumer rights and tax code reform.



# COMMON GOOD OHIO

*Economic justice for the people of Ohio.*

# Charter School Staffs Rise Up!

by Jesse Drews

National Representative, American Federation of Teachers

As Cleveland Metropolitan School District schools get in full swing this school year, right in the same neighborhoods, school has started at over 65 non-union charter schools. Unlike Cleveland Teachers Union members, charter teachers and staff have no real voice in how their school runs and the working conditions they face as professional educators. Without a union, they are unable to speak up for the needs of their students without fear of retaliation.

The American Federation of Teachers and its affiliates are working across the country to support teachers to establish a collective voice by organizing a union. By coming together in the AFT, charter and traditional public school teachers can be the strongest voice for public education and social justice.

Already, over 8,000 charter school staff members are part of AFT. In

**By coming together in the AFT, charter and traditional public school teachers can be the strongest voice for public education and social justice.**

**At the same time, the AFT is working with legislators and community partners to make sure charter schools are held accountable and to the same standards as district schools.**

Chicago, over 400 teachers and staff recently won union recognition at the UNO schools, and they are negotiating their first contract to win a formal voice in decision-making, professional development and evaluation. In Detroit, teachers at Caesar Chavez Academy are sitting down to bargain their first contract after overwhelmingly voting to form a union last spring.

At the same time, the AFT is working with legislators and community partners to make sure charter schools are held accountable and to the same standards as district schools. The same corporate interests that pushed for voucher programs are now trying to use charter schools to eliminate public schools and teacher unions. We have all seen the news stories in the last few years of fraud, waste and abuse at some charter schools. We can't allow people to use our schools and children as vehicles for their profit-making while our schools suffer large

**The same corporate interests that pushed for voucher programs are now trying to use charter schools to eliminate public schools and teacher unions.**

class sizes and insufficient resources.

Locally, my colleagues and I at the Cleveland Alliance of Charter Teachers and Staff (Cleveland ACTS-AFT) are partnering with the CTU to reach out to teachers and talk to them about challenges at their schools. We are also connecting them to professional development opportunities, and supporting them in forming a union.

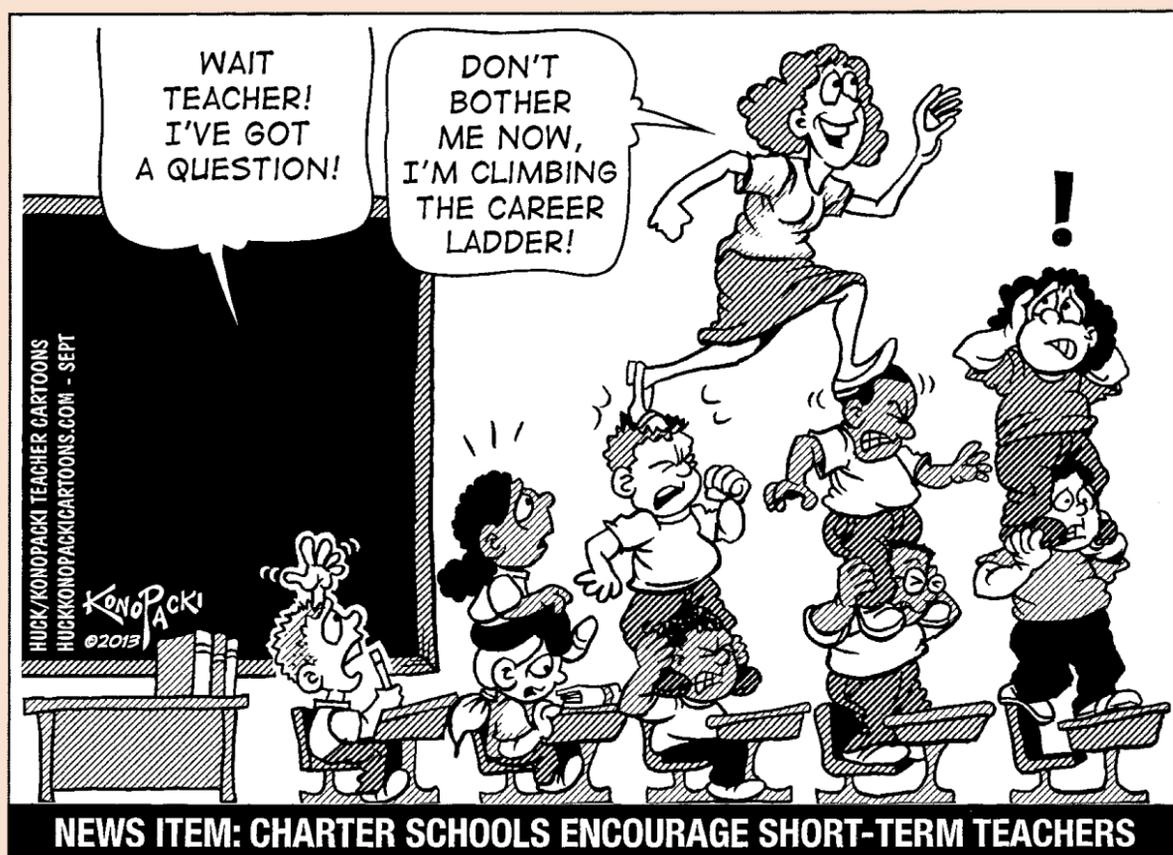
Over the summer, Cleveland ACTS organizers have knocked on doors, made phone calls, and heard stories of teachers and staff being ignored or intimidated by school administrators when they speak up for themselves and the needs of their students. This can include having no voice in setting curriculum, no lunch or break times, and inconsistency in school policies. As a result, charter teachers face job burnout and leave their jobs quickly, causing turnover of 25% to over 50% yearly at many schools.

When charter teachers and staff begin to organize, they often face administrators determined to stop them from unionizing. Often, anti-union charter school operators use one-on-one meetings, misleading literature, and high-paid lawyers to scare teachers and staff into voting against forming a union. Right now in Philadelphia, parents and the community are standing with teachers against Olney ASPIRA High School, a charter school that is fight-

ing its teachers' union drive. According to the Philadelphia Daily News, ASPIRA has spent \$17,000 in legal fees fighting the union drive, and ASPIRA has threatened to spend over \$400,000 to silence its teachers. Despite all this money spent, teachers and staff at Olney High are standing strong and are committed to forming their union.

**Cleveland charter teachers and staff need your support to win their union.** Stay tuned in the coming months for ways to show your support. If you know a charter school teacher in Cleveland, I encourage you to talk to them about why you're a union member and learn about the challenges they face. Then, talk to your chapter chair or call us at the Cleveland ACTS office (216-664-0729) so an organizer can connect with them.

**As a result, charter teachers face job burnout and leave their jobs quickly, causing turnover of 25% to over 50% yearly at many schools.**



**NEWS ITEM: CHARTER SCHOOLS ENCOURAGE SHORT-TERM TEACHERS**

## CTU, Esperanza, AFT & First Book Partner to Bring Books to Cleveland Kids

by Jillian Ahrens

The Cleveland Teachers Union partnered with the AFT, First Book, and Esperanza to distribute over 6,000 books to the children of Cleveland on July 25, 2013. In a festival of books and fun, children enjoyed picking out new books to take home.

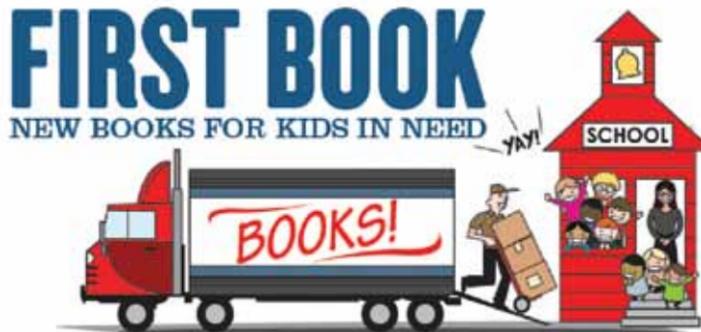
Three artists, including two CTU art teachers, were on hand to do face painting for the children. A DJ played music as hot dogs, chips, and bottled water were passed out. The hot dogs were donated by Windows on the River; the chips were donated by Dan-Dee; and the water was donated by CMSD.

A local illustrator, Barry Gott, talked with the children about how he illustrates books and autographed copies of his book. Books were distributed in CTU bags, creating a visual impact that could be seen for several blocks around the event, drawing in more people.

The turnout was incredible. Having families, educators and children come together to celebrate books and reading was a great way to connect.

During the summer, many families and students may not have easy access to books. This summer event not only brought much needed resources to the students of Cleveland, but it also infused the children with a sense of excitement and joy to find themselves engaged in reading. The event helped keep students reading over the summer, which will help them in school this fall. By igniting the love of reading within families and children, this event can help set the stage for future academic success.

The CTU would like to thank all of the teachers, paraprofessionals, retired teachers, and support staff who came out to help organize and run this truly unique event.



## AFT Expands First Book Partnership

At the national convention this past July in Detroit, the American Federation of Teachers (AFT) announced a major expansion of their ongoing partnership with First Book.

First Book and the AFT have completed successful pilot projects together in over 20 cities across the country, including Cleveland, putting nearly 250,000 new books into the hands of children from low-income families. At the convention, AFT president Randi Weingarten challenged the assembled educators to distribute 5,000,000 new books over the next year.

“AFT members and affiliates have already ensured that thousands of children have books at home that they otherwise would not have had,” said Weingarten. “Having books of their own can open children’s minds to learning and literature, and introduce them to worlds beyond their own. This is our new challenge. I am calling on AFT members to partner with First Book to distribute

five million new books this year to students in need.”

By working with the AFT, one of the nation’s largest unions of teachers and educators, First Book is able to reach thousands more Title I schools that are badly in need of quality books and educational resources.

“Teachers understand the importance of books and reading better than anyone,” said Kyle Zimmer, president and CEO of First Book. “Without an ongoing supply of quality books, children miss out on the chance to become strong readers and successful students.

“By working with our friends in the AFT, we’re able to reach thousands more schools serving kids in need. The dedication of these educators is inspiring. Everyone at First Book is proud to be able to help them make a difference in their students’ lives.”



## About First Book

First Book provides new books to children in need, addressing one of the most important factors affecting literacy – access to books. First Book has distributed more than 100 million free and low-cost books in thousands of communities, and has offices in the U.S. and Canada.

First Book President, Kyle Zimmer, founded First Book with two friends in 1992 to create an organization dedicated to providing new books to children in need. In that first year, First Book distributed 12,000 books in three communities. Now, First Book delivers more than 35,000 new books on average per day.

In order to receive new books from First Book, a school district or organization must register as a recipient group. To be eligible, at least 70% of the children in the program or school must come from low-income families.

Eligible programs receive access to the “First Book Mar-

ketplace,” offering new books at 50-90% off retail prices, as well as access to free books through the First Book National Book Bank and book grants through First Book’s local Advisory Boards.

For more information about the First Book program, visit [www.firstbook.org](http://www.firstbook.org).

First Book offers donation and volunteer opportunities. Donations to First Book are tax-deductible. Every \$10 buys four new books for a child in need and 97 cents of every dollar goes directly to First Book’s mission — making it possible to reach more children with more wonderful new books.

For those interested in volunteering, at the local level, activities are managed by First Book Advisory Boards. First Book Advisory Boards (ABs) are an extensive network of volunteer community leaders serving as ambassadors dedicated to fundraising, providing book grants to local literacy programs, and raising awareness of literacy issues within communities, college campuses and universities.



# 50TH ANNIVERSARY MARCH ON WASHINGTON FOR JOBS & FREEDOM

by Stephanie Henderson

CTU's Civil, Democratic & Human Rights Committee, in collaboration with the AFT, sponsored a bus for members of our Union and the community to participate in the 50th Anniversary of Dr. Martin Luther King, Jr.'s March on Washington August 23-24. Participants were provided with an AFT T-shirt, lunch, transportation to and from the March, and various souvenirs.

More photos,  
article  
on next page

**“I believe that unarmed truth and unconditional love will have the final word in reality. That is why right, temporarily defeated, is stronger than evil triumphant.”**

**— Dr. Martin Luther King, Jr., 1964**



Pastor Aaron Phillips of Sure House Baptist Church, who was one of the community members traveling with the CTU, remarked that the AFT had a banner for every state, which Mike Cook, of Common Good Ohio, and Stephanie Henderson carried for the Ohio delegation. Wearing the AFT shirts helped identify participants from AFT organizations across the country.

Jahmal Edwards, a 2002 graduate of Collinwood High School, said, “This trip was awesome, and the best part about it was that it was free. Currently, I am laid off and I would not have been able to afford the trip, but having connections to the Cleveland Teachers Union and Common Good Ohio, I was able to find out about the opportunity and experience it.

“This was amazing, being that in many cases what holds people back is the perception that it could not be done, or it costs too much money. Opportunity is opportunity, and the amount of knowledge and determination that I gained will be able to pay back a little of what was given to me. I am determined to move forward with my goals and follow in the steps of the Cleveland Teachers Union members. Having parents and family members in education gives unique vantage points of the community, and I intend on using this insight to empower people and communities as a whole locally and nationwide.”

Colleen Williams, an intervention specialist at the Downtown Education Center, said that the historical significance of this trip was so important that she brought her 12-year-old daughter Clairise and several other family members ranging from age 43 to 72.

“Once we arrived at RFK stadium, my daughter was surprised at the number of people who came from all over the country and were there so early in the morning,” said Ms. Williams. “Yet, it was the Metro ride that really amazed her. She saw many different nationalities and inquired about all the different languages being spoken by the riders. As we walked to the National Mall, there was even more diversity represented, and she thanked me for giving her a chance to be a part of history.”

This trip had a positive impact on many of the participants. Yet as educators, one speaker who made a lasting impression on the crowd was Asean Johnson, a 9-year-old Chicago student. He was the youngest speaker at the event in Washington, D.C., a distinction that fell 50 years ago to John Lewis. The young elementary school student spoke about the need for renewed funds and resources for the nation's public schools. After Asean spoke, the crowd cheered for a young man who was well on his way to “Reclaiming the Promise” of Dr. King's Dream!



# 50TH ANNIVERSARY MARCH ON WASHINGTON FOR JOBS & FREEDOM

## The Dream: Still A Work in Progress

by Andrea Dockery and Dorothy Fair

Cleveland Teachers Union members made history as attendees at the 50th Anniversary of Dr. Martin Luther King, Jr.'s March on Washington, DC, Saturday, August 24, 2013. With hundreds of locals convening in DC early that morning, the day was one of the most powerful, memorable moments in our lives.

The crowd stood for hours, listening to a host of speakers, and pausing to reflect on our nation's civil rights' legacy, then and now. Leaders from many religious, civic, and civil rights' groups paid respect and verbal tributes to Dr. King and explained the significance of

the historic March to attendees of all ages. A special highlight for some CTU members was meeting people who had attended the original March in 1963.

"It was awesome!" said Dorothy Fair, CTU Trustee. "Words cannot describe the positive electricity in the air. It was truly an honor to share in this historic event."

Although Wednesday, August 28, was the exact anniversary date, tens of thousands commemorated the event Saturday: enduring the heat; standing in long lines; and listening to many inspirational speakers, including Representative John Lewis, Minority Leader Nancy Pelosi, Myrlie Evers-Williams, the parents of Trayvon Martin, and Attorney General Eric Holder, among others. The day was a snapshot, a moment in time to reflect on where we have been and where we are going as a nation that believes "all men are cre-

ated equal."

This march was more than Jobs for Justice and the iconic "I Have Dream" speech. It was the gathering point to decry voter-ID laws, the Supreme Court's recent decision on the Voting Rights Act, racial profiling, and "Stand Your Ground" gun laws. In the words of Sybrina Fulton, "Trayvon Martin was my son, but he's not just my son, he's all of our sons, and we have to fight for our children."

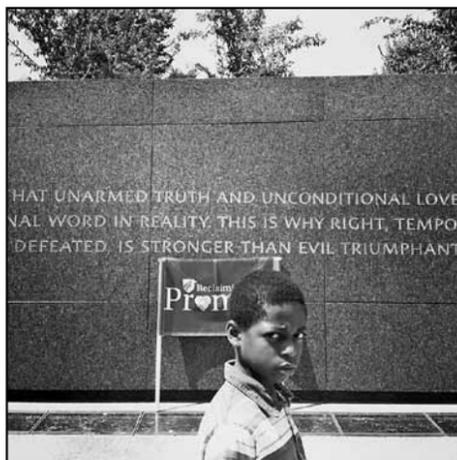
The March was a reminder to all Americans who believe in justice and fairness to stand up for others, to be strong in the face of injustice, and not complacent. "I am not going to stand by and let the Supreme Court take the right to vote away from us," Rep. Lewis said. "The vote is precious. It is almost sacred. It is the most powerful nonviolent tool we have in a Democratic society, and we've got to use it."

The March comes at a critical point in our nation's history. Unions

and working people have been living though constant attacks on their value and rights as workers. Income inequality threatens our nation's future, and big corporate interests continue to find new ways to use their money to influence our government. New attempts at voter suppression abound in many states.

The original March in Washington was a movement for justice — economic and social — for all Americans. Regarding Dr. King's dream for all, the AFT website states that "... when voter suppression laws threaten to disenfranchise the poor, people of color, young people and seniors; and when the gun lobby and ALEC have planted laws that allowed a racially profiled, unarmed teenager to be shot dead with no consequences to the perpetrator," then we still have a long way to go.

The Dream is still a work in progress.



## October is Anti-Bullying Month

October 2013 will mark the eighth annual National Bullying Prevention Month in many communities across the United States.

The campaign was initially developed as a week-long campaign in October of 2006 by PACER (Parent Advocacy Coalition for Educational Rights), in response to the need to prevent and raise awareness of bullying. PACER is an advocacy group whose mission is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families.

During the month of October, parents, educators, and civic leaders will unite to educate and raise awareness

of bullying, its consequences, and ways to prevent it.

In the past, bullying was seen as a childhood or teenage "rite of passage." Some thought it was a normal part of growing up, and "made kids tougher." However, studies have found that bullying has devastating effects on children and teenagers, including school avoidance, increased levels of anxiety, loss of self-esteem, and depression.

"Childhood bullying is a significant problem nationwide," said Paula F. Goldberg, executive director of PACER. "It can cause school absenteeism, mental and physical stress, poor school performance, poor self-esteem, and, in some cases, school violence. Statistics show that 160,000 children in the United States miss school each day as a result of being bullied. That's not acceptable. But teachers and parents can play a critical role in creating a climate where bullying is not tolerated. When adults and children stand together, bullying ends."

PACER has reached out to the com-



munity through partnerships with education-based organizations such as the American Federation of Teachers, the National Education Association, and the National PTA to provide schools, parents and students with resources to respond to bullying behavior and to begin the shift of societal acceptance of bullying to the social change of addressing the issue through education and support. Go to their website, [www.pacer.org/bullying](http://www.pacer.org/bullying), for more information and resources.

### 'Not on Our Watch' Targets CMSD Bullying

CTU and CMSD have been working collaboratively on a district-wide anti-bullying initiative called NOW, or *Not on Our Watch*. During the 2012-13 school year, teams of students from

CMSD schools were trained to be part of NOW teams. They shared their ideas for school-wide anti-bullying strategies at a NOW Summit funded by the NoVo Foundation.

This school year, CMSD and CTU are expanding the initiative; each school will select a CTU member to lead the NOW student team and coordinate anti-bullying activities in their school. The person will be compensated with a stipend.

This District-Union collaboration is an important part of CMSD's Humanware initiatives. The CMSD/CTU *Not on Our Watch* Committee members are: from CMSD, Denine Goolsby, Cardell Parker, and Darlene Toney, and from CTU, Dorothy Fair, Stephanie Henderson, Mary Moore, and Jim Wagner.



# YEAR REVIEW:

## CDHR Committee Provides Valuable PD for CTU Members

by Stephanie Henderson

The Civil, Democratic and Human Rights Committee (CDHR), chaired by Stephanie Henderson, planned and engaged CTU members in various professional development sessions throughout the 2012-2013 school year. The professional development sessions were mainly focused on providing members with relevant information to assist them in their classrooms. Some of the CDHR sessions covered timely topics that dealt with life outside the classroom, but with a civil, democratic and human rights focus.

The first PD session was "Issues that Impact Students in the 21st Century." There were speakers that dealt with bullying, abused and neglected students, politics in the classroom and sexual orientation. The evaluations indicated that the information was timely and very useful, however, many members requested additional time in the sessions. After reviewing the evaluations, it was decided to have a follow-up session on this topic.

The CDHR committee presented the "Festival of Fun and Learning" in December to showcase the diversity in CMSD. There were presentations on various cultures that represent our student population. Members were able to sample different food items as they learned about the various cultures.

During the month of February, the topic was "It's Not About Race or Gender." The topics covered in this session included racial profiling, ethnic sensitivity and sexual orientation. The White House Band also performed, to help participants relax while celebrating Black History month with a soul food meal with a side of jazz. One member commented that the information was informative, and she was provided with many resources and ideas that she couldn't wait to share with her co-workers. Several members expressed how they enjoyed coming into a music-filled environment, that "it improved my mood and released my stress!"

March was Women's History Month, so in keeping with the focus on women, the professional development centered on women's issues such as domestic violence, human trafficking and rape. Even though these topics were alarming for some members, the feedback that was provided also indicated that



there was a need to be aware of these issues, and the session was relevant and timely.

The follow-up session that members requested, "Issues that Impact Students II," was held in April. A light snack was provided, and the presentation from Michael G. Williams on social skills definitely made this a worthwhile event.

The final professional development session sponsored by CDHR was held in May at Barbara Byrd Bennett Professional Development Center.

Those who attended were treated to a light meal, smooth jazz, and topics that members could reflect on as they ended another year and began preparing for the next. There was one participant who commented that "this has been the best professional development in my 25 years with the District!"



Each session concluded with a raffle of various gift certificates. Please congratulate these past raffle winners when you see them.

Raffle winners were: Asrar Abuasi, Charles Ausbrook, Adriana Basho, Ernestine Baskerelle, Wanda Benford, Monica Black, Theresa Brown Bouyer, Gloria Brown, Beth Claudio, Sixto

Clausell, Kyle Corwin, Susan DiGioavanni, Ruth Fingerhut, Laronda Foster, Regina Franklin, Naimah Gooden, Steve Hanley, Geraldine Hardin-Washington, Sonjia Hart, Tracie Hawkins, Elizabeth Hernandez, Kenethia Holton, Aarion Hudson, Latif Hughes,

## It's Always IPDP Time!

by Bonnie Hedges & Jim Wagner

If you have renewed your license for certification any time in the last four years and you do not have a current IPDP (Individual Professional Development Plan) on file . . . it's time to get your IPDP completed! Please don't wait!

IPDPs are required to be **completed and approved prior** to taking any classes for renewal of a license or licenses. Otherwise, your coursework may not count toward your renewal.

The IPDP team from the CTU is available to come to buildings to conduct IPDP and License Renewal sessions. At these sessions, we explain the proper way to complete an IPDP and give advice when needed.

For the IPDP team to come to your building for an after school session, please have at least five interested CTU members who need to complete their IPDPs. The session lasts about an hour, and at the end of the session, your members will have completed IPDPs and a better understanding of the license renewal process. No worries, no fretting. It's that easy!

If you are interested in scheduling one of these sessions at your building, please email Jim Wagner ([jwagner@ctu279.org](mailto:jwagner@ctu279.org)) or call 216-861-7676 ext. 255, or email Bonnie Hedges ([bhedges@ctu279.org](mailto:bhedges@ctu279.org)) or call 216-861-7676 ext. 240, to request a session. Once the IPDP team has been notified, an email will be sent out with possible dates for the session to occur. A date is then verified with the person requesting the session. The session would be best presented in a computer lab, if available. If you need us, we will be there for you!

## PD Workshops Available

by Cherylane Jones-Williams  
Paraprofessionals Chapter Chair

The CTU presented "Shell-Shocked: Positive Processing through the Change," a two-hour VPD opportunity for paraprofessionals (upon approval of their building UCC) on September 19. The workshop was also open to teachers and other related-service personnel. The presenters were Michael Keith Jester and Michael Gary Williams, who discussed ways to accept and deal with many of the changes facing educators this school year: new assignments, investment schools, TDES, and more.

Additional PD opportunities will be available throughout the school year. Educators interested in participating can register online on the CMSD website's Professional Development link. For more information, call 216-851-3258.



# Necessary Transfers

■ continued from page 1

used the voluntary transfer process to apply and interview at one of the Open Position Fairs. Personnel Selection Committees from schools with open positions interviewed candidates during the transfer application period, and selected teachers to fill those positions. All CTU members are eligible to apply for open positions, and participate in the voluntary transfer process. In the past, any member who wanted to apply for a voluntary transfer had to submit a form to HR in the spring expressing their interest to apply for a transfer at the end of that school year; that is no longer required in the new CBA.

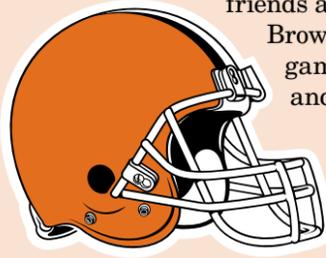
Interested teachers now must submit an "Interest to Interview Form" to each of the desired schools. The Personnel Selection Committee from each school decides who will be interviewed; neither an interview nor a position is guaranteed under the voluntary transfer process.

## Cleveland Browns Discounted Tickets

by Wendi Kral  
CTU Membership Chair

The Cleveland Browns and the Cleveland Teachers Union are proud to partner to bring CTU members an exclusive opportunity. For select games during the 2013 season, you can purchase Browns tickets at a discounted rate with savings of up to \$10 per ticket.

Share in the excitement of Cleveland Browns football, and feel free to extend this offer to your friends and family. Go to the link listed below, and use the promo code Browns2013 to purchase your tickets. Tickets are still available for these games: Baltimore Ravens/November 3, Jacksonville Jaguars/December 1, and Chicago Bears/ December 15.



# BROWNS

If you have any additional questions please contact Dave Campione at 440-824-6173 or by email at [dcampione@clevelandbrowns.com](mailto:dcampione@clevelandbrowns.com).

The link is: [https://oss.ticketmaster.com/html/groupcorp\\_start.html?l=EN&team=browns&owner=3502906&group=5340&err&event&customerID](https://oss.ticketmaster.com/html/groupcorp_start.html?l=EN&team=browns&owner=3502906&group=5340&err&event&customerID)

Use promo code Browns2013 to get the discounted prices.

# Golf Outing Raises Funds for CMSD Students

by Wendi Kral  
CTU Membership Chair

The annual CTU/CCU Charity Golf Outing held May 18, 2013, raised over \$9,500. All money raised at the event goes to scholarships for CMSD students. The outing was held at Bob-O-Links Golf Course in Avon, and over 100 CTU and CCU members, family and friends participated. The annual Golf Outing is a joint effort between CTU's Membership Committee and the Cleveland Custodians' Union, Local 777. Thank you to all who assisted and participated in this popular event.

Next year's event is set for May 17, 2014 — save the date! We hope to do even better next year.

*(Clockwise from right)* Robert Walters, John Pyle, Kevin Carter and CTU President David Quolke were one of the golf outing foursomes. Mr. Pyle is from NTA Life, a \$1,000 sponsor of the golf outing.

Scott Artbauer, (custodian at Garrett Morgan) partnered with Rich Shirak, Duane Gibson (President of CCU #777), and Ralph Beres. CCU's Scott Artbauer and CTU's Wendi Kral co-chaired the event.

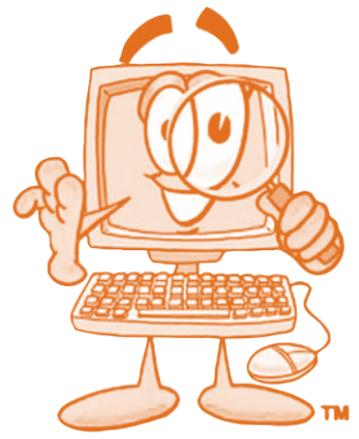
David Quolke and Dan Obrenski, husband of CTU 3rd Vice President Shari Obrenski, share strategy on the golf course.

Cleveland Teachers Union Local 279  
Cleveland Custodians Union Local 777  
Charity Golf Outing



CLEVELAND  
CUSTODIANS UNION  
LOCAL 777





**Free lesson plans** are available online for every topic and grade level. These can be excellent, creative supplements for your school curriculum.

- Scholastic Lesson Plans — <http://www.scholastic.com/browse/lessonplans.jsp>
- LessonPlanz — <http://www.lessonplanz.com/>
- Hot Chalk's Lesson Plans Page — <http://www.lessonplanspage.com/>

**Project-based learning** is a great idea but finding Web sites to aid in the process is tough. Check out the following sites to help build skills in e-learning, communication, collaboration and more:

Global School Net Projects, <http://www.globalschoolnet.org/index.cfm>, features brain-friendly e-learning projects to develop science, math,

literacy and communication skills; foster teamwork, civic responsibility and collaboration; and to encourage workforce preparedness and create multi-cultural understanding.

PBL-Online, [http://www.bie.org/tools/online\\_resources/pbl-online](http://www.bie.org/tools/online_resources/pbl-online), is a one-stop solution for Project-Based Learning. You'll find all the resources you need to design and manage high quality projects for middle and high school students. This site allows teachers to design their projects. It also contains project planning forms, rubrics and other paperwork, graphics and charts to keep you on track.

**Virtual field trips** are a great way to reach beyond the classroom. Explorers of all ages can join educational adventures with an emphasis on science, technology and nature. The GOALS website, <http://www.goals.com/Index.htm>, features adventures to

Laffittes and the Pacific Ocean aboard the sailing vessel Kyrnos; or promote environmental responsibility through school exchange programs, like Expedition 360 to encourage students to learn from each.

**Interactive assessments** can be found at eClicker Presenter, a paid app (\$14.99 for iPad, iPhones, etc.) and survey tool. Students can download the free companion app eClicker Audience. Teachers create and categorize a variety of question types; draw, take a picture, or use an existing photo; get instant reports on each session, and export the results for tracking over time. It handles up to 64 participants on an iPad and 32 on an iPhone or iPod Touch.

ShapeLink, <http://www.shape-link.com/>, is a free online exercise log to keep better track of your progress and stay motivated. This site can be

used for students, parents, faculty and community to engage in workouts and school-wide challenges. Not just for Physical Education teachers! Encourage those who use it to create goals and share workouts with others.

And just what if your school is not outfitted with the latest technology? Visit [http://teachersnetwork.org/Grants/grants\\_technology.htm](http://teachersnetwork.org/Grants/grants_technology.htm) to learn more about grants for teachers and their students.

## Ohio's New Report Card for Schools and Districts

by Mark Baumgartner

The State of Ohio has introduced a new report card system for schools and school districts. This new report card uses an A through F grading system, just like students receive in school. The letter grades replace the Excellent with Distinction through Academic Emergency ratings. The new report cards will be phased in over a three-year period with August 2013 being year one.

New letter grade report cards are based on six overall components: 1.) Achievement, 2.) Progress (value added), 3.) Gap Closing, 4.) Graduation Rates, 5.) K-3 Literacy, and 6.) Prepared for Success (graduated students who do not take remedial classes at post-secondary school). There is no decision yet on the weight given to each of these overall components to make up a final grade. Under each of the components are performance measures that make up the 18 individual grades a school or district will receive and those 18 grades taken together will yield an overall grade for a district beginning in August 2015.

The 17 performance measures under the six overall components are:

**Under Achievement** — 1.) Performance Indicators and 2.) Performance Index.

**Under Progress (Value-added)** — 3.) Value-Added All Students, 4.) Value-Added Gifted Students, 5.) Value Added Students with Disabilities, 6.) Value-Added Students in the Lowest 20% of Achievement State-wide, 7.) Value-Added High School. Value-added high school will not be available until PARCC Assessments are reported August 2016. As you can see, it's not just overall value-added, but value-added within subgroups of students.

**Under Gap Closing** — 8.) Annual Measurable Objectives. This is comparing 10 different sub groups of students to each other and closing the achievement gap. A district cannot

Performance Measures	Aug 2013	Aug 2014	Component	Aug 2015	Aug 2016+
<b>Overall Grade</b>	-	-		<b>Calculated</b>	<b>Calculated</b>
<b>Component Grade</b>	-	-		<b>Calculated</b>	<b>Calculated</b>
AMOs	Graded	Graded	Gap Closing (Graded)	Graded	Graded
Performance Index	Graded	Graded	Achievement (Graded)	Graded	Graded
Performance Indicators*	Graded	Graded		Graded	Graded
Graduation Rate (4-year)	Graded	Graded	Graduation Rate (Graded)	Graded	Graded
Graduation Rate (5-year)	Graded	Graded		Graded	Graded
Value-Added (Overall)	Graded	Graded	Progress (Graded)	Graded	Graded†
Value-Added: Gifted	Graded	Graded		Graded	Graded
Value-Added: SWD	Graded	Graded		Graded	Graded
Value-Added: Lowest Quintile	Graded	Graded		Graded	Graded
High School Progress	-	-		-	Graded§
Third Grade Guarantee Progress	Graded	Graded	K-3 Literacy (Graded)	Graded	Graded
College Admission Test**	-	Report Only	Prep for Success (Graded)	Report Only	Report Only
Dual Enrollment Credits	-	Report Only		Report Only	Report Only
Industry Credentials	-	Report Only		Report Only	Report Only
Honors Diplomas Awarded	-	Report Only		Report Only	Report Only
AP Participation & Score	-	Report Only		Report Only	Report Only
IB Participation & Score	-	Report Only		Report Only	Report Only
College & Career Ready Assessment	-	-	Prep for Success‡	Report Only	Report Only

- = Not Included At All

**Note:** For any building that a measure does not apply due to grade levels served, the State Board shall designate the performance measures that are applicable to the building and that must be calculated separately and used to calculate the buildings overall grade.

\* For the 2014 LRC, 80% proficient or higher will be required before an assessment indicator can be met (85% for grade 11). The SBOE will set the new percentage required when the PARCC assessments begin for the 2015 LRC. Beginning on the 2015 LRC, the indicators will include the gifted indicator, which measures the performance and growth of gifted students.

\*\* College Admission Test — Participation Rate and Non-Remediation Rate.

† In order for a building or district to receive an "A" in the Overall Value-Added measure, all of the Value-Added subgroup grades must be at least a "B".

§ The Value-Added grade for high school will be included in the "Progress" grouping pending a change in citations.

‡ The State Board of Education may include this measure in the Prepared for Success grade. The Preparation for Success component receives a grade like the other five components.

receive an A if even one of the 10 sub groups is not reaching the goal set for all students.

**Under Graduation Rate** — 9.) Four-year Graduation Rate and 10.) Five-year Graduation Rate.

**Under K-3 Literacy** — 11.) K-3 Literacy Improvement. This measure is tied to the Third Grade Reading Guarantee.

**Under Prepared for Success** — 12.) College Admission Test, 13.) Dual Enrollment Credits, 14.) Industry Credentials, 15.) Honors Diplomas Awarded, 16.) Advanced Placement, and 17.) International Baccalaureate Program. These performance measures 12-17 in Prepared for Success will not receive a grade, they will merely be reported on the report card. The grade that will

be reported for Prepared for Success is the percentage of students who demonstrate College and Career Readiness. An example would be if a student receives an Honors Diploma, then that student has demonstrated College Readiness.

For this past school year, and reported in August 2013, only nine components were given a grade. CMSD re-

ceived seven Fs and two Cs. The nine categories were Performance Indicators, Performance Index, Value-added for All Students, Value-added Gifted Students, Value-added Students with Disabilities, and Value-added Students in the Lowest 20% of Achievement Statewide, Annual Measurable Objectives, Four-year Graduation Rate, and Five-year Graduation Rate.



# Teachers' Guide for **Extended Day Time**

Beginning this school year with the new CBA, all teachers have a 440-minute school day. Some schools are using creative ideas to make the best use of this additional professional time for their staffs.

The CBA defines certain items that are guaranteed for each teacher: ten minutes of unassigned time before the beginning of the instructional day; 40-minute uninterrupted duty-free lunch; one planning period during each student instructional day (50 minutes in K-8 schools); and one 50-minute planning period each week outside of the student school day.

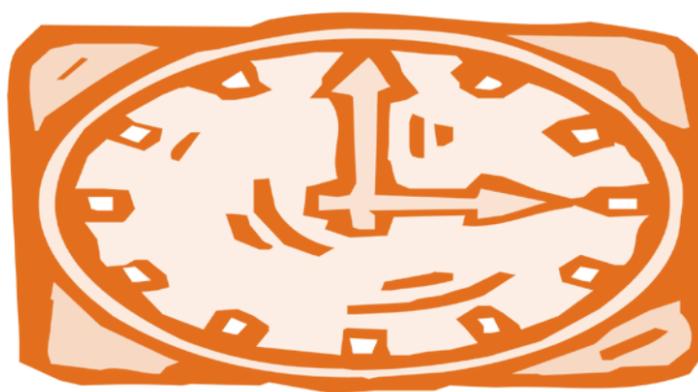
The additional 200 minutes of extended time per five-day week is to

**Extended day time is not supposed to be 'teacher detention.'**

be used for professional time, which is defined in the new CBA. Participation in specific structured activities during professional time is expected only if it is relevant to that teacher's job. "It's not supposed to be 'teacher detention,'"

explained a CTU officer. "Most teachers take a lot of schoolwork home to finish; this professional time is supposed to be an opportunity for them to do much of that work at school." The principal, chapter chair and Academic Progress Team (APT) are responsible to collaboratively "seek input from staff and establish the schedule for standing formal commitments." Schools can opt to schedule four 50-minute periods of professional time over four days, instead of five 40-minute periods over five days; several schools have chosen this option.

Formal commitments for this time include the Student Support Team, department meetings, faculty meetings, and professional development activities. The CBA states that while structured professional development activities are to be part of this time, the principal, chapter chair and APT must ensure that sufficient professional time remains for more "individualized experiences" for teachers, such as



IEP meetings, office hours, and record keeping.

At least 40 minutes of the extended time per week is to be reserved for "individual professional activities," and at least 40 minutes per week is to be reserved for "collaborative professional activities."

The CBA also states that a school's professional activities can be activities outlined in the school's approved AAP. All of the following are acceptable professional activities for extended time: Professional Learning Communities (PLCs); team time, including the PLC team, vertical team and horizontal team; office hours; school

committee meetings; parent conferences; PD and training; new programs; record keeping; vertical planning; IEP meetings; SST meetings; general collaboration; interventions; meeting with new students; and faculty meetings.

As before, the Union is to have

input into the agenda of the faculty meetings, and the last ten minutes of faculty meetings are still reserved for Union business.

Article 9 in the CBA covers the subject of schedules, extended time and its appropriate uses. Appropriate scheduling and thoughtful planning around extended time can provide valuable professional activities that truly enhance CTU teachers' professional skills, and bring benefits to their CMSD students. If you have questions or concerns about your school's scheduling or its use of extended time, contact your chapter chair or call the CTU office at 216-861-7676.

## Philadelphia: Schools in Crisis

Philadelphia closed 24 schools this fall, one out of every ten, and laid off 3,800 teachers and support staff, 20% of school employees. Classrooms are overcrowded and support staff is almost nonexistent. Besides educational concerns, parents are alarmed about basic health and safety issues, calling the situation "dangerous and unsustainable." However, nine new charter schools have opened there.

In 2011, Pennsylvania Gov. Tom Corbett reversed former Gov. Ed Rendell's school funding formula, which would have put Philadelphia on an equal funding footing with the rest of the state. The resulting budget cuts and the new formula have cost Philly schools more than \$304 million; Gov. Corbett has only come up with \$16 million to fill the gap. In the meantime, the charter school budget was increased by \$107 million. (Just weeks before school opened, Pennsylvania charter school operators went directly to the Governor to ask for an additional \$150 million annually, since other policymakers neglected to change the funding formula in the charter schools' favor.)

The Philadelphia school system teaches 10% of Pennsylvania's students, but has been hit with 25% of the Corbett education budget cuts. The state has run the school system since 2001. Under state control, Philadelphia schools are governed by a five-member state-run board called the School Reform Commission (SRC). Currently, the SRC has two members appointed by Gov. Corbett, two members nominated by Mayor Nutter, and one holdover from former Gov. Rendell, who has been the only dissenting vote on the SRC. Since it took over, the

SRC and former superintendents have given millions of dollars to several outside, for-profit vendors.

Philadelphia Mayor Michael Nutter asked for \$130 million in additional state funding for the schools, but received only \$16 million. Federal funding provided \$45 million in debt forgiveness to the state that was meant to address the Philadelphia funding gap, but Gov. Corbett is holding that money hostage until Philly teachers take a 10-20% pay cut.

## Lorain: State Takes Over Schools

The Lorain City School District received notice from the Ohio Department of Education last spring that it was being taken over by the state. According to Ohio law, if a district is in academic emergency and fails to make progress for four or more years, the Department of Education must take over the district and improve it under the guidance of an Academic Distress Commission.

The Commission must be comprised of five members, three appointed by the State Superintendent of Public Instruction and two appointed by the local school board president. The district then remains under state takeover until it improves, or until the state superintendent decides the Commission is no longer necessary.

Lorain and Youngstown are the only Ohio districts currently in academic takeover. Cleveland schools avoided a state takeover only because the Ohio Department of Education officials accepted the District's passage of the Cleveland Plan legislation as an acceptable option.

Under Ohio law, the Academic Distress Commission will work with the district school board, but it ultimately has the authority to appoint, reassign and terminate school administrators. The Commission also has the power to establish a budget, approve expenditures for the district, and contract with private entities.

An academic recovery plan must be created within 120 days of the creation of the Commission. The plan must then be approved by the state superintendent before it can be instituted.

The Commission can only be disbanded if the state superintendent determines the local board can function without the Commission, or if the district reaches at least a "C" grade for two out of three years under the new state report card system.

The City Council passed a \$2-per-pack cigarette tax that would have generated \$74 million for the schools, but the state failed to enact it. Mayor Nutter has not yet asked the city's wealthiest tax-exempt organizations to make any payments to help offset the deficit. At the same time, Pennsylvania corporations are enjoying \$2.4 billion in tax breaks, windfalls that have been placed in the tax code over the past ten years. Gov. Corbett wants to add even more tax breaks for wealthy

businesses. The state's "impact fee," or tax for natural gas producers (such as frackers), is the lowest in the nation, costing schools additional millions of dollars.

According to Samantha Winslow of Labor Notes, Philly teachers union offered a wage freeze, and to pay more for health care, if the laid-off workers would be brought back. But Nutter demanded more: \$130 million in concessions, including up to a 13% pay cut and the right to subcontract, extend the work day, and limit job security and seniority. The district even proposed to take away teachers' right to a desk, drinking fountains, and rooms for counselors to meet with students, along with copy machines and materials for classrooms.

"The narrative is that teachers need to make more sacrifice," said Sam Reed, a Philadelphia middle school teacher and activist. But there is money to fund Philadelphia schools: "It's just the will isn't there."

Winslow argues, "School closings have been a national trend for a decade, in line with the corporate vision of moving away from a neighborhood-school model to make schools compete like businesses. Proponents say it gives parents choices. In reality it pushes parents and students to vie to be accepted at charters and magnet schools while the majority of schools are underfunded. The top-down education privatization agenda, pushed so successfully by billionaires like Bill Gates and Eli Broad, is supposed to be all about the kids. But children are the hardest hit by the bulldozer of 'reform.'"

# THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

## Solution-Driven Unionism . . . CTU Style

■ continued from back page

Cleveland schools of over \$40 million.

In the midst of the SB5 battle, Cleveland's Mayor, CMSD's CEO and Board Chair, along with the Greater Cleveland Partnership, lobbied legislators to put SB 5-like provisions pertaining to education in the budget bill. Then House and Senate Republicans snuck a last-minute Cleveland-only provision in the state budget to convert public schools to charter schools. This was right out of the fiscal compendium playbook!

Largely because of the draconian education budget cuts Governor Kasich and Republican leaders imposed, over 800 CTU members were cut in the spring.

CTU responded by mobilizing our members, engaging in massive rallies both locally and in Columbus, successfully collecting the thousands of signatures needed to place SB 5 on the November ballot, and partnering with OFT, OEA, and independent teachers unions in Northeast Ohio to lead the first efforts to repeal SB5/Issue 2, demonstrating **Solution-Driven Unionism**.

In the fall of 2011, over 350 CTU members were recalled to fill open positions identified over the summer. Yet class sizes remain staffed at 40:1. As the campaign to repeal Issue 2 heated up, so did the media and right wing attacks on public employees, largely educators. The District walked away from CTU contract proposals that would have saved critical CMSD programs, and instead recommended eliminating preschool, spring sports and high school transportation in mid-year, to close the budget deficit. Ignoring a packed house of parents and CTU members who wanted to speak on the devastating proposed cuts during a School Board meeting, the District let five out-of-town Republican lawmakers tout the "benefits" SB 5 would give them in balancing the District's budget. CTU members and parents united singing "Solidarity Forever" and drowned out the lawmakers, who were eventually escorted out of the meeting.

Over 2,000 CTU volunteers made more than 800,000 phone calls and knocked on thousands of doors to educate Ohio voters about Issue 2, and Ohioans voted overwhelmingly to reject SB 5. CTU members once again stepped up to the table and ratified a contract that saved preschool, student athletics, and high school transportation, demonstrating **Solution-Driven Unionism**.

In the winter of 2012, less than two weeks after the repeal of SB 5, the Greater Cleveland Partnership announced it was prepared to focus on Cleveland-only legislation for CMSD.

In February, HB 525, "the Cleveland Plan," was rolled out. With bipartisan support in the Ohio General Assembly and only targeted at the CTU, HB 525 in its original form was far worse than SB 5 and contained a devastating provision known as "Fresh Start" that would mandate our entire collective bargaining agreement be wiped out and force any negotiations to start from scratch. Using the theme that

turned out in huge numbers to phone bank, canvass neighborhoods, and talk with neighbors and colleagues to support Issue 107, a 15-mill Cleveland Schools levy and the re-election of President Barack Obama and Senator Sherrod Brown. The levy passed with 57% of the vote. President Obama was re-elected, winning Ohio. Senator Brown was re-elected. In January, CMSD restored the school day and

System. The spring of 2013 resulted in no layoffs for the first time in over four years. These actions demonstrated **Solution-Driven Unionism**.

We do have our work cut out for us, but time and time again, our CTU leadership, our building leadership, our teachers, our paraprofessionals, our related service providers, **all** our members have step up and delivered. Over the past five years, it was pretty clear that certain forces in our city and state wanted to eliminate the CTU. Not only did we stand our ground, but we delivered in every step of the way, including in our classrooms for the kids of the City of Cleveland.

We now have a three-year contract. A contract that is compliant with HB 525. A contract that is our roadmap for the next three years. A contract that is in place regardless of whether you are in an investment school, a pilot school, or one of our many other great schools. Our CBA is the document that both the District and the Union worked to develop collaboratively through interest-based bargaining, a CBA that is good for kids and fair to educators. That approach to Labor Management collaboration — **Solution-Driven Unionism** — is what we hope to see in each and every one of our schools.

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**It was clear that certain forces in our city and state wanted to eliminate the CTU. Not only did we stand our ground, but we delivered in every step of the way, including in our classrooms for the kids of the City of Cleveland.**

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"if you're not at the table then you are probably on the menu," and realizing that this ultimately would be decided by Governor Kasich and a Republican Ohio General Assembly that forced SB5 through, CTU attempted to amend a horrible piece of legislation into something less egregious. Our attempts to get some of the worst aspects out of the legislation were successful, including the Fresh Start Provision. The amended version of HB 525 passed and paved the way for a November levy campaign. Though far from perfect, CTU's work to mitigate some of the worst aspects of HB 525 demonstrated **Solution-Driven Unionism**.

In the spring of 2012, after stepping up to the plate around HB 525, CTU members overwhelmingly rejected a fact-finder's report that would have balanced the District's budget on the backs of CTU members. The District laid off 300+ CTU members, mostly art, music, physical education and media teachers, and reduced the school day for students by 40 minutes for the 2012-13 school year.

The 2012-13 school year opened to a shortened student day, and massive cuts to art, music, PE and media education for our students. CTU members once again rejected a concession-laden District proposal by a vote of over 90% of our membership. CTU members

recalled 200+ educators. The State of Ohio granted a waiver to CMSD, in effect keeping the District out of a state-appointed Academic Distress Commission. Using interest-based bargaining, the CMSD and CTU ratified a contract that incorporated the mandatory components of HB 525 and created a Differentiated Compensation



President Quolke distributes free books to children at the First Book event last summer.

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**O**ur CBA is the document that both the District and the Union worked to develop collaboratively through interest-based bargaining, a CBA that is good for kids and fair to educators. That approach to Labor Management collaboration — **Solution-Driven Unionism** — is what we hope to see in each and every one of our schools.

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# THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

## Reclaiming Public Education Through Solution-Driven Unionism . . . CTU Style

Welcome back to a new school year! I hope everyone was able to carve out some time during the summer to relax and take a collective sigh of relief as you prepared for the new school year. While many of you loaded your summer schedules with course work, SLO (Student Learning Objectives) training, Springboard training, or school-based professional development, it was encouraging not to spend the summer dealing with what had become an annual CMSD "tradition" of spring: massive layoffs, school closures, and budget cuts.

The support the Cleveland residents showed our schools by passing the 15-mill levy in November, and the subsequent three-year Collective Bargaining Agreement CTU membership ratified in the spring, laid the groundwork for what appears to be a strong start to this school year. As I visited schools the first weeks, I was impressed by the energy and focus that each and every CTU member showed during my time in the schools.

That's not to say that we haven't had our challenges getting off to a successful start. Staffing, both at the end of the school year and during the summer, still left us with 100+ open positions. The Corrective Action Schools (Investment Schools) process was anything but smooth from the beginning. Likewise, implementing the longer school day has raised many questions. But, just as we approached our last round of negotiations, the CTU and the CMSD are approaching these challenges through Labor Management collaboration. And we are focusing on problem solving, not finger pointing.

Additionally, as I talked to members during my school visits, almost to a person, every member wants to see that kind of Labor Management collaboration piece translate down to their school level. We understand you

don't improve teaching and learning by silencing the voices of those on the front lines who work most closely with our children.

And while we are all thankful we did not have to deal with layoffs, schools closings and budget cuts this year, a quick look to our east (Phila-

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**You don't improve teaching and learning by silencing the voices of those on the front lines who work most closely with our children.**

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delphia) and to our west (Chicago) is a stark reminder of the devastating cuts to public education that so many school districts continue to encounter, and so many of our union brothers and sisters are going through this school year.

Philadelphia, under the direction of the Boston Consulting Group (Remember them, the group brought in by past CEO Eugene Sanders, that helped develop — secretly and without stakeholder input — the infamous CMSD Transformation Plan?) and a Governor-appointed School Reform Commission (Pennsylvania's version of Ohio's Academic Distress Commission) closed 24 schools and laid off 3,800 employees in the middle of a bitter contract negotiations.

Chicago, on the heels of a week-long strike last school year, closed 50 schools and laid off 1,500+ teachers. The list goes on . . . Detroit schools are under a state-appointed Emergency Fiscal Manager, and the New Orleans school district, using the tragedy of Hurricane Katrina, has converted much of its public school system to charter schools.

Cleveland could have been very easily added to that list. Yet we are not there. We found a solution, albeit not perfect, a solution involving mandated legislative decisions that we would prefer had been handled in collective bargaining. But we did find a solution. And that solution was part of the reason we saw so many in this community rally behind our schools.

When I think about the events of the last five years, it is truly remarkable that in times of incredible attacks on our profession, we not only came through strong and united, but we also provided much of the leadership around school improvement efforts in

Cleveland. Think about it:

In 2008-09, we were being forced to go through metal detectors in our own schools and had to oppose the Democratic leadership on a budget that included the "Cleveland Early Adopter Program," legislation that attacked parts of our collective bargaining agreement. Yet even as we fought that battle, the CTU was leading reform efforts to strengthen our Peer Assistance and Review Program and provided leadership in ten Turn-around Schools with the help of the AFT, demonstrating **Solution-Driven Unionism**.

In 2009-10, CTU kicked off the school year with 3,000+ CTU members decked out in "With Us Not to Us" T-shirts at the CMSD Convocation at Quicken Loans Arena. The Boston Consultant Group, Dr. Eugene Sanders, and a select group of supporters had rolled out their Transformation Plan/school closing plan, crafted behind closed doors, with no CTU input and little-or-no parent/community input, just weeks before negotiations were scheduled to start. Then, in the middle of negotiations, the district laid



off 600+ teachers and 100+ paraprofessionals, closed 16 schools and insisted that staff at 22 buildings reapply for their positions. CTU remained united, the courts intervened, and an arbitrator stood behind the CTU and put a halt to the District's re-staffing plan. The Contract settlement saved the job of over 400 CTU members, and CTU collaborated with CMSD to provide the leadership to staff 14 federally-mandated SIG (School Improvement Grant) schools, demonstrating **Solution-Driven Unionism**.

In 2010-11, corporate, philanthropic, and legislative leaders waged an all-out attack on public education, teacher unions and public employees. Starting with the release of the movie "Waiting for Superman," local leaders and politicians waged a legislative attack on teacher unions and public school teachers. The Cleveland preview of the movie ended with a local foundation calling for all in the audience to march on Columbus to overturn teacher seniority provisions. November brought us Dr. Sanders' resignation as CEO, Ohioans electing John Kasich as Governor, and another reopening round of contract negotiations.

That new year included the CMSD "Fiscal Strategy-Project Compendium" that, like the Transformation Plan, was created in a vacuum and guided by the business community, select CMSD administrators, and of course, the Boston Consulting Group. One of its recommendations was to let the district go bankrupt so the state could step in and eliminate union contracts! Not to be outdone, February not only saw the Governor and Ohio Republicans introduce Senate Bill 5, aimed at destroying collective bargaining for Ohio's public employees, but also HB 1, the biennial budget which gutted the

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