CTU Wins 8-Month Battle Over Evaluation Arbitration

Accountability. Competence. Integrity. In the area of high-stakes teacher evaluation, these components are vital.

The CTU won an eight-month battle with CMSD leadership over this issue when the Credentialed Evaluator Agreement was signed at the end of January. This issue has been problematic across the state, as all Ohio school districts begin to implement the Ohio Teacher Evaluation System.

Background on Credentialed Evaluators

CTU recognized during the last negotiations that the issue of properly credentialed evaluators was critical to the success and functionality of the Teacher Development and Evaluation System (TDES). The CBOE also recognized the importance of this basic aspect of a fair and reliable evaluation system; they passed a Board Resolution around credentialed evaluators on April 23, 2013.

“We spent hours on the language of the Board resolution and agreed that accountability was important for CTU members, CMSD administrators, and the appointed Cleveland Board of Education members,” said CTU President David Quolke. “High stakes accountability meant ‘accountability for all.’”

The CBOE resolution identified several areas applicable to CMSD credentialed evaluators. The resolution stated: “Highly-trained, high-quality evaluators are required to ensure reliable, fair, consistent observation and review processes for CMSD educators,” and “. . . pursuant to ORC 3311.80, evaluators must complete State-sponsored evaluation training and have passed the on-line credentialing assessment.”

The resolution continued, “. . . in order to ensure system transparency and teacher confidence and to ensure the highest evaluator quality and consistency . . . sites to be used to complete evaluator credentialing assessments [are] to provide district proctors to manage the assessment process in compliance with the guidelines of the Ohio Department of Education.”

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The 2013-2016 Collective Bargain-
By Debbie Paden

**Educational Issues Chairperson**

With the implementation of the Common Core State Standards (CCSS) this year in 45 states and the District of Columbia, new assessments will begin next school year, 2014-2015.

Ohio is one of 18 states and the District of Columbia that will be using the PARCC assessments in grades 3-11. This is new in that testing and receiving a value-added ranking will now go all the way up to the 11th grade. Beginning next year in the high schools, three levels of English and math will be tested, and two levels of science and social studies.

There will be three required assessments in English and math. The first one is a performance-based assessment, which will consist of three different settings for students, with about four hours to complete, for English. In math, the time allowed is about two hours to work through a few short problems and about seven extended math problems. These performance assessments will take place in early spring and will be human scored.

Another of the required assessments is a Speaking and Listening assessment. This is flexible in when it can be administered.

The final assessment required is the end-of-the-year assessment in late spring. It will be machine scored, and should take about two hours to complete. There will be multiple choice and short answer problems in both English and math.

There will also be some optional tests available to districts, if they choose to use them: four different Diagnostic assessments (given early in the school year) and a mid-year assessment (given in January). It’s important to be aware of these changes coming to schools beginning next fall.

Balancing the time for assessment data and instructional time is a delicate process. Teachers do it all the time; let’s hope the District can handle the balance as well.

**PARCC Field Testing to Begin**

This spring, PARCC is field testing over a million questions around the country, to get an accurate picture of how the assessments will work in the “real world.” A mix of suburban, rural, and urban students will be tested, to ensure the questions are valid and reliable. Cleveland has been chosen as one of the test sites. Certain test items will be field tested in some schools and in some grades and subjects.

This Performance-Based Assessment

**PARCC Assessments, Field Testing, Coming to CMSD**

By Mary Moore

**CMSD currently has a shortage of Related Service Providers, specifically Occupational Therapists, Physical Therapists, Speech Language Pathologists, and Psychologists. As a result, some RSPs have caseloads that are over the recommended guidelines from the Ohio Department of Education.**

The Joint Special Education Committee (JSEC) was given the task of making recommendations regarding how CMSD should handle overages in RSP. Representatives from the various RSPs were asked to gather feedback from their members about these issues, and then bring that information back to JSEC. CTU and CMSD representatives from these areas (OT/PT, SLP and Psychologists) met to help JSEC develop solutions to improve the hiring practices, and resolve equity issues and time management issues faced by our RSPs.

The plan is that these recommendations will ultimately result in CMSD being able to stay within the ODE guidelines for caseloads. In case this is not possible, JSEC also developed recommendations for compensation for RSPs with caseload overages.

This work was done as a result of an MOU (Memorandum of Understanding) which specifically asked for solutions for these specific RSP issues. These solutions will also be used as a framework when solving future case-load issues for all of our special groups.

**JSEC Addresses RSP Shortage, Overages**

By MaryAnn Fredrick

CTU members have been waiting for the CTU's to be filled in regarding the Cleveland Differentiated Compensation System (CDCS).

In this day and age of instant gratification and 24-hour service, the immediate, push-a-button mentality takes control. However, some situations, especially those that require negotiation, are far from easy and instantaneous. Steady progress has been made, and the rest will follow.

It isn't for want of closure or lack of trying that we haven't yet reached consensus on some aspects of CDCS. Constant negotiations to reach agreement on the missing pieces continue. There is movement, and we are getting closer.

It also bears mentioning that throughout the life of the contract, some aspects of Differentiated Compensation will be added, deleted, and changed. Why? Because it must be balanced and fair to CMSD’s available funds as are all things CMSD. Sometimes it is best to go slow and more
CTU Takes Action

In September of 2013, President Quolke filed a grievance asking for the comprehensive list of credentialed evaluators, the dates they were credentialed, who proctored the credentialing test, and other pertinent information about CMSD's credentialing assessment process.

One would think this would have been a simple answer; said President Quolke, "since we just negotiated the language and the Board passed a resolution. But no, the grievance was ignored, without even the courtesy of a 'Grievance Denied' answer."

CTU then filed for Expeditied Arbitration in November, and informed the delegates of this fiasco. The District finally reacted, or overreacted, by contesting whether this situation merited Expeditied Arbitration, and suing the CTU in Common Pleas Court to avoid answering a simple grievance! Their answer was to take the beak to court, to try and stop CTU from getting an accurate list of credentialed evaluators, as the CBA and the CBOE resolution stated.

CTU Wins Resolution

The CTU resolved the grievance on January 31, 2014, and CMSD also dropped its frivolous suit against CTU. Some key highlights of the resolution follow.

In summary, all evaluators must be credentialed. Credentialing is accomplished by completing state-mandated training, and passing the on-line state credentialing assessment.

After April 23, 2013, the assessment must have been taken at a proctored CMSD site. Beginning January 31, 2014, a proctor will be assigned to monitor the assessment-taking process, and the names of the proctors and schedule for all assessments will be provided to the CTU President.

Supplemental Differentiated Stipends

(One-time Payments)

Meeting or exceeding building goals set through AAP process: $1,250
Improvement Goals on Selected GLS Survey: 900
Hard-to-staff grade level or subject matter: 1,000
Hard-to-staff schools (Determined by CBOE): 1,000

Related Service Providers and TDES/CDCS

On February 5, 2014, supervisors and CTU Chapter Chairs of the Related Service Providers (RSPs) met to begin conversations on expanding their two-event TDES evaluation cycle to a five-event cycle. According to the CBA, in order to be placed on the CBOE Salary Schedule for the 2014-15 School Year, their evaluation had to become commensurate with the current TDES System for teachers. Moving to a five-event cycle provides the required evidence to qualify the RSPs to move onto the CDCS as delineated in our CBA.

These meetings will continue as the observation components are being constructed. Jillian Ahrens, a member of the TDES Steering Committee, and Patricia Ferrara-Gunter, the Nurses’ Chapter Chair, have taken the lead on this initiative and are working closely with Paula Bevan, Jill Capel, and Chapter Chairs of RSPs to finish this arm of the TDES/CDCS connection.

So far, the five-event process will include two walk-throughs, an announced observation, and an unannounced observation. Because the work of these professionals in nature, the process will be different than the teacher process, but it is designed to be an integral part of each RSPs practice. We are on track to pass RSP evaluation in the fall of 2014. It is anticipated that the transition will be a smooth one.

CDCS Staff Presentations

At the February 4, 2014, Labor Management Meeting at Barbara Byrd Benne’ Professional Development Center, a power-point presentation was made explaining the components as they currently exist. The Joint Governing Panel (JGP) and Joint Oversight Committee (JOC) members have been going to buildings that were impacted to follow up with members on their options.

"This was a tremendous victory, not just for the CTU but for all educators in Ohio," exclaimed President Quolke. "TDES, OTES or any evaluation system must be transparent and have the buy-in of all educators. We not only collectively bargained that provision, but our Board of Education members agreed to that provision and made it a board resolution. What it means is that accountability, especially in the age of high-stakes evaluations, mean accountability for all!"

The complete Credentialed Evaluator Agreement is available on the CTU website, www.ctu-279.org.

If any members have additional questions regarding this agreement or the TDES process, contact Shari Obrenski (216-861-7676, ext. 270) or Jillian Ahrens (216-861-7676, ext. 230) at the CTU office, or the TDES Co-Chairpersons (Ann Frederick and Christine Fowler-Mack) at TDES@ clevelandmetroschools.org.
‘Reclaiming the Promise’ Theme Highlighted

“I was so inspired by the great work of our members during this convention!” remarked OFT President Melissa Cropper about the 2014 OFT Convention. The 76th Annual OFT Convention, attended by over 150 delegates from all parts of Ohio, was held February 20-22 at the Intercontinental Hotel & Conference Center in Cleveland.

OFT officers were elected to two-year terms. They are: President Melissa Cropper (Georgetown Federation of Teachers, Local 279); First Vice President Shari Obrenski (Cleveland Teachers Union, Local 279); Second Vice President Lee Black (Cincinnati Federation of Teachers, Local 1520); Treasurer Brian Kessler (Berea Federation of Teachers, Local 1699) and Recording Secretary Catherine Hernandez (Toledo Federation of Teachers, Local 250). These officers bring diverse skills and extensive experience to their OFT leadership roles.

The theme this year, “Reclaiming the Promise: Reframing, Reimagining, Reigniting,” was underscored by guest speakers and presentations by local members.

AFT President Randi Weingarten expanded on the Reclaiming the Promise message in her address. She described three goals educators should have for our public education system: relationships (kids learn to build them with each other and with adults); applied knowledge, not just facts (students need to learn critical thinking and problem solving); and developing character, persistence and grit (when adversity strikes, children need to be able to work through it).

Other guests included U.S. Senator Sherrod Brown, Cuyahoga County Executive Ed Fitzgerald, State Representative Connie Pillich, and State Senator Nina Turner. The AFT’s Friends of Public Education Award was presented to State Representative Mike Foley.

President Cropper also presented several Outstanding Service Awards to OFT members, including CTU 3nd Vice President K-8 Julian Ahrens. This award honored Ms. Ahrens’ work implementing Social and Emotional Learning (SEL) in Cleveland schools. On the CMSD-CTU HumanWare Executive Committee, she has worked over the past seven years to implement Student Support Teams, Planning Centers, PATHS, Classroom Meetings, and the Anti-Bullying and Mediation coordinators, to secure grant funding for teachers to create SEL lessons and units, and in conjunction with the AFT, to bring SEL books into the Planning Centers and students’ hands through the First Book initiative.

“Improving SEL skills can help increase academic achievement,” Ms. Ahrens said. “These skills are crucial for the students and teachers throughout the District, and the CTU is proud to be a partner in these initiatives.”

Convention delegates also discussed the role of research in framing policy, and the myths surrounding the PISA (Program for International Student Assessment) results of international performance. Various locals led presentations on some of the innovative work they are doing in their classrooms, including blended learning in Clear Fork and the Social-Emotional Learning Program in Cleveland. Presidents from Berea, Cleveland Heights, and Toledo also shared how they are working with their communities on a shared vision for public education.

The Money Leadership OPT (LOFT) program was launched. In its first year, this program has 16 local presidents committed to working together to grow their own leadership skills, network with each other, and build capacity within their locals and across Ohio.

The OPT highlighted its 2014 endorsements for statewide offices. They are: Ed FitzGerald for Governor; Nina Turner for Secretary of State; John Patrick Carney for Auditor; David Pepper for Attorney General; and Connie Pillich for Treasurer. OPT has also endorsed one of its own, Steve Holecko, who is running for state representative in District 14 in Cuyahoga County. Holecko is a retired teacher and OPT member from Berea.

A consistent theme throughout CTU delegates welcomed their colleagues to the OFT’s 76th Annual Convention held in Cleveland February 20-22. It was attended by more than 150 delegates from all areas of Ohio.

U.S. Senator Sherrod Brown, a long-time friend of public education and Unions (and a Cleveland resident), addressed convention delegates.

Ed Fitzgerald, Cuyahoga County Executive, meets with CTU President David Quolke and OFT President Melissa Cropper. Ed Fitzgerald is running for Governor this fall, and was endorsed by the OPT.

(below, left to right) Teresa Green, President of 279-R, the Cleveland-based retirees’ chapter for AFT retirees in Northeastern Ohio, swears in the newly-elected OPT officers. They are: Second Vice President Lee Black (Cincinnati Federation of Teachers, Local 1520); Recording Secretary Catherine Hernandez (Toledo Federation of Teachers, Local 250); President Melissa Cropper (Georgetown Federation of Teachers, Local 4903); First Vice President Shari Obrenski (Cleveland Teachers Union, Local 279); and Treasurer Brian Kessler (Berea Federation of Teachers, Local 1699).

(above) AFT President Randi Weingarten describes AFT’s “Reclaiming the Promise of Public Education,” a national initiative involving educators, parents and families, community groups, legislators, faith-based groups, and Union activists, to strengthen public education across America.

(below) “Welcome to Cleveland!” CTU President David Quolke, as the host city’s local President, welcomes OPT Convention delegates to CLE.
By Dorothy Fair

The NOW (Not on Our Watch) anti-bullying program encouraged CMSD staff and students district-wide to wear orange in February, to raise awareness of teen dating violence. February was Teen Dating Violence Awareness Month. Almost 1 in 10 teens reported being physically abused by a boyfriend or girlfriend in the last year, according to the U.S. Dept. of Health and Human Services (HHS). Teen Dating Violence Awareness Month is a national effort to raise awareness and protect teens from violence.

Activities were planned as part of CMSD-CTU joint efforts to raise awareness about teen dating violence and take actions toward a solution. Here are some ideas for both parents and teachers from HHS.

- Talk with teens about healthy relationships.
- Hold classroom discussions about dating violence and prevention, or invite speakers to talk about these issues. Be a role model: treat others with respect.
- Talk to kids about healthy relationships early, before they start dating. One of the most important things you can do is keep the lines of communication open with teens (students and your own children).
- Take steps to make a difference. Call the National Dating Abuse Helpline at 1-866-331-9474 or text “loveis” to 77054, if you are worried about your teen. Help keep teens safe and healthy.

State Senator Nina Turner (D-Cleveland) is one of several state candidates who received the OPT’s endorsement; she is running for Secretary of State.

“Reclaiming the promise of public education and public service begins by reclaiming the hearts and minds of our members,” said President Cropper. “As we continue to work in environments that put more and more emphasis on testing and burdensome documentation, we need to unite our voices in speaking for what education can and should be. This means making a deliberate effort to reach out to those who are working in the classrooms and on our busses and in our neighborhoods, to get their professional wisdom and hear how they are impacted by current policies.”

Over the course of the next few months, the OPT plans to make concerted efforts to hear various members’ voices, recruiting members from each district to serve as experts in different fields, and asking people to serve on OPT standing committees to help shape policies.

Plans also include a restructuring of OPT Executive Council meetings to provide opportunities for deeper discussion, and providing more forums for OPT members to discuss issues with each other and share common concerns and solutions.

“But we need our members’ participation,” President Cropper said. “As we reach out to you, please take our hands and join us in building our Union voice. Together we can Reclaim the Promise.”
Math is the science of patterns, and the Crackers and Goo app uses patterns to teach addition and multiplication concepts in a very visual manner. This is known as concrete-pictorial-abstract math instruction, and is claimed by math education experts as the best way to teach mathematics to children. Crackers and Goo has over 6,000 games in 16 different levels of math, called skill steps, with many games of increasing complexity at each step. This allows students enough variety and repetition for deep understanding and long-term retention of the math skills they learn. There is a free version and Pro version of the app for $1.99.

The following math skills are covered: counting and skip-counting by 2’s, 5’s, 10’s, and 100’s; pattern recognition and sorting; addition within 10, 20, 100, and 1,000; mental arithmetic strategies, including grouping; repeat-addition, leading to multiplication; rounding and multiplying; expanding and multiplying; and algebraic concepts.

Outliner serves a couple of different uses for teachers, who can also discover their own creative applications the better acquainted they become with the interface. Users create and streamline lists and outlines for various projects, making this an excellent resource for writing up lecture notes, keeping grade sheets, drawing rubrics, and more. Because education is a dizzying field with much to organize, keep track, and apply them by giving them a little bit of help — you can enter your troublesome questions into the app, and get quick drawings, run searches of math, called skill steps, with many games of increasing complexity at each step. This allows students enough variety and repetition for deep understanding and long-term retention of the math skills they learn. There is a free version and Pro version of the app for $1.99.

Virtual Manipulatives! is a computer game and an app for grades K-5. Teachers can use the program to select virtual fraction, decimal or percent tiles for demonstrations. Students can also use the same program and save their work for the teacher’s review. This free tool will prove useful in a classroom with visual learners. Visit http://www.abcya.com/fraction_tiles.htm for more information or visit You Tube for a tutorial. The National Library of Virtual Manipulatives also has a free trial version of its program which offers access to hundreds of virtual manipulatives from tangrams, money and analog clocks to congruent shapes and algebra tiles.

The AFT, in partnership with In the Public Interest, launched the website www.cashinginonkids.com last month. The site is a “one-stop-shop” for the facts about for-profit education in America. For-profit charter schools that operate in the dark without basic public transparency and without strong public control too often put their bottom line ahead of the public interest and high-quality pub- lic education,” said AFT President Randi Weingarten. “While we are working to reclaim the promise of public education, those for-profit charters are cashing in on kids. Help us call them out.”

The site profiles five for-profit charter school operators: K12 Inc.; Imagine Schools; White Hat Management (David Brennan’s company, which operates many for-profit charter schools in Ohio, including several under investigation for their financial practices); Academica; and Charter Schools USA. It identifies several issues that need to be addressed in charter school policy, including public control, equity, transparency and account- ability, and it analyzes the impact of profit-taking and privatization in charter schools, where student results are mixed and mismanagement is widespread.

“We built this site because we want parents, educators and policymakers

**Scholarships Available for AFT Members’ Children**

Being a Union member has its privileges! Several scholarships are available for children of Union members. If you have a child who is heading to college soon, check out these opportunities.

**Tom Mooney Memorial Scholarship**

The Tom Mooney Memorial Scholarship Fund was established in December 2006, to honor late AFT President Tom Mooney’s legacy in public education and union work, and to help others pursue his passions for social justice and political action. The Tom Mooney Memorial Scholarship Fund Committee selects an annual “Mooney Scholar” to receive a $2,000 scholarship.

The scholarship is intended to provide an opportunity to a graduating senior from a public high school who plans to pursue a degree in education, history, labor studies or political science. An applicant must be the child of a member in good standing of the Ohio Federation of Teachers, or the child of any staff person who is employed by OFT or its local.

The application deadline is April 30, 2014. Go to the OFT website, oh.aft.org, and click on the link for the scholarship application.

Tom Mooney served for six years as OFT President, and for 22 years as President of the Cincinnati Federation of Teachers. During that time, he also was a Vice President of the American Federation of Teachers. He died unexpectedly Dec. 3, 2006.

He was an education visionary, working to improve teacher leadership and professionalism. A strong proponent of greater accountability for charter schools, he led a coalition of education, parent and civic groups that was critical of widespread academic failure at privately-operated charter schools in Ohio. He dedicated his life to increasing teacher resources and raising student outcomes.

**AFT Robert G. Porter Scholars Program**

This program offers four 4-year, $8,000 post-secondary scholarships to students who are dependents of AFT members.

To honor Robert G. Porter, AFT secretary-treasurer from 1963 to 1991, the AFT awards four scholarships of $8,000 each to accomplished high school students who show outstanding service to their community and an understanding of the role unions can play to create a more just society. Porter was a union activist who dedicated his life to championing the rights of working people, promoting civil rights and ensuring that the union was a vehicle for fostering the professionalism of our members.

The AFT Robert G. Porter Scholars Program for high school students is open to graduating high school seniors. Applicants must have at least one parent or legal guardian who is an AFT member in good standing for at least one year. Children or legal dependents of AFT national, state or local union staff are not eligible for this scholarship opportunity.

Awards are based on academic achievement, commitment to community services and school-related activities, demonstration of leadership, work experience, recommendations, special talents and skills, an essay and a commitment to advancing the interests of working people and building unions.

Applications are available online at www.aft.org/benefits/scholarships.

The AFT Robert G. Porter Scholars Program also provides two one-time $1,000 grants to AFT members to assist with their continuing education. Information and applications are available at the same website.
Cashing in on Kids

boards expired, the boards were mov-
ering the schools to new sites to be run by
another management company with former
White Hat employees in key
positions, and White Hat was setting up
new schools in the old buildings which in
most cases White Hat owns.
Is the rapid expansion of charter
schools about helping kids learn, or
about enabling for-profit operators to
rake in millions in tax dollars? Find out.
Check the facts at on the website
www.cashingonkids.com and help us
spread the word by sharing with your
social networks. Help us call them out.

However, I do not understand how a
Chief Academic Officer can be behind
a plan that forces school principals to
cut their way to success. How can a
CAO believe that improved academic
achievement can be reached when a
school has to cut hundreds of thou-
sands of dollars, funds that are critical
to personnel and programs that help
improve academic outcomes for our
students?

What makes this even more outra-
geous is the lack of investment we
are seeing in our schools. ERS, along
with our CFO and CAO, somehow
came up with a figure of about $3,600
per student in the SBB plan to fund
our schools. That is less than 65% of
the state funding per pupil going into
our schools! We all know the state’s
formula for funding schools is uncon-
stitutional, but if you add the state
guarantee to Cleveland ($75 million),
it looks as if less than 50% of state
money earmarked per student is actu-
ally being invested in our kids at the
school level. And this includes no levy
dollars being added.

Don’t be fooled. If this was really
decentralization, if this was truly
more school-based autonomy, then
more money, not less, would be invested
in our students. Even the state of
Ohio with its broken school formula
acknowledged that CMSD had to
remain on the guarantee, and did not
cut funds to the district. So how does
CMSD justify turning around a year
later and cutting funds to almost ev-
ery school? The SBB plan is outra-
geous.

CMSD’s deadline for SBB plans to be
submitted for “central office
approval” was February 28. Again,
thank you to those of you who came
to the CBOE meeting, to speak out and
stand up for CMSD kids. The Cleve-
land Board of Education is entrusted
to ensure that the levy dollars this
community invested in the students
of Cleveland actually find their way
to the classrooms and students. This
trust should not be broken by SBB.
Stay tuned. This battle continues.

March 2014 THE CRITIQUE Page 7
SBB: Student Based Budgeting . . . or Schools Being Broken?

Thank you to the many CTU members who came to the February 25 CBOE meeting to voice their concerns about the District's newest approach to what they call "decentralization" or "greater principal autonomy," otherwise known as Student Based Budgeting (SBB).

On the surface, SBB may sound innocuous. But on closer inspection, SBB is anything but funds being focused on students or our schools. Based on our information, CMSD leaders are using the cover of SBB to slash almost every school's budget in the name of decentralization, and throw principals and school teams under the bus by forcing them to decide what to cut.

Don't be fooled . . . SBB seems more like Schools Being Broken. Whenever I hear someone from the District describe SBB, I begin to see a methodology that cuts budgets and is Schools Being Broken. That sounds good, too.

I also hear that if a STEM school, for example, needs/wants to offer more science and math experiences for the students, it can be achieved through SBB. That sounds good, too.

However, this is not the reality that played out all over the District. Instead of schools being able to offer students more individual instruction, smaller class sizes, additional tutoring, or new programming, the reality is schools were forced to make decisions to decide what to cut.

Another interesting component of this new systematic breaking of the school is the fact that principals were forced to do this budget cutting and at the same time also create a plan that will dramatically improve student academic achievement. Ah, that favorite old method of school “reform” — cut your way to success. The truth is, it never works.

Don't be fooled by a slick name

When downtown central administrators decide on a formula of what students are “worth,” and what dollar amount schools should get, and then almost every school gets their budget slashed, it is not decentralization! It’s throwing principals and schools under the bus to cut their services to our students.

Don't be fooled. School budgets in CMSD are being cut by $100,000; $200,000; $500,000; $900,000; up to and in excess of $1.7 million per school. And this is happening after the citizens of Cleveland passed a 15-mill levy to invest in our schools, not slash school budgets and staff. No one in this community was led to believe that the District would be disinvesting in their neighborhod schools. In fact, CMSD heavily promoted a PR campaign around Investment Schools, smaller class sizes, and more services for students.

Don't be fooled. SBB is not decentralization. It is massive cuts, made by downtown CMSD, while they try to shift the blame on principals and schools for any specific cuts they were forced to make to their schools. Principals and school teams should not have to choose between having a secretary or a teacher, between huge class sizes or instructional materials.

Additionally, most principals and school teams do not have training in managing million-dollar budgets, and aren’t comfortable making these choices. Don’t be fooled. SBB is Schools Being Broken.

Invest In Kids!

CTU officers Dorothy Fair and Andrea Dockery communicate their feelings about the SBB plan and the proposed cuts to many schools at the February 25 CBOE meeting. The Union questioned the significant funding cuts facing some CMSD schools, and the impending loss of services and support to Cleveland students, especially as CMSD promises to “invest in kids.”