



CRITIQUE



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Reclaim the Promise . . . or Another Broken Promise?



SOLIDARITY ON DISPLAY



President David Quolke addresses Board members regarding proposed new Corrective Action Plans. About 1,500 CTU members attended the April 28 CBOE meeting at James F. Rhodes High School in a show of support and solidarity.

"If you pick a fight with one of us, you pick a fight with all of us."

— CTU President David Quolke



About 1,100 CTU members and supporters wearing CTU blue filled the auditorium to capacity, while others waited in the halls and on the grounds at James F. Rhodes High School April 28.

CTU members showed up in solidarity to make it clear to CBOE members how they felt about the proposed changes to the already-signed and committed-to Corrective Action Plans (CAPs) for CMSD's 23 Investment Schools.

Staff members at the 23 schools already signed CAP letters prior to either the 2013-14 and 2014-15 school year. At the meeting, CTU speakers described academic and social-emotional gains made by students at their schools under the existing plans. The new CAPs would change some of the strategies and educational partners, denying schools enough time and investment to see improvements, and disrupting continuity in schools that were already seeing gains. They would demand repetitive, rote tasks that are more compliance-driven than student-driven. They include even more testing at a time when Ohio and other states are moving to reduce the amount of mandated testing. They would also make some changes in working conditions as outlined in the CBA.

CTU members from the Investment Schools told Board members that despite District leaders' claims that input from staff members, CTU building leaders, family members, and community members regarding the CAP changes was solicited and received, **in fact, it was not.** The changes were developed by CMSD administration **without input** from the affected educators and community stakeholders. Educators at these schools who have been working hard to implement the original CAP reform measures felt "hurt and insulted" that their experience, insight and expertise were not included — or even sought — in the development of the new plans by CMSD administrators.

The speakers refuted claims that

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3rd VPs Report

DiffComp, TDES, Cleveland Plan Hit a Brick (CMSD) Wall

by Jillian Ahrens, Mary Moore and Shari Obrenski
CTU 3rd Vice-Presidents

The three CTU 3rd Vice Presidents are constitutionally mandated to serve on the Grievance Team. They also serve as leaders in the ongoing implementation of the Teacher Development and Evaluation System (TDES) and the Cleveland Differentiated Compensation System (CDCS or DiffComp). These duties have been tremendously difficult, confrontational, all-time consuming, and endlessly frustrating. What is happening in these contentious areas?

Some 'Cleveland Plan' History

For those who may not recall, the "Cleveland Plan," or HB 525, was a law that amended the original Mayor Control Legislation that was already on the books. The Mayor Control law was first passed in 1997 by the Ohio General Assembly, enacted in Cleveland in 1998, and reaffirmed four years later by Cleveland voters — with

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YOUR UNION NEEDS YOU!

Wear your
CTU BLUE
to the next CBOE Meeting
on Tuesday, May 26, 6:30 p.m.
at Miles School
(11918 Miles Avenue 44105).

Keep the momentum going
and join your CTU colleagues
at the May 26 Board Meeting!

Solidarity on Display: The

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CEO Eric Gordon had made in a letter sent to CMSD educators in the Investment Schools: "... every Corrective Action Plan ... was drafted to a large extent based on thoughtful and meaningful feedback provided by: Strategic School Design Teams, including educators, parents, community members and union reps at each school, [and] Corrective Action Teams formed to provide recommendations to CEO Gordon based on their individual union concerns ..." and others. CTU reps from all 23 schools stood and addressed the Board members, and told them that this most certainly **did not happen** in any of their schools.

Some Cleveland media typically tried to paint CTU educators as being "resistant to adopting new approaches," and their coverage of the

situation focused primarily on the professional dress issue and turning in complete lesson plans two weeks ahead of time (as if professional dress is a serious problem impacting student achievement; and there are **never** any instructional interruptions that could require a change in lesson plans; and no principal would **ever** penalize a teacher for making appropriate but last-minute changes to their lesson plans based on student needs somewhere in that two-week period — right?). CTU members have learned through some disastrous evaluation experiences with TDES that simply expecting or hoping for respect, professionalism and fair treatment from their administrators does not guarantee it. And giving some principals additional check-offs and gotcha opportunities against teachers will not produce improved academic

achievement.

CEO Gordon's letter also stated: "The Commitment Letters previously signed by our Investment School educators are not now and never have been legally binding documents," but instead only "courtesy documents" demonstrating a personal buy-in to the school plan. However, CTU members are right to be wary: The new CAPs attempt to change some working conditions in the CBA, and the CEO stating that these letters are not binding does not guarantee that no principal will ever try to use the CAP letter against teachers.

Even more serious and disturb-

ing than the implications of the CAP letters and media bashing of CTU leaders and educators is the fact that the District's leaders did not include the CTU leadership or the CTU membership at the Investment Schools **in a genuine, meaningful way** when these changes were developed. Successful reform efforts must include buy-in of the teachers and other support personnel who will actually live these changes and teach the students.

The Cleveland Plan calls for collaboration. The CMSD Corrective Action Team of Michelle Pierre-Farid, Luther Johnson, Lora Cover, Michele Pomerantz and Gerard Leslie presented the CTU with hundreds of



THUMBS UP, THUMBS DOWN

THUMBS UP to about 1,500 CTU members and supporters who attended the April 28 Board meeting. Some brought children or spouses, cancelled other engagements, and made room in already-full schedules to support their CTU sisters and brothers in the Corrective Action schools. Solidarity forever!

THUMBS UP ALSO to CTU members at James F. Rhodes High School, who were gracious hosts and hostesses to their Union colleagues that evening, and the CTU officers who helped coordinate the turn-out at the Board meeting. See you all at Miles School on May 26!

THUMBS UP to the speakers at the Board meeting who eloquently expressed the CTU's objections to the new CAPs, especially CTU officers and Investment School reps. But thumbs down to those members of the Cleveland media who would have the public believe it's all about dress code and lesson plans. Did they even listen to what was said? Or was their agenda/story already written?

THUMBS DOWN to the authors of the new Corrective Action Plans—the CMSD Corrective Action Team of Michelle Pierre-Farid, Luther Johnson, Lora Cover, Michele Pomerantz and Gerard Leslie, and to CEO Eric Gordon. Instead, how about actually working with the stakeholders (instead of just claiming that you did) to develop sound plans for student success?

THUMBS UP to the members of Ohio Senate Advisory Committee on Testing, chaired by State Senator Peggy Lehner (R-Kettering), and including CTU 3rd Vice President Shari Obrenski and OFT President Melissa Cropper, for their swift work to develop recommendations regarding Ohio's mandatory testing program. Now we hope lawmakers will work just as quickly and efficiently, and heed the diverse group's near-unanimous suggestions to reform the state's high-stakes testing program.

THUMBS DOWN to principals who try to use the evaluation system as a way to retaliate against teachers and staff, instead of as it was intended: a way to help teachers and other educational personnel recognize and develop their strengths, improve on their weaknesses, and ultimately, help students achieve. It can be difficult to separate personal feelings out from an objective evaluation of an educator's skills, but it's the least we should expect from a professional evaluator. Shame on those who can't or won't do that. You cheapen the value and credibility of the system for everyone.

THUMBS UP to CTU members and officers who have worked very hard, through a very difficult school year, despite many obstacles. You continue to do your best each day to provide a quality education for the children of Cleveland. Although your efforts may not be recognized by everyone, the students you teach (and care about, worry about, provide for, and love) know your true worth, to them and to the Cleveland community. Thank you. Enjoy your summer break.

CTU Shows Up at the BoE

“If you pick a fight with one of us, you pick a fight with all of us.”

— CTU President David Quolke

pages of the new plan, and a two-day turnaround for recommendations. CEO Gordon’s timeline did not provide reasonable time for true collaboration or stakeholder input, and it had not been solicited prior to the rollout of the plans and the commitment letters.

“The CTU has always been a willing partner for improving student achievement,” said President David Quolke. “We collaborated through Transformation Schools, which actually showed a lot of growth. The prom-



ise of the Cleveland Plan and Investment Schools was a golden opportunity for staff to work together to do things differently. Instead, it’s become more about what teachers have to do to be compliant and less about what students need to learn and achieve. This District needs to live up to the promises it made to educators, parents, students and community members. They need to get it right.”

The Board did not move to resolve the issue at the April 28 meeting. The Union is asking CTU members to attend the Tuesday, May 26 CBOE meeting at Miles School at 6:30 p.m. Solidarity forever!



Member Mobilization

Don’t Get Left Out of the CTU Loop!

A CTU member mobilization effort is underway, led by Legislative Chairperson Elisa Kazek and Assistant Stephanie Chiarello. Chapter chairs have been asked to obtain email addresses for all members in their chapter before summer break.

The Union will use the email addresses to keep members up-to-date on any news or information over summer vacation. With negotiations approaching, and the CTU working to resolve several other issues, CTU members will need to be able to get immediate updates from Union leadership. This is a fast, effective and efficient way to get information to all members, and stay in touch with members during the summer months.

Be sure your chapter chairperson has your personal (not CMSD) email address before you go home for summer break. And remember to check the CTU website regularly during the break at www.ctu-279.org. Stay informed — don’t get left out of the loop!



CTU 3rd VPs Speak Out . . .

on History, Successes, and Challenges

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the support of then-CTU President Richard A. DeColibus and a majority of CTU membership at that time.

What is known as the Cleveland Plan (HB 525) was introduced in the Ohio House **less than three months** after the defeat of Issue 2/Senate Bill 5 in November of 2011. The District's financial condition and academic performance at that time would certainly have resulted in a state takeover via fiscal and academic distress commissions. Instead, the original authors of the Cleveland Plan (Mayor Frank Jackson, CEO Eric Gordon, members of the CMSD Board of Education, Breakthrough Charter Schools, the Greater Cleveland Partnership, the Cleveland Foundation and the Gund Foundation) had met and developed the Cleveland Plan **during the state-wide campaign to repeal SB 5**. When it was introduced in February of 2012 with bipartisan support, many local Democrats and the Republican Senate President objected, insisted that CTU at least be at the table, and fought to get CTU a voice.

The original bill was repulsive: a Cleveland-schools-only version of SB 5 on steroids. CTU leaders were successful in making some major changes to what was a horrible bill. The legislation resulted in a collaborative partnership with CTU/CMSD that led to the successful passage in November 2012 of the 15-mil levy, now generating \$70 million annually for the Cleveland schools. The partnership and collaboration then led to a successful, if not historic, Collective Bargaining Agreement in 2013, and continued with the passage of a School Bond Levy in November 2014, to remodel and construct new schools.

That original partnership has now deteriorated rapidly. While there were some early successes, current challenges are almost entirely the direct result of CMSD leadership morphing back into the top-down, business-as-usual approach that Cleveland had experienced for years — and which contributed then and now to many of its academic and labor problems.

Our original successes were always connected to partnerships through collaboration. As CTU prepares to enter contract negotiations, the membership's growing anger and frustration, combined with the increasing lack of labor/management collaboration, may lead to both a challenging contract campaign as well as an uphill battle to pass the approaching levy renewal. And if the levy renewal is defeated,

the District will we surely be in fiscal distress.

Our Successes . . .

While CMSD and CTU worked collaboratively to implement the new law, the District made gains. Since the Cleveland Plan's passage by the General Assembly, the CTU and CMSD incorporated the Cleveland Plan into the Collective Bargaining Agreement during the 2013 negotiations, which was supported and ratified by over 60% of the membership.

CTU leaders and hard-working members were key partners in the passage of the 15-mil levy in the fall of 2013.

The Teacher Development and Evaluation System was fully implemented during the 2013-14 School Year, with results showing 86% of our teachers were rated as "Skilled" or "Accomplished," **inclusive of the 50% portion of Student Growth Measures**.

The Cleveland Differentiated Compensation System was implemented during the 2013-14 school year with classroom teachers, and continued in 2014-15 with the addition of related service providers, such as psychologists, nurses, SLPs, etc.

Members took the initiative to interview for and then were selected to teach at Corrective Action (Investment) Schools, making a commitment upon their selection to follow the original Corrective Action Plans created by CEO Gordon in 23 of our schools, including 13 during the 2013-14 School Year and 10 more during the 2014-15 School Year.

Members at those Investment Schools have worked tirelessly to follow those CAPs and have made gains, which include:

- 72% decrease in serious discipline events at Glenville;
- 85% decrease in serious discipline events at FDR;
- 72% decrease in Planning Center Referrals at Marion Sterling;
- Dramatic decreases in suspensions at Luis Muñoz Marin;
- At Patrick Henry, 98% parent involvement at the Math & Literacy Night;
- At Luis Muñoz Marin, 100% of students increased math NWEA scores and 98% increased reading scores;
- At Michael R. White, student reading proficiency increased from fall to winter so much that the school was **.4 of a point** from meeting its end-of-the-year goal by the end of the first semester;
- At FDR, reading scores on NWEA nearly doubled from fall to winter;
- At Glenville, reading and math scores are increasing;
- At Walton, 1st and 2nd grade NWEA scores increased, with 100% of some classes increasing

(thanks to the hard work of the teachers, instructional coach, school psychologist, and the District's Early Childhood Department at Walton, other schools will be using their successful early childhood model next school year);

- At RG Jones, four out of 54 students had previously met the requirements for passing the 3rd Grade Reading Guarantee; the school has been utilizing "intense Pyramid Learning" and at last count, 38 students had met the requirement, and that was before the OAA and the final NWEA.

Surely these represent significant improvements, so what is CMSD's plan? Let's change the CAPs and some partners and programs, and basically pull the rugs out from under the academic communities (students and staff and families) at these schools!

. . . And Our Challenges, Beginning with TDES

TDES was a golden opportunity for the District and Union to work together to develop an evaluation system that recognized and rewarded high performers, encouraged and supported all teachers to improve their practice, and rewarded those who chose to accept additional responsibilities or make extra contributions to their schools, colleagues, and district.

Unfortunately, in 2014-15 the TDES system has morphed into a "gotcha" system that breeds defensive posturing and distrust.

The CTU is still processing over 300 grievances from 2013-14, as the system was not implemented correctly, and this impacts high-stakes decisions



for educators including possible termination and compensation decisions.

Staff members are forced to spend hours writing evidence on why they are a good teacher, rather than having the evaluator and professional collaboratively reflect upon strengths and weaknesses of the professional's practice.

And sadly, it has taken three years to even begin building out the vital "Development" part of TDES. A small group of domain trainers has only recently been identified to help teachers develop their professional practice.

The TDES Steering Committee only meets once a month for two hours, which is not at all sufficient time to address the needs of the system. In addition, the CMSD's team is often missing critical members of the Committee, impacting the ability to make decisions. CTU continues to deal with some District members of the team seldom arriving to the meetings on time. While CTU may not always have its entire team in attendance at every meeting, the Union clearly states that the CTU team is able to make decisions and move forward with the team members in attendance at the meeting. Not so for the District.

In order for the evaluation system to be viable and accomplish the goal of growing teachers and their practice for the ultimate end, enhancing student achievement, an atmosphere of trust and collaboration is essential. From the TDES Steering Committee down to the building level, this has become a major incapacitating challenge: the system is being used to punish rather than to develop our teachers and educators.

... And CDCS

As it is being used by CMSD now, in most instances the compensation system is nothing more than merit pay. The only way for teachers to earn achievement credits is through evaluation and meeting targets, though the system is supposed to be a balance of performance and professionalism.

At this time, there is no current ability for teachers to earn credit for improvement through college coursework or other professional development or activities, though the college credit piece was to have been decided by January 1, 2014. CMSD has repeatedly expressed that they have "no capacity" to provide meaningful professional development, worthy of credits to move teachers forward in the compensation system. And the District members of the Joint Oversight Committee (the labor-management committee that is supposed to build out the system) will **not agree to allow** our Joint Governing Panel (the group that is tasked with day-to-day design, operation, and communication of the system) to begin design work around professional development or other areas that are mandated by our CBA.

The District routinely makes comments about the lack of funds available from the district for CDCS. District leaders are unresponsive to requests for information and input, often taking weeks, if not months to respond to CTU JOC requests. For example, the information needed to discuss career pathways, that had been requested over 14 months ago,

was only recently received.

How is this a genuine collaborative effort to develop a meaningful compensation system that truly rewards excellent teaching?

... And the Corrective Action Schools

The District has decided to manage these schools with top-down mandates and without input from staff, students, and other stakeholders in the schools. District leaders do not attempt to engage the CTU members of the Corrective Action Team until the very last minute, and routinely misrepresent input given by CAT members to administration.

The "new" Corrective Action Plans (CAPs) do not contain research-based supports for students and best practice strategies to move students forward. Instead, they concentrate on teacher compliance and punishment. With the new CAPs, CMSD is reneging on the 2013 and 2014 commitment letters they mandated staff members sign when they interviewed and were selected to work at one of the 23 Corrective Action Schools.

In a huge show of support and solidarity, about 1,500 CTU members attended the CBOE meeting at James F. Rhodes High School on April 28, to demand that Board members reject the CEO and CAO's Corrective Action Plan and live up to the promises they made when they voted on and approved the original Corrective Action Plans in 2013 and 2014. Over 2,800 people signed petitions asking the Board members to honor their promises to the original commitment letters and CAPs.

What's Next?

The Board had not made a decision on the new CAPs at press time. CTU members were waiting to see if they will honor their promises to the students, staff and communities at these schools.

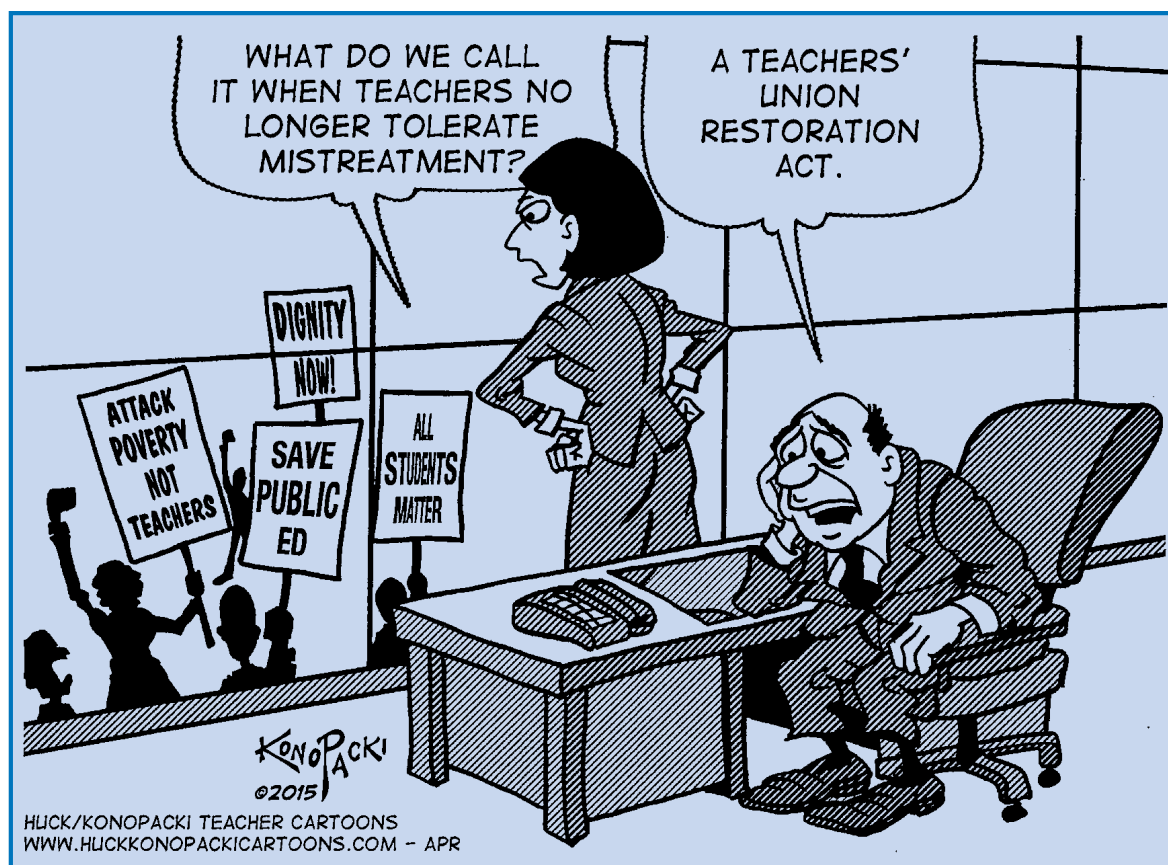
CTU officers were busy this spring with hearings on hundreds of grievances related to TDES and its incorrect and unfair implementation. And thousands of professionals continue to

wait for the District's administrative leaders to begin a true discussion of a compensation system that rewards and develops excellent teaching, instead of simply penalizing teachers and breeding distrust.

In spite of recent disappointments, CTU remains ready to partner and work through these complicated is-

ssues with CMSD, collaboratively and with mutual respect, for the benefit of Cleveland students. But as President Quolke has said many times, it appears the District plan is "the beatings will continue until morale improves."

Which path will CMSD take? We are waiting to see their direction.



CTU Comments to CBOE on DiffComp

(Made at a recent CBOE Meeting by Shari Obrenski, CTU 3rd Vice President, teacher at Jane Addams, and Co-Lead for the Joint Oversight Committee, responsible for the development and implementation of the Cleveland Differentiated Compensation System)

When CTU and CMSD officials began to discuss the idea of a new compensation system, we were understandably nervous. The traditional steps-and-lanes system of compensation for teachers and other public employees is one that we have all known and understood for generations. It assured that women, African Americans, and other minorities, who are still the victims of income disparity in our country, got a fair shake and were compensated the same as other colleagues who do the same job over the same amount of time. Yet, we began to explore the idea, even before the Cleveland Plan became law.

Of course, when HB 525 passed, the Cleveland Plan mandated that our members could no longer be compensated in the same way as most public employees. We understood that, and we pressed forward to try and create a system that not only rewarded those who were high performers, but also would encourage those who accepted additional responsibilities and worked to improve their practice or make contributions to their schools, their colleagues, and their District.

That was what we believed we were doing when we encouraged our mem-

bers to approve our Collective Bargaining Agreement in May of 2013. That was what we committed to do when we began our work on the Joint Oversight Committee with the District in July of that same year.

Now, nearly two years later, I believe that our compensation system is nothing more than merit pay. While members can see increases in their pay through their ratings on evaluations or by earning a bonus for achieving a goal, that is the only way they have opportunities to move forward.

The promise to have a system that balances performance with professionalism, as we negotiated in 2013, has been broken. While we have begun, very tentatively, to discuss the topic of teacher leadership, the promise to reward teachers for taking steps to improve their practice — a step that has the potential to positively affect every student in every classroom — remains something the District's leaders continue to say they have "no capacity to address."

What?! No capacity to encourage teachers to grow and become better teachers through professional development? No capacity to encourage teachers to improve their practice or learn new skills? Shouldn't that be a **top priority** for our District? Isn't that what Cleveland children deserve, and their parents and the community should expect?

We stand ready to do our part to fulfill this promise. Are you?

Chapter Chairs' Workshop Focuses on CTU Future and History

The CTU Divisional Meeting, held May 8 at the Airport Sheraton, gave building chairs information about successful leadership practices, a review of CTU history, and an outline of some of the current challenges facing Unions and their membership.

The CBA provides for three release days for workshops each school year for chapter chairpersons. An annual two-day Leadership Conference is held each fall, and the Divisional Meeting is held each spring. The Divisional Meeting is organized by the three 3rd Vice Presidents: Jillian Ahrens (K-8), Mary Moore (K-8), and Shari Obrenski (Senior/Special).

Bob Morgenstern, AFT Regional Director, spoke to chapter chairs and

CTU Executive Board members about the importance of member mobilization, especially with the ongoing attacks on unions, workers and the middle class. He praised the CTU and its membership for their outstanding work in recent years, especially in defeating Issue 2. But he warned that our efforts must continue. Right-to-Work legislation is a grave threat to unions and workers. Attacks on agency shop would also weaken unions' abilities to organize and lobby for their membership.

Participants attended two morning workshops. "Five Practices of Exemplary Leadership" was led by Michelle Rzucidlo-Rupright, CTU Secretary, and Michael Kulcsar, CTU Treasurer.

"A History of the CTU" was presented by President David Quolke and Pamela Hummer, retired CTU member and 279-R officer.

After lunch, the chairpersons broke into two divisional groups, K-8 and Senior/Special, for updates, information,

and question-and-answer sessions with their respective Vice Presidents.

"Our union is just that — ours," President Quolke reminded chapter chairpersons. "It is for us to work together responsibly to move it forward and to make it better."

CTU 3rd Vice Presidents Mary Moore, Shari Obrenski, and Jillian Ahrens welcome chapter chairpersons to the Annual Divisional Meeting May 8.



(left) CTU Secretary Michelle Rzucidlo-Rupright and Treasurer Michael Kulcsar answer a question for Adrienne Crisp (Martin Luther King LPS).



(right) President Quolke enjoys a light moment at lunch with Shawntel Bailey (Design Lab) and Stacey Duncan (Patrick Henry).

Thank You from CTU Social Committee

by Cassandra Carter

Social Committee Chairperson

The Social Committee would like to send a big thank you to the members who attended the Roving Happy Hour at West Park Station in March and/or Frederick's Wine and Dine in April. We look forward to "roving" again in September or October.

Don't forget our annual End-of-the-Year Party on Wednesday, May 27 from 3:00 until 7:00 p.m. at the Nautica Pavilion behind the Power House on the West bank of the Flats.

Remember to bring your membership card for a free drink ticket. Wear a CTU shirt or hat and receive an additional free drink ticket. Can't wait to see you there!



SOLIDARITY!



Cleveland Board of Education



April 28, 2015



'Leadership' Is Theme at Annual Para Workshop

The Annual CTU Paraprofessional Leadership Workshop and Luncheon, organized by Para Chapter Chairperson Cherylane Jones-Williams, was held at the East High PD Center on Saturday, May 2.

"'Reclaiming the Promise' is about fighting for neighborhood public schools that are safe, welcoming places for teaching and learning," President David Quolke said in his message to attendees. "CTU paraprofessionals lead the way with their work in Planning Centers, our First Book project, and working to meet the needs of students, families and communities in creating safe, strong schools . . . Time and time again, our

paraprofessionals have stepped up to fight for critical services our students not only need, but deserve."

Three workshop topics were presented. Geraldine Hardin-Washington's workshop was "Leadership Styles," inclusive to the inner city multicultural schools. Ms. Hardin-Washington has a Bachelor of Science in Education, Master of Arts in Early Childhood Education, and is currently pursuing an advanced degree at the Grand Canyon University Educational Leadership Program.

LaTreacha Rice presented "The CBA as It Applies to the Paraprofessional," which showed the easiest and most beneficial way to access contract

language specific to paras. Ms. Rice is a PCIA at Miles School, a Para Delegate, and an AFT-certified ER&D trainer and presenter.

Ida Riley-Wells presented "Social and Emotional Learning: The Fundamental SEL Principles." This session was to empower all paras with the knowledge and skills of the five core SEL competencies to utilize in the classroom. Ms. Riley-Wells is a PCIA at Jane Addams, a Para Delegate and UCC member, and WAVE Coordinator.

After the workshops and lunch, Chairperson Jones-Williams presented awards to Sandra Bennett and Dorothy Clark.



Retirement Planning

By Cindy Antonio

The Salary and Benefits committee has had three different meetings about retirement and recent changes to STRS. If you were unable to attend these meetings and are thinking of retiring this year or next, here are a few things you need to consider.

According to the Collective Bargaining Agreement (CBA), there are a few things that retiring members should keep in mind. “Upon retirement, with a minimum of ten years retirement credit with the District, all bargaining unit members will receive cash payment equal to the value of 30% of their accumulated sick leave credit. This payment will not exceed \$30,000” (CBA page 119). This payment must be made to an annuity account that the retiring employee establishes with the financial company VALIC (CBA, page 210). Members can meet with VALIC Financial Advisors to establish this Annuity Account.

- Here is a checklist of some items that should be done if you are planning on retiring this year:
- Meet with your financial advisor to review your financial plan.
 - Schedule a meeting with STRS.
 - Determine your level of contribution into your 403(b) for your final year of employment.

- Complete the STRS Retirement Application.
- Meet with VALIC Advisor to establish an annuity account for your severance pay.
- Complete and submit Notice of Retirement (District Form) to CMSD.

If you are thinking of retiring, please contact STRS to receive the most up-to-date information. STRS can be reached at 1-888-227-7877 or 1-614-227-4090. It is highly recommended that you make an appointment to speak directly with an STRS representative before you complete and submit your retirement forms.

Severance Pay: A Special Pay Plan

Just a reminder to all those who are retiring this year: Your severance pay will be disbursed in one of two ways as per the CBA.

The first is for employees who attain age 55 or older in the calendar year of retirement. For example, if you are age 54 and retiring, but will turn 55 by December 31 of the same year, then this applies to you. If you fall in this category, and you have unused sick time and will be receiving severance pay from the District (30% of unused sick leave up to \$30,000), then it is **mandatory** for you to enroll in the

403(b) plan from VALIC. Your severance pay will be deposited into that 403(b). Again, the only 403(b) Tax Sheltered Annuity that is used for this severance plan by CMSD is VALIC. If you don’t have an account with VALIC, you must establish one before you can access your severance money. If you have a 403(b) plan with another company, you still must establish an account with VALIC before you can access your severance money.

Once you have your account set up, you can leave that money in your VALIC account, or transfer it to another 403(b) account if you have an account with another provider.

This is a great plan to save retirees significant taxes on their severance pay. If it is deposited into the 403(b) account, the severance pay is not taxable until you withdraw it from your account. Usually, retirees are in a lower tax bracket than working members, and will pay lower taxes on the severance money when they withdraw it. The transfer of funds between different annuity providers is not a withdrawal, so you will not be taxed if you move it from one qualified 403(b) provider to another.

Additionally, since you are attaining age 55 in the year you retire, if you do need to withdraw these monies immediately, you will not be penalized for an early withdrawal; you will

simply pay the applicable taxes on the amount of money you choose to withdraw. As always, you should consult with your financial planner or annuity provider on what best meets your financial needs before making any final decisions.

The second severance pay method is for employees who will **not** attain age 55 in the calendar year of retirement. It is not mandatory for these retirees to enroll in a 403(b) to receive their severance pay. They can opt to receive their severance money in a lump sum payment paid no later than 2½ months after their effective date of retirement. However, this method will likely result in a significant amount of that lump sum being paid immediately as taxes.

These retirees may also select the first option, to have all or a portion of their severance payment deferred into a tax sheltered annuity, which could save them a considerable amount on taxes. Again, each retiree should check with their individual financial provider about any restrictions regarding withdrawal of the money and penalties that might apply to them.

CTU and CMSD negotiated the Severance Pay Deferral Plan in 2007, and it was approved as part of the contract effective July 1, 2007. It was a way to help retiring members save money on taxes on their severance payment.

Problems with Composite Evaluation? FOLLOW THESE STEPS

by Jillian Ahrens and Mary Moore

If you do not agree with your composite evaluation, you can appeal to your regional superintendent within 10 working days. The regional superintendent has 10 working days to respond to your appeal.

If you disagree with his/her response, you must send an email within 10 working days to tdes@cleveland-metroschools.org with an explanation of the problem. The TDES Co-Chairs have 10 working days to respond to your email. If their response still does not resolve the problem, you can then file a grievance. CTU members who have questions about this process should call Jillian Ahrens (ext. 238) or Mary Moore (ext. 253) for additional information.

Effectiveness Ratings *should* arrive by the end of the school year. If you believe your rating is wrong, you can appeal it. If your growth measures are incorrect, file a grievance immediately. You have 60 days to file the grievance. Grievance forms are available on the CTU website at ctu-279.org.

New Effectiveness Ratings for 2014-2015

The Ohio General Assembly passed a new way to calculate a teacher’s Effectiveness Rating last June, effective this school year. The new system uses a 600-point scale formula, and is supposed to be able to handle both the 4-point TDES performance scale and the 5-point student growth scale.

On the new 600-point system, teacher performance (TDES) is assigned a number: a four is 600 points, a three is 400 points, a two is 200 points, and a one is zero points. This number is then multiplied by .5 be-

cause the TDES teacher performance number is worth 50% of the Teacher Effectiveness Rating.

In the student growth area, each of the five ratings is assigned a number: Most Effective (5) is 600 points; Above Average (4) is 400 points; Average (3) is 300 points; Approaching Average (2) is 200 points; and Below Average (1) is zero points.

Whichever growth measure is being used, multiply it by the percentage that it is worth. In Cleveland, a Value-Added or Vendor score will count for 35%, and that teacher’s SLO score counts for 15%. For teachers who wrote only two SLOs, each SLO counts

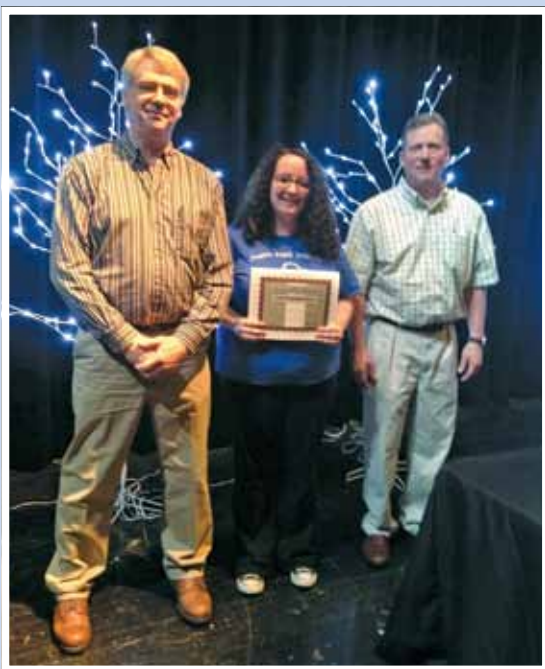
as 25%. So a Value-Added score of 4 counts as $400 \times .35 = 140$. An SLO score of 3 counts as $300 \times .15 = 45$.

After all three scores are figured (TDES, Value-Added or Vendor, and/or SLOs) those three figures are added together to get a Final Summative Rating (see chart below). A Final Summative Rating of 500-600 is an Effectiveness Rating of **Accomplished**; 300-499 is **Skilled**; 100-299 is **Developing**; and 0-99 is **Ineffective**.

This system is supposed to more accurately balance student growth measures with observational ratings for all teachers.

Student Growth		Performance		Final Summative Rating	
• Most Effective (5)	600	• Accomplished (4)	600	• Accomplished	500-600
• Above Average (4)	400	• Skilled (3)	400	• Skilled	300-499
• Average (3)	300	• Developing (2)	200	• Developing	100-299
• Approaching Average (2)	200	• Ineffective (1)	0	• Ineffective	0-99
• Below Average (1)	0				

SCHOLARSHIP WINNER



Taylor Watson (center) of James F. Rhodes is this year's winner of the annual scholarship supported by the CTU and the Cleveland Custodians Union, Local 777. Also pictured are President Duane Gibson and Hugh Forrey of Local 777. CTU's Annual Golf Outing, held each May, is one of the activities that helps to fund the scholarship.

Summer PD Opportunities for Special Ed Teachers

Specially Designed Instruction in Reading

- June 8-12, 2015
- For K-12 cross-categorical intervention specialists (limit 50 people)
- Graduate credit is available.

Life Space Crisis Intervention

- June 15-19, 2015
- For K-12 intervention specialists teaching ED in the fall (limit 25 people)
- Graduate credit is available.

Autism Summer Institute

- June 18-19, June 22-24
- For K-12 intervention specialists teaching MD/AU in the fall (limit 25 people)
- Includes the Milestones Autism Conference, June 18-19, at the I-X Center
- Graduate credit is available.

An email was sent to all Intervention Specialists with details on how to register.

Ohio Senate Advisory Committee on Testing Recommends Improvements

The Senate Advisory Committee on Testing, appointed March 4 by Senate President Keith Faber (R-Celina), completed its findings in April and announced its list of recommendations to improve mandated state testing for next school year. The 30-member committee, chaired by State Senator Peggy Lehner (R-Kettering), was created following the rocky rollout of the new state assessments in February. Teachers, parents, school leaders and policymakers serving on the committee were charged with providing advice to the Senate on how to improve state testing. CTU 3rd Vice President Shari Obrenski and OFT President Melissa Cropper served on this committee.

"This group could not have worked harder or more cooperatively," said Lehner. "They came together from all over the state with very diverse opinions about how Ohio should proceed with testing and basically ended up providing us with near unanimous recommendations. The fact that the group had nearly 100% attendance at all meetings reflects the commitment these people made to this effort. I expect that the Senate will pay close attention to their recommendations."

The committee's recommendations include the following components:

- The new twice-a-year administration of tests that occurred this past winter and spring should be scaled back to once a year and the tests should be shortened. The testing window should be closer to the end of the school year to provide more time for classroom instruction and less disruption in learning.
- Accommodations for children with Individual Education Plans (IEPs) must be improved and more clearly communicated to parents and schools. Training must be provided for intervention specialists and paraprofessionals who assist students with IEPs.

- Test results must be returned in a timely manner to benefit student instruction — although the group recognized that results from a writing test may not be able to be returned as quickly as the rest of the results.
- Regarding transparency, test questions and answers must be made available within a reasonable timeframe after the administration of the tests to ensure the tests are aligned to Ohio's learning standards and that questions are developmentally appropriate for grade level.
- Online testing is necessary and schools must plan to move in that direction; however, local schools must continue to have the option to administer paper/pencil tests for at least the next two school years. State funding for technology based on need should be considered.
- A single technology platform is preferable for next year's tests. Improvements in technology are needed to ensure smooth administration of the tests.
- A "safe harbor" must be in place that allows results from this year's tests to be reported, but students, teachers or schools should not be penalized for this year's results due to the transition to a new test and the concern that results may not accurately reflect a student's achievement level.
- A comprehensive communications plan must be developed to provide parents, teachers, school leaders and the general public with clearer information about the tests.
- If the current vendors for state tests — PARCC (Partnership for Assessment of Readiness for College & Careers) for the math and English language arts assessments and AIR (American Institute for Research) for the science and social studies assessments — will not make changes to the test for next year to accommodate these issues, the Ohio Department of Education must find a test vendor that will.

At press time, these recommendations had been presented to Ohio lawmakers, but no action has been taken yet. More information about the committee, including a list of the committee members, is available on the committee's website: <http://sact.ohio-senate.gov/>.

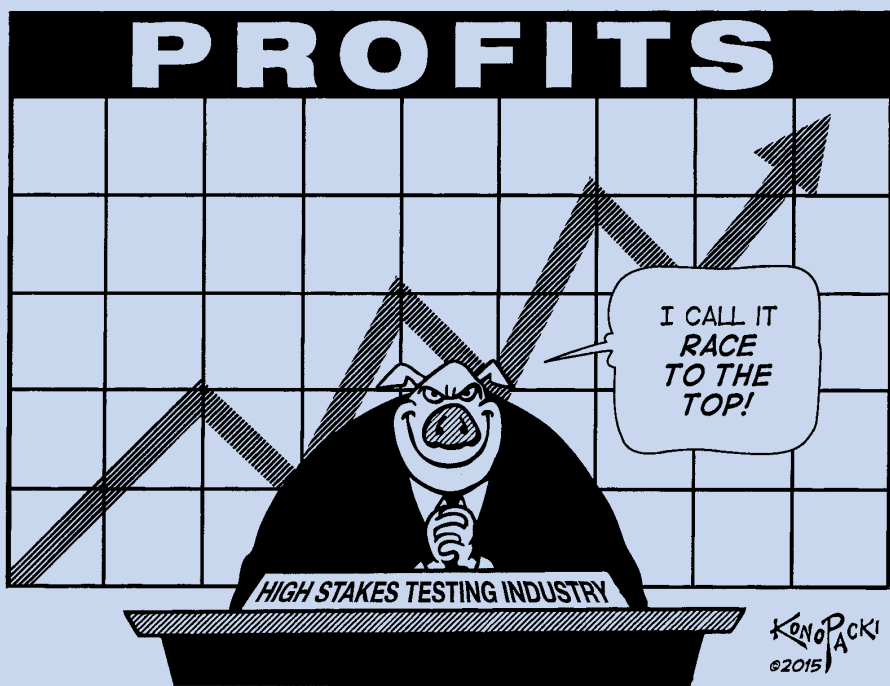
JOIN US FOR A BREAKFAST CONVERSATION WITH CLEVELAND TEACHERS UNION PRESIDENT DAVID QUOLKE



Teachers, parents, and community members — you will guide the discussion on education topics that are important to you!

Saturday, May 30, 2015, 10 am to Noon
St. Ignatius, room TBA
1931 West 30th St., Cleveland, OH 44113

For more information or to RSVP, contact:
 Meg Ryan Shockley of the CTU, 861-7676 x231
 or mryan@ctu279.org



THE CLEVELAND TEACHERS UNION — A HISTORY

Part Two of a Series: The Early Years of the CTU

by Pamela Hummer

The name Cleveland Teachers Union was officially adopted in 1940, but CTU did not become the teachers' sole bargaining agent until 1964. The sole bargaining agent is the union that possesses the sole authority to act on behalf of all the employees of a particular type in a company. It is certified by the National Labor Relations Board (NLRB) as the exclusive representative of a certain type of employee.

Before then, some teachers belonged to an NEA (National Educational Association) affiliate, some to CTU, and some to both groups or neither. In 1965, the other organization backed out and CTU was reaffirmed as the sole bargaining agent.

At that time, most large urban teacher unions in America were opting to affiliate with the American Federation of Teachers, which was part of the AFL-CIO. The NEA was and is an association, not a union. It was not, and still is not, part of the AFL-CIO. The AFT was viewed as more militant, but better able to negotiate in tough situations. It is also part of the AFL-CIO.



First CTU Contract Reached

After threatening to strike in 1967, the fledgling CTU obtained its first formal contract in 1967; it was only 12 pages long! In 1968, its sole bargaining agent status was contested, but CTU won a landslide victory. It has not been contested since.

In 1968, the contract included **no guaranteed** unassigned time. All faculty and department meetings, and **any other meetings called by the principal**, were considered **mandatory**. There was a maximum of 200 accumulated days, and three SPL days were all restricted. In that first contract, building chair unassigned time was **one period per week** in elementary buildings, and no home-room **where possible** in secondary buildings.



Next Contract Brings Additional Gains

CTU members approved a new contract in February 1969 by a vote of 3,216 to 800. That contract had two raises and established a new salary level, 30 hours beyond a Master's Degree. The contract also included the monthly hospitalization costs of \$17 for each full-time teacher.

Additional provisions said teachers would not have to supervise the lunch program; night school, summer school, differential pay and special substitute pay saw modest increases; and teachers could use sick leave during summer school. Additional funds were to be allocated for "equitably distributed" teaching supplies and equipment. Four afternoon CTU workshops (on school time) per school year were established for CTU building chairs.

The contract had some promises: "Every effort will be made to reduce class size.

"Every effort will be made to provide unassigned periods [still not guaranteed] for both primary and elementary teachers."

Negotiations gains are made step by step, little by little, contract by contract. Each negotiations is a give-and-take on both sides; neither side gets 100% of their demands in the process.

After the 1969 contract ratification, CTU Director of Negotiations Joseph Vargo said, "Even as this agreement is accepted, we would like to assure all members the negotiating team is aware that the agreement is not perfect, and we pledge ourselves to further analysis from which we will build our agenda for the next round of negotiations."



Delegate Assembly Established

As the union grew, it needed a plan for representation of its members. At first, the Union held monthly meetings at which all members could attend and speak. However, according to a building chair from that era, the meetings became very large and often disruptive, turning into shouting matches during which little business was actually conducted.

In 1970, CTU adopted the Delegate Assembly plan of member representation. Under this plan, building/chapter chairpersons and additional delegates (based on the number of people in a building or chapter) are elected by the members in that building or chapter to represent them at monthly Delegate Assembly meetings. The meetings were established as a forum to share and discuss information, and then vote on union business.

All CTU members can attend Delegate Assemblies, but only elected chairpersons and delegates may vote and speak at the meetings. Regular members may address the Delegate Assembly if they obtain permission of the group to do so. Roberts Rules of Order is the guide used to conduct Delegate Assemblies.

These rules were established to make CTU meetings more orderly and functional. They are still in effect today.



CTU "Workshop" Spurs Negotiations

The year 1971 was a negotiations year, and talks were stalled, mostly on financial issues. On February 4, 1971, the Union leadership called a half-day CTU "workshop," to ask members for support and to demonstrate membership unity around the lagging negotiations. CTU leaders were not sure how many members would support the walk-out or "workshop." It would not be paid.

In an overwhelming show of support, about 5,500 teachers called off work, sacrificing a half-day's pay to attend the afternoon workshop at the Sheraton Cleveland Hotel, where they filled the main ballroom, the adjoining ballroom, hallways and stairs. A contract settlement was reached and ratified soon after.

The 1971 contract included raises and some improved working conditions for teachers. It guaranteed minimum unassigned periods for the building chairs, based on the size of their chapter. It strengthened the grievance procedure and limited meetings out of school hours. It included policies on student discipline which administrators were to follow.

As CTU members (and educators across the country) currently struggle to have their voices heard by administrators and legislators, the comments from both CTU and CBOE leadership at the ratification of the 1971 contract 44 years ago are quite telling.

James O'Meara, CTU President, said, "This agreement provides the procedures under which teachers have a voice and a responsibility in the determination of educational practices. It also provides the procedure under which teachers may redress their grievances; and it further provides disciplinary procedures that will benefit both pupils and teachers.

"It includes many of the problems that have been presented by teachers in the past years. It is our hope that this document solves many of these problems."

Arnold R. Pinkney, CBOE President, said, "I am pleased with the cooperative spirit exhibited by all those who spent many weeks of hard and diligent work at the negotiating table. In these times of financial crisis, indigenous to educational systems across the nation, we are proud that Cleveland, almost alone, can stand up as one school district which has reached agreements with its employees by negotiation rather than by prolonged work stoppages.

"With this demonstration of understanding and good will, a new kind of unity has been forged within the system. And from it will arise a combined effort to influence the Governor and the Legislature of the State of Ohio to provide maximum financial assistance for educating Cleveland children."



One More Contract Before the Big Strikes

The CTU negotiated one more contract in 1976, before the big strikes of the 1978 and 1979-80 school years.

The 1976 contract included: mandatory out-of-school day events (such as Open House) limited to one per semester; unlimited number of accumulated sick days; eight paid holidays added; maternity and sabbatical leaves; seniority used in summer school assignments (not principal choice); special substitute pay for covering classes; and payroll deduction for union dues.



Financial Issues Trigger "Payless Paydays"

In the 1970s, Ohio was near the bottom — 48 of 50 states — in its level of school funding. The Cleveland School District, along with many other urban districts nationwide, struggled to provide decent, competitive salaries and benefits, and financial problems were a common theme.

In the 1977-78 school year, Cleveland Public School employees experienced "payless paydays" as the Board ran out of money and could not meet its payroll.

That fall, around Thanksgiving, employees received a letter notifying them that the District was running out of money and could not cover its





1971: CTU members rush the credentials table to show their union membership cards. More than 90 percent of the membership attended this first Workshop Day at the Sheraton Hotel.



1971: Mirrored on the faces of these teachers is their concern for the outcome of salary negotiations. The Workshop Day was the breakthrough in the negotiations, which won for the teachers a new salary schedule.

projected payroll costs through the end of the 1977 calendar year. According to CTU members' recollections, it ended by wishing employees "happy holidays," and naturally was met with disdain and scorn by many employees. Some financial institutions stepped in and assisted the District so that payroll was met through 1977 and into

the new year.

However, later that spring, the District again ran out of funds and sought an emergency loan from the state. While District, Union and State leaders worked to secure enough funding to pay employees, in the spring of 1978, **Cleveland Public School employees went six weeks without a**

paycheck while schools remained open.

Some schools operated in a mostly normal way, with teachers reporting even though they had not been paid. At other schools, teachers and staff were more militant and protested the situation through various unsanctioned job actions. There was no

single, organized, coordinated effort to address the payless paydays.

Finally, funds were obtained and payroll was met. And six Cleveland employee unions prepared for combined "unity" negotiations and a job action in the fall of 1978.

President Quolke: Speech to CBOE, April 28, 2015

Good evening. I am David Quolke, President of the Cleveland Teachers Union. At the last Board Meeting I asked Board members to go to schools and talk to teachers, paraprofessionals, and related service providers and ask them if they feel like this District views them as leaders and with respect. Ask them if the District is delivering on the promises they made. Ask them if this District values their input, or if it is more top-down and heavy-handed than ever. Ask them if they feel our teacher evaluation system, our compensation system or our professional development system "invests" in our educators, and if they are being implemented fairly.

From what I have heard, none of you have taken up that offer or actually talked to the people that work in our schools and classrooms educating Cleveland's kids. So tonight, my colleagues and I are here together to stand before you and let you know that the antics and de-professionalization continue, and the District's current actions are now forcing you to also go back on the promises and commitments that you voted on in 2013 and 2014.

I am here, no, **we are here**, to ask you to put an end to CEO Gordon's and CAO Pierre-Farid's endless teacher bashing. I ask you again, don't believe what the CAO and CEO put on a piece of paper; **talk to these educators.**

Ultimately, you will decide what message you are going to send to these teachers, paraprofessionals, related service providers, parents, volunteers, community members. Is it the CEO and CAO's plan to diminish, demoralize and punish educators, or is it the promise you made in 2013 and 2014? If you break your promises to CTU members, who's next? The promises made to our custodians, our school secretaries, our bus drivers, our assistant custodians, our security officers, our labors, our cleaners, our food service workers? Worse yet, are you going to break your promises to our students, our parents, our community? Will you be able to keep the trust of community groups like Common Good Ohio, who have worked tirelessly with some of our Corrective Action Schools?

Board members, you are going to hear that the District is trying to take things to the next level and that these corrective action plans will move schools to the next level. These plans are supposed to be about improving student achievement. And you know what — they were when you voted on them in 2013 and 2014. You and the educators at these Corrective Action Schools already committed to a correction plan that was designed to improve student achievement and increase social emotional outcomes. Over 2,700 people signed our petition asking you to honor your commitment. These new plans are full of compliance-driven check-offs and threats of discipline. Let that sink in. I have to question — and you should also question — what is in these plans that the CEO and the CAO feel the need to include threats of discipline in an Academic Plan? What is in here that would move these schools to the next level that would require threats to educators?

If these plans are taking things to the next level, and not just a list of random statements strung together, then there would be 23 individual

plans, and not 23 very similar plans with the same statements repeated throughout.

Look at our leaders and educators in their Corrective Action Schools. I support these leading educators. All of us support these leading educators. Now it is your turn to show support and commitment to these educators, their students, their families, and the community. When one of us challenges you to do what is best for our schools and educators, all of us are challenging you to do what is best for our schools and educators.

I do not work in a Corrective Action School, but I do not need to work in a Corrective Action School to recognize that this document is not a Plan but instead a top-down mandate that is merely a compliance-driven paper that de-professionalizes our teachers, paraprofessionals and related service providers. Whether we work in a Corrective Action School or not, we can see that this document is an attack on educators, and as you can see, an attack on one of us is an attack on all of us.

Now it is your turn to show support and commitment to these educators, their students, their families, and the community.

Attempting to divide and conquer our members is not going to work. To send letters stating that our members and CTU Reps had an opportunity to give input on these plans is false and insulting. Implying that if these teachers from Corrective Action Schools had met with your Corrective Action Team that they would approve of these educator-bashing plans is insulting. And . . . when you insult one of us, it is an insult to all of us.

You see, if you are going to choose to de-professionalize the educators at Lincoln-West, or Case, or Robert Jamison, or any other corrective action school, then you are choosing to de-professionalize our educators at every single one of our schools. And let me tell you, **if you are going to pick a fight with one of us, you pick a fight with all of us.**

Don't let the CAO and CEO bully you into not honoring your commitment. Live up to the promises you made in 2013 and 2014!



THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

CMSD: Reclaiming the Promise or Breaking the Promises?



Thank you, CTU membership, thank you!

Your presence, solidarity, and support for CTU brothers and sisters who teach at the Corrective Action (Investment) Schools, demonstrated April 28 at the CBOE meeting, was outstanding. CTU's strength was evident. Our speakers gave compelling facts in their stirring remarks. When we stand together and fight for what's right for our students and what's fair for our educators, we are a formidable force.

Unfortunately, it appears this will only be the first of many times in the near future that we're going to need all of us to show up and stand up as a Union.

To say this has been a difficult school year is the ultimate understatement. The CTU is still dealing with hundreds of grievances from last school year. There are court cases pending. We are dealing with some principals who use the evaluation system as their personal vengeful payback system. We have top-level administrators who come to important joint decision-making meetings late or not at all, thwarting CTU attempts to move forward on significant decisions. There are CMSD leaders falsely claiming that they worked collaboratively with CTU members and officers on new plans when they did not. All Ohio teachers have a **state-mandated** evaluation system that uses questionable test results and subjective principal ratings in high-stakes decisions about their compensation and job security. The list goes on and on.

In Cleveland, the District made several promises to voters and the Cleveland community. The Cleveland Plan, with all its "warts," was part of that promise. The promise was for stakeholders to sincerely collaborate, to work together in the best interests of Cleveland students, to significantly improve education in our schools. CTU was finally included at the table

(yes, we were on the menu prior to that) and able to mitigate some of the SB5-like provisions of the Cleveland Plan, to try to make the law more fair to educators, and to include our voices and expertise in the development of the plan. CTU members worked to help pass levies to bring much-needed funds into the school district.

CTU negotiators worked in good faith with the District to incorporate some of the state mandates into the last Collective Bargaining Agreement. One mutual promise was to work together to fully develop the Teacher Development and Evaluation System (TDES) into a system **that both evaluates and develops teachers' skills, objectively and fairly.** The District has not kept their promise in that area.

Another promise that was made, ordered through state law, was the Cleveland Differential Compensation System (CDCS or Diff Comp). It was supposed to recognize outstanding teaching, reward teachers who make

improvements, and compensate teachers who choose to make extra contributions to their colleagues, schools or the District. The committee can't even get CMSD administrators to show up regularly and on time to these meetings. Another broken promise.

At the Investment Schools, the District has failed to provide some of the interventions and resources that were promised. But it has enough money to keep hiring more downtown administrative "experts" who don't visit classrooms, don't talk to teachers and parents, and don't have any personal knowledge of our students, schools and communities. More broken promises.

The District's leaders (and some local media) tried to dismiss CTU members' anger at the new Corrective Action Plans as educators not wanting a professional dress code, or being unwilling to turn in lesson plans two weeks in advance, or simply being against uncomfortable changes that will help more students succeed. This is completely false. They missed the point entirely.

CTU members have held this District together under more "changes" than we can list here. We have always supported and worked for genuine reform efforts that include input from all stakeholders. What the District was proposing, under their false pretenses of including stakeholder input, were

more top-down mandates, arbitrary checklists, disciplinary threats, and additional mandatory student testing. Far from the promise of real collaboration, and not even good science in what research says actually improves academic success. This is what CTU members were protesting.

The AFT, through its Reclaiming the Promise campaign, has a hopeful vision of what our public schools can be. Reclaiming the promise is about fighting for neighborhood public schools that are safe, welcoming places for teaching and learning. It's about ensuring that teachers and school staff are well-prepared, are supported, have manageable class sizes and have time to collaborate to meet the needs of every child.

Reclaiming the promise is about making sure all students have an engaging curriculum that focuses on teaching and learning, not testing, and includes art, music and the sciences. It means ensuring that children and their families have access to wraparound services to meet their social, emotional and health needs, which can seriously impact academic success of students.

The promise is under attack on many fronts, by those who demand and pursue austerity, polarization, privatization and de-professionalization. We need parents, students, teachers, school staff and the broader community to work together toward these shared values and common goals. We must focus on finding solutions rather than winning arguments.

Only through genuine collaboration can we create the trust needed to enable risk-taking and shared responsibility, to improve our schools so all Cleveland children have the opportunity to achieve their dreams. You can mandate some things, but you can't mandate trust or respect. Those have to be earned by actions, like keeping your promises. The clock is ticking.

Again, thank you for your show of support at the last Board meeting. And we need you at the next one, Tuesday, May 26, 6:30 p.m. at Miles School.

Enjoy your summer break, and stay in touch with CTU through our website and other communications. Next year's negotiations will be brutal. I expect we'll need your presence many times in the future. Be prepared, and save your money.

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Join Your Colleagues for
CTU's End-of-the-Year
PARTY!

Wednesday, May 27, 3:00-7:00 p.m.
Nautica Pavilion behind the Power House
(on the West Bank of the Flats)

**Sponsored by CTU Social Committee,
Cassandra Carter, Chairperson**

**Bring your membership card for a free
drink ticket. Wear a CTU item of clothing
and receive an additional drink ticket!**