



CRITIQUE



The Official Publication of the Cleveland Teachers Union

VOL. L, NUMBER THREE

SEPTEMBER 2017

AFT Leaders React to Charlottesville

TEACHING CHILDREN WHEN HATE IS IN THE HEADLINES

“What happened in Charlottesville exposed a dark turning point in America. It is not just a sobering reminder of the very real racism and anti-Semitism running through the veins of some Americans, but a call to stand up to the forces of hate and division in this country that feel emboldened today. White supremacists and Nazis now feel empowered to come out of the shadows and inflict terror on American communities. We stand with those who stood up to this racism and anti-Semitism. We grieve the murder of Heather Heyer and the injury of other peaceful protestors. And we continue to denounce the hate and bigotry that was on display in Charlottesville and is being unmasked in communities across the country. But this moment requires more than simply denouncing hatred; it requires action to protect the basic rights and safety of American families from those who peddle terror and hate.”

— *Statement from AFT President Randi Weingarten, AFT Secretary-Treasurer Lorretta Johnson, and AFT Executive Vice President Mary Cathryn Ricker*

AFT leaders have been hearing parents, teachers, and students both question what happened, and express worry and anxiety and fear. Union educators have a special role in the community, and a powerful responsibility to our students and their families. The AFT has assembled lessons and resources for educators to use, to address the racist and anti-Semitic terroristic events in Char-

lottesville. The ShareMyLesson.com resources submitted by educators and partners from across the country can be accessed at <https://sharemylesson.com/CharlottesvilleCurriculum>.

The link has timely lessons on addressing racism and stereotyping; bullying prevention resources; helping children cope with traumatic events; immigration resources; and teaching social justice.



Our students and their families deserve to know that we are allies in the fight against intolerance and bigotry. Thoughtful, intentional lessons on the events in Charlottesville, and the fight against bigotry and intolerance is one way of addressing these very serious questions and concerns.

“White nationalists and fascists marched in

■ **continued on page 2**

Inside the Critique

Implementing the CBA

Negotiations Report	5
VPD Time is Back	4
Grievance Review & Report ..	6-7

Union News

CTU “Stuff the Bus” Event	8
Charity Golf Outing	8
AFT Healthcare Rally	9
CTU Has Moved!	14
Pres. Quolke: Old & New	16

Education

Pre4CLE Success	10-11
No More Safe Harbor	11
Humanware Initiative	12
Student Loan Debt Rising	12
Tell Us About Testing	13

Senator Brown, CTU’s Mary Moore Blast GOP Healthcare Plan

U.S. Senator Sherrod Brown and CTU 3rd Vice President Mary Moore, a special education teacher, spoke out against the GOP’s proposed plan to repeal the Affordable Care Act (ACA or Obamacare) and cut Medicaid, a plan that would have cost Ohio schools millions of dollars annually. They joined CTU members, parents, and education advocates at a press conference May 26 at the CTU office. CMSD representative Michele Pomerantz also spoke out against the plan.

The House’s plan, called the American Health Care Act, did eventually pass in the Republican-dominated House, with much fanfare from President Donald Trump at the time; however, Trump later called the plan “mean.” In July, the Senate took up health care, but corresponding Senate bills narrowly failed, leaving the ACA intact — for now.

The House Plan would have cut as much as \$12 million per year from Ohio schools, and CMSD stood to lose \$500,000 each year. Senator Brown called it “wrong-headed, cruel legislation.” He questioned how Republicans planned to improve the quality of life for all Americans by their assault on

the ACA, taking away health care from the most vulnerable citizens in order to give a major tax break to the wealthiest 1%. He described the GOP plan as “cruel, inhumane, and unjust.”

“Whatever your opinion of the Affordable Care Act, we should all agree that forcing schools to choose between

laying off special education therapists that students depend on and increasing class sizes, or reducing AP and elective classes for other students is wrong,” Senator Brown said. “Instead of forcing Ohio schools to cut services for our kids, let’s work together to lower costs and make healthcare work better for everyone.”

Senator Brown and Ms. Moore explained that Ohio schools are required by law to provide certain special education services to students with

■ **continued on page 3**



Senator Sherrod Brown (D-OH) denounces the GOP’s proposed so-called fixes to the Affordable Care Act that would have cut Medicaid services to vulnerable students — and likely cost CTU members’ jobs — in a May press conference at the CTU.

THUMBS UP, THUMBS DOWN



THUMBS UP to CTU office staff — Office Manager **Ed Wegrzynowski**, **Yolanda Harris**, **Kym Henderson**, **Edie Pace**, **Meg Ryan Shockey**, and **Ellison Smith** — for their help in moving the CTU offices from the sixth floor to the third floor. Their patience, skill, and hard work made the gigantic task go smoothly.



THUMBS UP to **CMSD** and **CTU** for working together to avoid the 3-week pay gap. The move to Workday has had its glitches, but this was a good outcome for members.



THUMBS DOWN to the current **Tax Incremental Financial (TIF) nuCLEus** project that was proposed by Stark Enterprises, scheduled for an August 22, 2017 vote by the Cleveland Board of Education. As President Quolke explained in his letter to CEO Eric Gordon and *The Plain Dealer*, the CTU has consistently maintained a “hold Cleveland Schools harmless” position and opposed tax abatements and TIF’s over the years. Consider the support the Cleveland community has shown for CMSD schools: the passage of Issue 107 in 2012; its renewal, Issue 108, in 2016; and passage of the school construction bond issue, Issue 107, in 2014. The CTU believes that the Stark Enterprise TIF proposal, in its current form, would not hold schools harmless, and would erode the trust and partnerships we have developed with parents, the community, and elected leaders in supporting future school levies and ultimately our kids and our schools. CMSD kids, their families, and the citizens of Cleveland deserve better.



THUMBS UP to **CTU members** who worked hard to provide a **successful opening of the school year** for CMSD students. Your professionalism and expertise will make this a great school year for your students.



THUMBS DOWN to the pay error for ESP teachers. If you worked your extra day, ESP teachers, check your records to make sure you were paid for that extra day at your daily rate! The original amount was 6.5 hours, and that was incorrect.



THUMBS UP to **CTU members** who participated in **various greater Cleveland area community events** over the summer. The “**Summer of Goodwill**” activities help build relationships between the Union and the members of Cleveland communities. Thank you to all who gave up some of their time this past summer for these events.



THUMBS DOWN to **GOP legislators in the U.S. House and Senate and President Donald Trump** for their ineptness when it comes to Americans’ healthcare. After seven years of constantly criticizing Obamacare, when they finally had a chance to do something to fix it, all they could accomplish were secretively- and hurriedly-compiled inadequate bills, first to repeal and replace the Affordable Care Act with a plan that would force 22 million people to lose healthcare, then to repeal it but replace it sometime later, and then to just pass a so-called “skinny” repeal. Thankfully for many Americans, their attempts ultimately failed. Since Obamacare was enacted, Republicans, including then-candidate Trump, have railed non-stop against the ACA, and made pie-in-the-sky promises to “fix” healthcare for all Americans. Their cruel, clumsy, bungled attempts to address this very personal and important issue that makes up one-sixth of the nation’s economy was a shameful example of inability to govern. A bright spot: for the first time since its passage, as Americans faced imminently losing many of the ACA’s popular protections and essential coverage under all the proposed GOP plans, the law received a favorable polling by Americans.



THUMBS UP to over 200 **CTU members** who attended a **four-day inservice** sponsored by **CMSD** and **The National**



Math and Science Initiative July 24-27. The sessions were excellent, and the information will be valuable

in CMSD classrooms. Good job demonstrating that CTU members are life-long learners!



THUMBS UP to **Stephanie Henderson** (CDHR Chair) and her CDHR Committee, and **Cherylane Jones-Williams** (Paraprofessional Chapter Chair), **Paraprofessionals**, and other **CTU members** who worked at the **Stuff the Bus** event **August 3**. All donations from the event go to the Kids in Need Resource Center (formerly known as Shopa) that supports Cleveland teachers and students during the school year. The Cleveland Center is one of 42 free “teacher stores” across the country.



THUMBS UP to **CTU professionals**! In the final summative ratings of all professionals released by CMSD for 2016-2017, 37% were rated Accomplished and 50% Skilled, for a total of 87% of CTU professionals rated in the highest two categories. This data included all CTU positions except sign language interpreters, paras, and attendance liaisons, and included second year Accomplished professionals. The ratings for teachers only were similar: 36% Accomplished and 50% Skilled. Congratulations to our excellent CTU educators.

When HATE Is In The Headlines:

AFT Leadership Offers Reactions and Lesson Plans

■ continued from page 1

Trump’s name, yet he refuses to unequivocally denounce them,” the AFT leaders added. “He has failed to do what any other President would do to reject hate and fulfill his chief obligation to marshal all of the resources at the federal government’s disposal to keep Americans safe... We call on the President, the Justice Department and the FBI to conduct real, transparent investigations into terrorism from white supremacists. We call on elected officials and law enforcement from all 50 states to use all of the resources at their disposal to keep our communities safe.

“People in America need to know that laws will be enforced to protect them . . . We must stand for what is

right, and African-Americans, Jews, LGBTQ people and other marginalized people deserve justice. America is

FOR LESSON PLANS:

<https://sharemylesson.com/CharlottesvilleCurriculum>

stronger when we embrace our diversity and work to ensure opportunity for everyone, and that is what we will

continue to fight for.”

[Source: www.aft.org]

Senator Brown, CTU's Mary Moore Blast GOP Healthcare Plan

■ continued from page 1

disabilities, such as speech therapy, behavioral health services, or specialized transportation. Schools rely on Medicaid reimbursements to cover the costs of many of those services. The House GOP bill to repeal the Affordable Care Act would have slashed the Medicaid funding by \$880 billion, cutting the federal reimbursements Ohio schools depend on by 18% to 25% each year.

Even if the cuts were enacted, Ohio schools would still be legally required to provide these services to students in need under the federal Individuals with Disabilities in Education Act (IDEA). To make up the difference, schools would have to ration care for students, and districts like Cleveland would have to make difficult decisions that hurt students, including possible cuts to staff and programs.

Ms. Moore gave a moving example of a former student who benefitted immensely from supports provided through Medicaid. Although legally blind, he was able to successfully attend class with his peers in her general education class — and his peers also benefitted from being in the same class as him. The experience inspired Ms. Moore to become a special education teacher.

"Many students at my school, Willson, and across the District rely on Medicaid to provide the support they need to be successful in the classroom," Ms. Moore stated. "They receive this support through IDEA. It comes in the form of school psychologists, speech/language pathologists, occupational and physical therapists, and school nurses.

"At Willson, we have the largest population of students with deafness and hearing impairment in the district. We have two speech/language pathologists, a school psychologist, audiologists, an occupational therapist, and a full-time nurse. This is because the needs of students with hearing loss are not limited to that loss of hearing.



CTU's Mary Moore gives a first-person account of how all students can benefit from the vital services Medicaid provides in CMSD schools.

Instead of cutting Medicaid dollars, we need to increase the amount of Medicaid dollars provided to schools, so every child in Cleveland has the support of a full-time nurse, psychologist, speech language pathologist/audiologist, occupational and physical therapist, as well as a social worker.

— Mary Moore, CTU 3rd Vice President

These students often have other physical disabilities that require the sup-

port of all of these professionals.

"I want to make it clear that Willson is not a separate school for the deaf. It is an inclusive neighborhood school that includes students with hearing loss and deafness, along with general education peers and students with other disabilities. Because of the supports afforded by IDEA and Medicaid, we can provide all of our students with opportunities that improve their health and well-being.

"Having a full-time school nurse is a blessing that every school should be afforded," she continued. "Our school nurse is with us all day, every day because of the severe needs of some of our students. Those students could not participate in school without our nurse. But our full-time nurse also allows for all of our students to receive the professional care and support she provides. This improves their learning and helps keep them in school.

Every school should have a full-time nurse.

"Instead of cutting Medicaid dollars, we need to increase the amount of Medicaid dollars provided to schools, so every child in Cleveland has the support of a full-time nurse, psychologist, speech language pathologist/audiologist, occupational and physical therapist, as well as a social worker."

Although the health care battle seems to be on the legislative back burner for now, Congress is preparing to address the budget when they return from their August recess. Important programs like Medicaid and Medicare, that support and protect our most vulnerable citizens, will likely be under attack. Educators need to be advocates for students and their families. These issues are important for the success and well-being of the students we teach, and for some of our own family members and friends. Providing these crucial supports strengthens our communities.

"Cutting Medicaid funding forces the states to ration out the supports," concluded Ms. Moore. "We cannot go back to the days of 'warehousing' our special-needs students. We cannot allow this to happen to our most vulnerable students. They count on us to fight for them. As I have seen at Willson, when the resources are provided for our most vulnerable students, all of our students benefit."

CTU Text Alerts

Stay informed with the latest CTU news and updates! A text service is available for CTU members. You can sign up — right now — to receive mobile text message alerts



from AFT and CTU. You will receive updates, notices, and reminders.

If you aren't already signed up, get your phone out now! Send a text message with the word

ctu279 (lowercase, no spaces) in your message box. Send it to the phone number 69238.

AFT-CTU will never charge you for text messages, but your carrier's message and data rates may apply.

It's ALWAYS IPDP Time!

Be sure you *always* have an Approved IPDP (Individual Professional Development Plan) on file. When should you write your new IPDP? As soon as you have your newly-renewed license! Do *not* wait until it's time to renew your license. Remember, an approved IPDP is needed *before* taking any classes or earning CEUs.

An IPDP Help Guide is available on the CTU and CMSD websites. It is the same step-by-step guide the IPDP team uses when they go to schools to help write IPDPs.

If you have questions about the IPDP process, or need your username and/or password, please contact Jim Wagner (jwagner@ctu279.org), Bonnie Hedges (bhedges@ctu279.org), or Tracy Radich (tradich@ctu279.org).

Remember, having a valid license, certificate, or permit by the first day of school is a requirement for employment, and the renewal process is part of your professional responsibilities. Be sure any coursework you take will count toward your renewal. Get a new IPDP approved as soon as you renew your license, every time.



Implementing

“The work of the CTU Negotiating Team now moves from negotiations to implementation, as the second year of our three-year contract begins,” stated Shari Obrenski, Director of Negotiations and 3rd Vice President, Senior/Special.

One change in the new contract is the establishment of a Joint Committee on School Schedules, to review all schedules and problem-solve identified concerns. This was added to the contract after problems with scheduling in the past several years that violated the CBA, and cost the District millions of dollars in compensation. These so-called million-dollar mistakes were featured in Cleveland news media, and according to CTU leaders, were completely avoidable if CMSD administrators had corrected the scheduling errors at the time.

The Joint Committee on School Schedules has three appointed members from the Union and District, respectively. Shari Obrenski, Mark Baumgartner, Trustee-at-Large and Director of Professional Issues and Mary Moore, 3rd Vice President and Co-Director of Grievances, represent the CTU. CMSD is represented by Karen Thompson, Deputy Chief of Curriculum and Instruction, and Erin Frew and Lorenzo Russell, Network Leaders.

The Committee is currently reviewing all high school schedules, and K-8 schedules for those K-8 schools that have been operating outside of the tra-

ditional school day, such as an extended school day or extended school year.

“This has been slow and tedious work,” reported Ms. Obrenski. “Even though we got a late start, hopefully we’ll be able to resolve scheduling issues more quickly than in the past. Also, both CTU and CMSD will have a better idea of the scope of scheduling problems across the District.”

Members Moved to New Pay Levels

The vast majority of CTU members were successfully moved to the new pay levels in the CBA. All members received a 2.75% raise, across the board. Paras moved up to the next level on their new salary schedule. RSPs who earned 15 or more ACs at the end of the school year moved up to the next level of the salary schedule.

The CTU and CMSD were able to work with CEO Eric Gordon to eliminate the three-week pay gap in August, and the first payday was August 11.

Your total compensation for the 2017-18 school year is available on Workday. You are advised to verify that the amount is what you expect.

VPD/Community Engagement Time

Teachers, paraprofessionals, RSPs and Sign Language interpreters can earn Voluntary Professional Day time, paid at their daily rate. In the last contract, only paras were eligible for VPD time. (See article below.)

An email from Tracy Radich, 1st Vice President, and Jillian Ahrens, 3rd Vice President, K-8, explaining Staff/Community Engagement time, was being prepared and will be sent to all members.

Healthcare and Wellness

Members should have received several reminders about the new voluntary Wellness Program. Be aware, there are very important deadlines to meet in order to qualify, so you (and if applicable, your spouse) will have the option to participate in the Wellness Program and pay less in the monthly contribution to your healthcare premium.

Here’s another explanation of what you will need to do and when.

To participate in this program and

VPD Time is Back!

Voluntary Professional Day time is back in the new contract, for teachers and related service providers (RSPs). Paraprofessionals had three days available in the last contract, and will have it in the new contract, too. OT/PT assistants are now included in this. The paras’ first VPD time was August 8 for traditional schools. If paras have questions, contact Cherylane Jones-Williams at 216-861-7676 ext. 241.

The voluntary flexible professional development time is called “Staff/Community Engagement” time. It is explained in Article 30 of the new CBA. Two days per school year are available for all licensed or certificat-

ed bargaining unit members, including sign language/educational interpreters (except day-to-day substitutes).

The days are to be defined and approved through the AAP process, or mutual agreement of the principal and Union Conference Committee. The time can be scheduled in one-hour increments, with six hours equaling a full day. These days will be paid at the member’s daily rate.

Tracy Radich, CTU 1st Vice President, explained the change: “In previous contracts, the day before staff was required to report to school was a VPD day. That language is only in place for paraprofessionals. The day before paraprofessionals are required to report is a VPD day for those paras who would like to earn their first day of VPD.

“Beginning in the 2017-18 school year, teachers, RSPs, and Sign Language Interpreters can earn two Voluntary Professional Development/Community Engagement days. For teachers, RSPs, and Sign Language Interpreters, these VPD/Community Engagement days are designed through the approved AAP, or through mutual agreement of the Principal and UCC. Each school must have a plan in place for how staff members can earn these additional days.”

Members should have received an email from Tracy Radich, 1st Vice President, and Jillian Ahrens, 3rd Vice President, K-8, explaining Staff/Community Engagement time. All members are encouraged, as possible, to participate in their school’s activities on these days.



g the New CBA

receive the savings, you must file a completed Physician Certification Form with Hylant (an independent third party) by October 31, 2017. This can be downloaded and printed from the CMSD website at <http://clevelandmetroschools.org/Domain/3724>.

To successfully complete this required form, you must have an annual screening, which includes, at a minimum: 1) cholesterol screening; 2) glucose screening; 3) blood pressure screening; and 4) your body mass index (BMI). You must also complete the CMSD Health Risk Assessment, which can be downloaded and printed at <http://clevelandmetroschools.org/Domain/3724>, and then submit that completed CMSD Health Risk Assessment to your healthcare professional.

If you have already seen your physician and had these screenings done since January 1, 2017, you will only need to complete the Health Risk Assessment and take the Physician Certification Form to your healthcare provider for their signature. If you have not yet seen your doctor this calendar year and don't have a visit scheduled, call today for an appointment! Many doctors have a months-long waiting period, and the deadline is October 31.

Once you have completed the screenings and the Health Risk Assessment, and your healthcare professional has signed and dated the Physician Certification Form, then U.S. mail or email the signed Physician Certification Form to the Hylant address on the form. (The CTU recommends email, so that you have a dated electronic record of it being

sent.) Note that completing the form does not require a physical, but only a screening and the completion of the CMSD Health Risk Assessment.

The healthcare professional signing the form can be a physician, a nurse practitioner, or a physician's assistant, but not a registered nurse. **Do not** submit the CMSD Health Risk Assessment to Hylant when you submit the Physician Certification Form. That form is confidential — you only need to share it with your healthcare professional. Once you share the completed Health Risk Assessment with your healthcare professional, if they choose to return it to you, you can destroy it or keep it, but **do not submit** your confidential Health Risk Assessment to Hylant.

"We hope all CTU members will choose to participate in the voluntary Wellness Program," said Ms. Obrenski. "It's not an invasive plan, and the results are not shared with the District or any other entity. Besides providing reduced premiums to those who participate, the Wellness Program can help improve the health and welfare of our members, which is our number-one priority."

Ms. Obrenski shared that a couple members had already contacted her, to let her know that their screenings had revealed some health issues that were now being treated. "Early diagnosis and treatment of health problems will not only keep costs and premiums down, but many chronic health problems are easier to treat or cure if they are discovered earlier," she added. "It's a good thing for our members."

"By the time CTU members are reading this," said President David Quolke, "I hope most CTU members who have chosen to participate in the voluntary Wellness Program have already either completed their medical appointment, and had their physician sign the Physician Certification Form. If you are new to the District and not yet enrolled in CMSD healthcare, but are currently covered under another healthcare plan, you can have these screenings done now or wait until your CMSD healthcare kicks in. I urge all members to take advantage of the reduced premiums — and the even more valuable opportunity to protect their health by getting these screenings — through participation in this program."

November is Open Enrollment month. **All CMSD employees** must once again sign up for healthcare during November. The Physician Certification Form for the Wellness Program must be submitted prior to Open Enrollment, by October 31, 2017.

New employees who began work on August 9, 2017, will be eligible for Healthcare on October 1, 2017. While they still must sign up during the Open Enrollment period, the District will give those new employees a 60-day window from the date their CMSD healthcare coverage begins to complete their annual screening and Health Risk Assessment form.

If you have questions about the Wellness Program, contact Michael Kulcsar at 216-861-7676 ext. 224.

New in the CBA

CTU is working to make sure the new provisions in the CBA are implemented fairly across the District. Emails were sent to Chapter Chairs highlighting contract language about VPD time, the 200 minutes, emergency evacuation plans, and compensation

for paras who provide coverage for other paras.

Time for Problem-Solving

Ms. Obrenski mentioned that there had been some challenges with summer school, but several issues had been resolved through problem-solving with CMSD. Issues that remained unresolved were grieved.

"We are really trying to be proactive, using labor-management collaboration to resolve problems quickly, and even prevent them," concluded Ms. Obrenski. "As long as CMSD is willing to be a genuine partner with CTU in the problem-solving process, we can improve labor-management relations. In doing that, we'll improve teaching conditions for CTU members, and improve educational opportunities for our students."

Your Union Needs You!

by Kurt Richards

2nd Vice President and COPE Chairperson

If you volunteered in CTU's political activities in the past, thank you. But anyone in public education knows that we — union educators — are in a battle for the survival of public education and union rights as we know them. The CTU will continue to need you more than ever as we work to support public education and public educators.

If you are new to CTU and CMSD, welcome to our strong and politically-active union. Please join us and participate in our ongoing efforts as much as you can.

There are many critical issues on the political horizon: the ongoing implementation of Sub. H.B. 525, the Cleveland Plan; the destruction of public education under the "leadership" of Education Secretary Betsy DeVos; voter suppression tactics; battles over budget priorities and cuts, both at state and national levels; teacher professional issues; the future of pensions and social security programs; fair redistricting efforts; unionism versus so-called right-to-work (for less); the ongoing fight for affordable, accessible health care. And these are only a few issues currently facing the CTU, educators, the labor movement, and the middle class.

You can help in the struggle to retain labor rights, protect our profession as public educators, and elect politicians who will work for America's middle class, not the wealthiest. You can help through political action, and by supporting COPE.

COPE Deductions

Did you know there are restrictions on the use of union dues for political purposes? CTU counts on your voluntary COPE (Committee on Political Education) contributions to fund its political activities.

Help your Union protect your interests by contributing to COPE. The easiest method is payroll deduction, for 20 pays during the school year. Ask your CTU chapter chairperson for a blue COPE card and contribute a few dollars per paycheck. Or if you already give, consider increasing your deduction by a dollar or two. It's a small amount individually, but together with the contributions of your Union brothers and sisters, it gives the Union the capacity to be a more powerful force for public educators.

Again, thank you for your past help. And thanks in advance for your help in CTU's future political efforts. The CTU will need its members and their impressive volunteer capacity, and I know CTU members will show up.

RSPs: New Evaluation Process

A new evaluation process for Related Service Providers (RSPs) begins this school year. They will be moving from a 5-event to a 3-event evaluation process. One event will be a formal observation, and the other two events will be document submissions.

Training sessions are currently being set for the various groups of RSPs, reported Jillian Ahrens, Grievance Co-Director.

Questions about the new process can be directed to Megan Scully, TDES Coordinator, at megan.scully@clevelandmetroschools.org. She can also be reached at the CTU office at 216-861-7676 ext. 247.



Back-to-School Review: All About Grievances

The grievance procedure is explained in the CBA in Article 6, Problem Resolution, Grievance Procedure and Time Limits.

A grievance is defined as “any matter concerning the interpretation, application, or alleged violation of any currently effective Agreement between the District and the CTU, or which alleges any employee represented by the Union has been discharged or disciplined without just cause, or has been treated unfairly or in a discriminatory manner.” Any CTU member can file a grievance, if they believe their rights in the CBA have been violated.

All grievances that go beyond the building level to the CTU are filed online. The email address for grievances only is grievances@ctu279.org. The grievance forms for each step, with the instructions and timelines applicable to the various steps, are available on the CTU website, and can be completed in the online format. Principals can also add their responses online.

Initiation of Grievance forms must have the principal’s response (or note that the principal did not respond within the allotted time), and any related documents. Be sure to include this with the completed Step Two Appeal form. Scan and email them to grievances@ctu279.org.

The Process

The grievance process has four steps, with timelines attached to each step. If the matter is not settled satisfactorily at the first two steps, or if the agreed-upon remedy is not implemented in a timely fashion, or if the grievance is not answered by the District in the CBA’s allotted time frame, the grievant can appeal to the next level. Also, in the case of a grievance that impacts at least five bargaining unit members, the Union may file an appeal of the Step Two answer with the CEO, or may proceed directly to Step Four.

Article 15 deals with student assaults, menacing, student discipline, the Planning Center, Student Support Teams, Removal for Educational Intervention, classroom meetings, and other student discipline-related issues.

Step I of an Article 15 grievance (on the specific form) does not go to the Principal. Instead, it is to be sent directly to the CTU at grievances@ctu279.org. The Grievance Team processes it and sends it to the Director of Labor Relations, who has five days to attempt to resolve. If a resolution is not achieved, CTU and CMSD will contact a special purpose panel per Article 15 Section 31 (c).

Before a member files a grievance on a serious assault or battery by a student, the member must first follow the steps outlined in the CBA, Article 15, Section 10. If the member does not agree with the Principal’s decision, they appeal to the Network Leader. If they do not agree with the Network Leader’s decision, then they file the grievance.

Step Four

Step Four in the process is arbitration. If an answer to a grievance is not satisfactory, the Union can choose to submit the matter, within 75 days, to arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Association. A single arbitrator is chosen by both parties, and the expenses of the arbitrator, and costs of arbitration, are shared equally between the District and Union. The arbitrator, after hearing both sides and reviewing the evidence, renders a written decision that is final and binding on CMSD, CTU, and the affected employees.

Arbitration can be risky and expensive. It is not an automatic next

financial, and a decision can impact — for better or worse — more members than the grievant.

While the arbitrator is prohibited by law from making any decision or award that would add to, subtract from, or modify the CBA, neither side is guaranteed a win when a case goes to arbitration. The agreement cannot cover every possible workplace scenario, and as such it is a living document that is being interpreted and defined as situations (grievances) arise. Arbitrations are expensive. And no matter the outcome, the arbitrator’s decision becomes part of the CBA clarification or definition, and is binding on all parties.

Recognizing that some situations need to be resolved more quickly than others, the CBA provides for two types of arbitration, regular and expedited, and also for mediation. Regular arbitration is a longer process.

In a non-class action situation (usually affecting five or fewer bargaining unit members), where the time frame is so short that normal arbitration would be untimely, the CTU can demand expedited arbitration. If a certain case warrants it, a class action grievance affecting greater numbers of

members can be expedited by mutual agreement of CMSD and CTU.

If CTU declares an expedited arbitration, the Union and District make arrangements with the American Arbitration Association within 24 hours, and as soon as the AAA can schedule a hearing, it begins. The decision is to come within seven days of the hearing.

CMSD and CTU can also decide, by mutual agreement, to use the grievance mediation process to try to resolve a grievance before going to arbitration. The objective is to find a mutually satisfactory resolution to the problem. The mediator does not have the power to compel a resolution, and if no settlement of the issue is reached, the mediator can give an advisory opinion. The advisory decision does not constitute a precedent unless both parties agree. If no settlement is reached, the issue can then be taken to arbitration. However, the mediator’s decision/opinion cannot be used or mentioned in the arbitration case.

All CTU members should take the time to actually read the CBA, to become familiar with their rights as a member of the CTU. It is well worth your time to familiarize yourself with the new agreement!

Required Re

We can use grievances to help settle many issues, but members have to report problems to CTU. It weakens all of us when members don’t speak up.

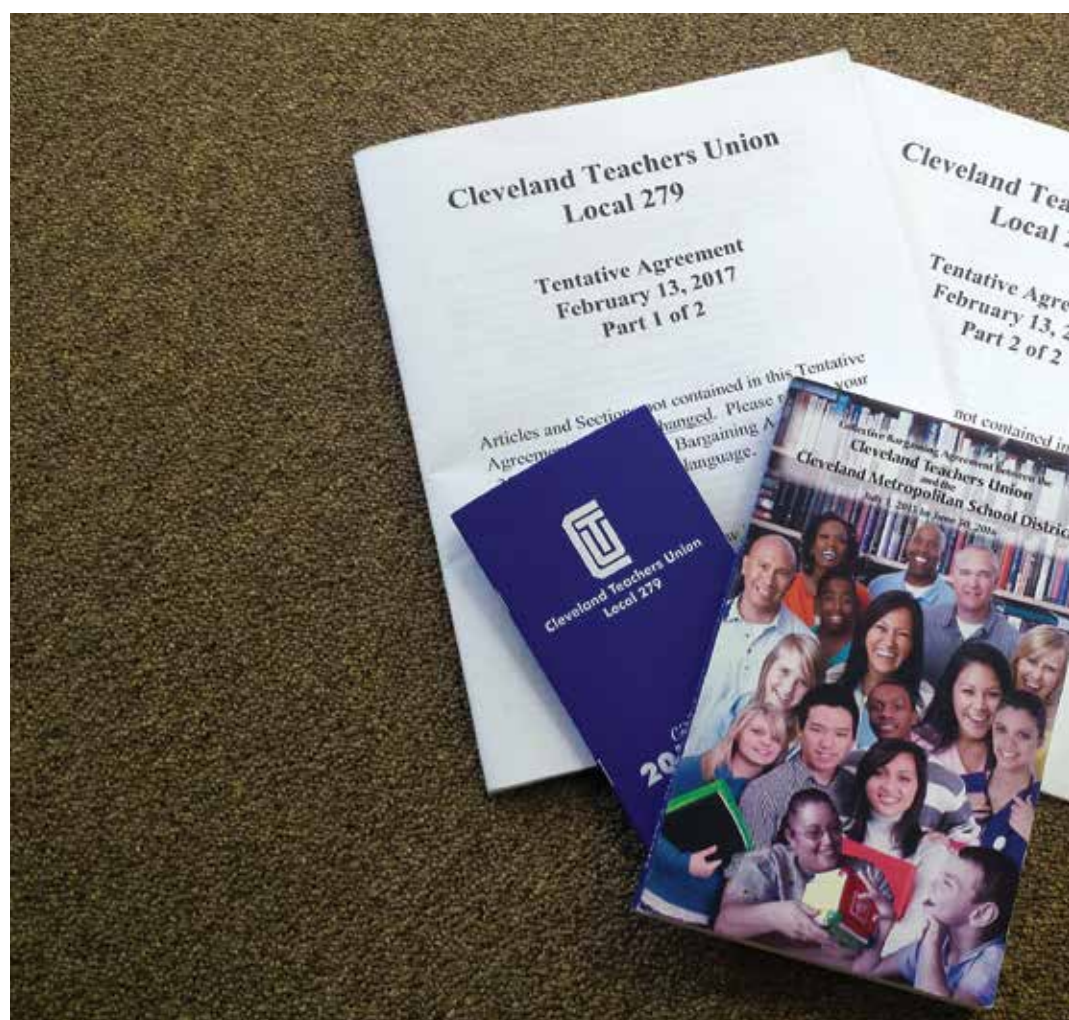
— Mary Moore, CTU Grievance Co-Director

Article 15 Procedure

All grievances that are violations of Article 15 (Policy and Procedures Governing Social-Emotional Learning, Student Discipline, and Misconduct) have a specific procedure and must be submitted on a new form. The form was distributed to chapter chairs, and is also available on the CTU website.

step in the grievance process. The CTU Grievance Team and the CTU Executive Board ultimately decide to take cases to arbitration or not.

The CTU Grievance Team carefully considers all arbitration requests. Because arbitration is binding, the potential ramifications must always be considered. The costs of losing an arbitration decision can be more than



No Summer Break For Grievances

The CTU Grievance Team met throughout the summer months with CMSD administrators to address open grievances, and handle mediations and arbitrations. CTU's Grievance Team members are: Co-Directors Jillian Ahrens and Mary Moore, 3rd Vice Presidents, K-8; Cherylane Jones-Williams, Paraprofessional Chapter Chairperson; Cheryl Neylon, Sergeant-at-Arms; Shari Obrenski, 3rd Vice President, Senior/Special; and Jim Wagner, K-8 Trustee. By CTU Constitution, the three 3rd Vice Presidents are automatically members of the Grievance Team, and the CTU President selects other members of the team from the Executive Board.

MD/AU Agreement Paid

Grievants in the MD/AU settlement agreement for 2015-16 have been paid the compensation owed them. In June, 2016, the Union reached a settlement agreement regarding Low Incidence (MD/AU) classroom and caseload maximum limits, which is now memorialized in the new CBA. The limit of six students was effective as of July 1, 2016.

Some Mixed Results

Ms. Moore reported that the CTU had received some answers to open grievances, but not all were resolved successfully, so appeals have been filed. There are still Step III grievances in process, but some have been settled through mediation.

She explained, "In one instance, we had filed for arbitration to begin, but instead, were able to settle the issue

using mediation — and we settled the grievance to the satisfaction of the CTU grievants. This saved money for the Union and the District, while still getting the desired results and compensation for our members."

Results of binding arbitration can be mixed, which is why the Union prefers to settle using mediation before arbitration, if possible. In arbitration, a third-party arbitrator provided by American Arbitration Association, who may or may not thoroughly understand a particular situation as it relates to education, makes a decision that is binding on both the Union and the District.

For better or worse, these decisions help define the agreement and become part of the CBA. If possible, it's usually better to come to a mutually-beneficial agreement through the mediation process, which is free, than to proceed to arbitration, which is costly and uncertain.

Grievances Now Online

All grievances that go to the CTU must be filed online. The email address for grievances only is grievances@ctu279.org. Online filing creates a paper trail and sets the timeline. It is easier, faster, more efficient, and more secure than faxing grievances or sending them by school mail. The electronic filing process has increased efficiency, saved time, and provided for more effective sharing of information to all parties.

Grievance forms for each step were updated last school year. Instructions and timelines applicable to the various steps are on the forms, which are available on the CTU website, and can be completed in the online format. Principals can also add their responses online.

Article 15 Settlement

"CTU and CMSD came to a settlement last year regarding Article 15, which covers student discipline and assaults," said Ms. Ahrens, "when the District tried to unilaterally change the definition of 'assault.' We had negotiated language on that issue.

"But last year, directives were sent to principals, changing the language regarding assaults, and adding progressive discipline for students who committed assaults. This was not negotiated. We grieved it, and we

won. The settlement reached in spring of 2017 states that the language in the CBA regarding student assaults stands."

A FAQ document is being prepared, and will be issued this fall, clarifying Article 15 and student discipline. But be aware, she added, should there be a situation in your school where the contract language is not being followed, contact the CTU Grievance Co-Chairs immediately.

A Fix for the "Million-Dollar Mistake"

Channel 19's Carl Monday reported in 2015 on CMSD's 1.2 million-dollar mistake, "the price CMSD had to pay over the bungling of the union contract." This was money the Dis-

signments should help cut down grievances [and related payments] in this area," said Ms. Moore. "Actually, that language was added because of the large payments from grievance settlements regarding scheduling."

PD to Be Compensated

In another grievance, a principal extended the teacher day by waiting to start professional time until after the student dismissal process was completed, in effect adding an extra ten minutes of time to the work day every day. This situation was grieved successfully, and affected members have been paid.

"Professional development outside of the normal school day is to be compensated!" Ms. Ahrens reiterated. "When

Especially with issues that involve money, observe timelines and deadlines carefully! If a deadline is missed, you may lose your opportunity to be compensated.

— Jillian Ahrens, CTU Grievance Co-Director

trict had to pay to teachers at several schools for back pay and penalties related to improper class scheduling. Shari Obrenski, 3rd Vice President, Senior/Special, said at the time it could have been avoided: "When we brought this to the attention of the District, they acknowledged there was a problem. It should have been fixed immediately. There is no excuse for this to continue to go on."

But expensive scheduling problems have continued, either willfully or through incompetence. And if the contract is broken when teaching assignments are scheduled, educators have a right to be compensated. So huge payouts due to improper scheduling have continued, even after Mr. Monday's exposé two years ago.

The District may finally be taking these situations seriously. "New CBA language that clarifies preps and as-

you go to a PD session, ask the trainer: 'Are you filing this for payment, or should I file it myself under Workday?' CTU members are to be compensated for PD outside of the hours of their regular school day; this issue was grieved and won by CTU."

File the Grievance!

Both Co-Directors urged members to step up and file a grievance when they feel the contract is not being followed.

"We can use grievances to help settle many issues," said Ms. Moore, "but members have to report problems to CTU. It weakens all of us when members don't speak up. Using the grievance process helps define and clarify the CBA."

Sometimes it can be difficult to speak out, she acknowledged, but it "makes things better for all CTU members."

They also reminded members to check deadlines and timelines carefully. If you miss a deadline, there may not be anything the CTU can do. "Don't wait until May to address problems that began in September or October," added Ms. Moore.

"Especially with issues that involve money, observe timelines and deadlines carefully!" concurred Ms. Ahrens. "Even if you think the principal will fix it, or the District will eventually pay it, file the grievance anyway. If the matter is settled, the grievance can be pulled. But if a deadline is missed, you may lose your opportunity to be compensated."

Their best advice to every CTU member: read the contract! And if you feel it has been violated, file a grievance. You can talk to your chapter chairperson or to a member of the CTU Grievance Team first, but any CTU member can file a grievance.

Contract enforcement begins at the building level, stressed Ms. Ahrens and Ms. Moore. "We must work together and insist that the CBA, and the working conditions and protections that we fought for and negotiated, are followed. And if they aren't, file a grievance."

Reading



It's What Unions Do

Do you value respect, fairness, and a voice at work? That is what union membership can provide.

Unions are about a simple proposition: By joining together, working women and men gain strength in numbers so they can have a voice at work about what they care about. They can negotiate a contract with their employer for things like a fair and safe workplace, better wages, a secure retirement, and family-friendly policies such as paid sick leave. They have a voice in how their jobs get done, creating a more stable, productive workforce that provides better services.

No matter what type of job workers are in, by building power in unions, they can speak out for fairness for all working people in their communities, and create better standards and a strong middle class across the country.

(Source: AFL-CIO)

CARRASCO!

Indians' Carlos Carrasco, CTU, United Way, Stuff the Bus

by Christy Rorick
CTU Publications Chair

The second annual "Stuff the Bus" partnership with United Way, CTU, and Cleveland Indians' pitcher Carlos Carrasco took place on June 14, 2017, at Gateway Plaza.

This partnership began in 2015, when Carlos Carrasco visited CMSD's Luis Muñoz Marin School and volunteered to read books in Spanish to Marin students. Mr. Carrasco was moved by his volunteer



Indians pitcher Carlos Carrasco thanks CTU volunteers before the game.



CTU Executive Board members help collect books at Progressive Field before the Indians game: Tracy Radich, Pat Forrai-Gunter, Cheryl Neylon, Michelle Rzucidlo, Dorothy Fair, Cassandra Carter, Stephanie Henderson, Cherylane Jones-Williams, Debbie Paden, Christy Rorick, David Quolke.

experience, and donated several hundred new books to the school.

The following year, he sponsored a book drive where new and slightly-used books were collected at Progressive Field in a partnership with United Way. The book donations in 2016 totaled 12,500.

Several CTU members participated in the "Stuff the Bus" project this past June, collect-

ing books at Gateway Plaza and at collection bins outside the gates of Progressive Field. An RTA bus stood at the Plaza, ready to transport donated books. Before the Indians' game started, Carlos Carrasco made an appearance and was available for pictures with volunteers.

The book donations currently go to Cleveland-area schools and libraries. The goal is to collect over 20,000 books.

GOLF!

CTU, Custodians' Union Golf Outing Supports Scholarships

The 9th Annual Charity Golf Outing, co-sponsored by the Cleveland Teachers Union Local #279 and Cleveland Custodians Union Local #777, raised almost \$11,000 dollars for the Tri-C and CCU Scholarship Funds.

At the Bob-O-Link Golf Course in Avon on May 20, 105 participants enjoyed 18 holes of golf with a cart, lunch and dinner, beverages, free giveaways and prizes, and a raffle. The team from John F. Kennedy High School came in first, with the Lincoln-West Team a close second.

Raffle prizes included a basket of cheer, Jazz Fest and Rock and Roll Hall of Fame tickets, and gifts from the Browns, Cavaliers, and Cleveland State University, to name a few. John Pyle of NTA Life, Inc., won the 50-50 raffle, then donated the prize of over \$500 back to the cause. Jane



The carts are ready to go as the 9th Annual Charity Golf Outing begins.



Team Kral attempts a putt.

Addams Business Careers Center funded the sponsor sign by collecting \$250 in donations from their staff.

"The funds raised mainly come from our gener-



Team Quolke prepares to tee off.

ous sponsors," said Wendi Kral, CTU Membership Chairperson, "so please remember them!" She has coordinated the event along with Scott Artbauer of CCU, with help from the CTU Membership Committee and many volunteers. This event has raised over \$70,000 since its inception, she added,

enabling many CMSD students to further their education after high school. The money raised is split equally between the Custodians' Scholarship Fund and CTU's Tri-C Scholarship Fund. The annual scholarship winner was Yamileth Souffain from James Ford Rhodes.

"This event gets bigger every year," said Ms. Kral. "It's a great cause, and even if you aren't a golfer, there are lots of ways to participate or support the event." She hopes every CTU member will donate at least one dollar to next year's event, the 10th Charity Golf Outing. It's scheduled for May 19, 2018 — mark the date in your new CTU calendar book!



Team Hedges, led by CTU K-8 Trustee Bonnie Hedges, made the event a true family affair!



Thank you to Jane Addams BCC for the sponsor sign!

RALLY!

AFT Healthcare Rally

Kids, not cuts!

Senator Cory Booker (D-NJ) calls for real fixes to America's healthcare, not the Republican plans that would have harmed the most vulnerable. The AFT's July 19 Teach In, Speak Out Rally in Washington, D.C., called for legislators to defend public education against a disastrous White House budget proposal, and to stand up for healthcare rights that President Trump and GOP congressional leaders put in jeopardy.



Several CTU officers attended the rally, held during the AFT's biennial TEACH Conference: President David Quolke, Senior/Special Trustee Dorothy Fair, Trustee-at-Large Andrea Dockery, and Nurses Chapter Chair Pat Forrai-Gunter. Besides attending the conference and the rally, they visited Ohio legislators, including Senator Rob Portman (R-OH), asking them to support public education and authentic solutions to healthcare issues. (Senator Portman voted FOR the GOP healthcare plans.)



Senator Elizabeth Warren (D-MA) proclaimed to the union crowd, "I'm here today with one simple message: no budget cuts for public education!" Senator Warren, who became the first woman elected to the U.S. Senate from Massachusetts in 2012, is an outspoken consumer-rights advocate, and was instrumental in the creation of the Consumer Financial Protection Bureau under President Obama. The Bureau was created to provide consumer protection in the financial sector after the 2007-2008 financial crisis.



AFL-CIO President Richard Trumka thanked AFT members for their activism: "Because you called, because you wrote, because you stood up and spoke out, Mitch McConnell's health care sham has been stopped dead in its tracks. You did that!"

"Today we've won an important fight, but the battle rages on. They'll bring it up again, and again." He also reminded GOP leaders that "great countries don't cut billions of dollars from public education. A budget is more than a set of numbers, it's a statement of our values. What does it say when we treat our teachers and students as a line item? America deserves better!"



Wear Your CTU Pride!

CTU apparel is now available for sale online! The Cleveland Teachers Union apparel site at <http://www.ctu279apparel.com/> is live and taking custom orders now.

The Legislative Committee introduced samples of new clothing items at the November Delegate Assembly.

Now you can order your custom union-made and union-printed gear online at <http://www.ctu279apparel.com/>.

If you have any questions, contact Legislative Chairperson Elisa Kazek at ekazek@ctu279.org.

Show your CTU pride and support other union members — check out the website today.



Pre4CLE



Cleveland's plan to expand and support high-quality preschool education across the city, called Pre4CLE, is meeting its goal to ensure that more children in Cleveland are entering kindergarten ready to succeed in school.

Why Preschool?

A child's early years are crucial learning years, perhaps among the most important. A wealth of research has confirmed the importance of quality early childhood educational experiences in future academic and social success. Perhaps the best-known study, the HighScope Perry Preschool Study, followed 123 children born in poverty, with high risk of academic failure.

The HighScope Educational Research Foundation reported: "From 1962 to 1967, at ages 3 and 4, the subjects were randomly divided into a program group that entered a high-quality preschool program based on HighScope's participatory learning approach, and a comparison group who received no preschool program. Published in *Lifetime Effects*, the study's most recent phase — the HighScope Perry Preschool Study Through Age 40 [2005] — interviewed 97% of the study participants still living at the age of 40. Additional data was gathered from the subjects' school, social services, and arrest records.

"The study found that adults at age 40 who underwent the preschool program had higher earnings, committed fewer crimes, were more likely to hold a job, and were more likely to have graduated from high school than adults who did not have a preschool education."

Additional research continues to support the connection between qual-

ity early childhood educational experiences and success in school and life.

"The demand for early childhood care and education programs contin-

Students who have a high-quality preschool experience are more likely to do better across the board — for their entire lives.

ues to increase, not only in response to the growing demand for out-of-home child care, but also in recognition of the critical importance of educational experiences during the early years," stated the National Association for the Education of Young Children (NAEYC) in its policy overview. "Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development."

According to groundWork Ohio, children who participate in high-quality early childhood education programs are more likely to: perform better in school; develop strong cognitive and social skills; graduate from high school and college; build healthy personal relationships; and earn more during their lifetimes.

Results from Ohio's Kindergarten Readiness Assessment – Literacy (KRA-L) have demonstrated that overall, CMSD kindergarten children who had attended a CMSD preschool did better than those who did not. Research also showed that for every additional point on the KRA-L, there is an 11% greater chance of passing Ohio's Third Grade Reading Guar-

antee requirements. [*"Ready to Read and School Success," The Crane Center for Early Childhood Research and Policy, (2014).]*

Pre4CLE Formed

Recognizing this, in November 2013, CMSD, The George Gund Foundation, The Cleveland Foundation, and other partners convened a Cleveland Pre-K Task Force to create an implementation plan, called Pre4CLE.

Its primary goal was to provide 4-year-olds and then 3-year-olds in the city of Cleveland high-quality, accessible Pre-K education through increased access to and enrollment in, and rapid, efficient expansion of, eligible high-quality, high-capacity early learning settings.

How did they plan to achieve that lofty goal? It would require both public and private resources, and a long-

term commitment of CMSD, its charter school partners, community-based providers, businesses, philanthropic organizations, labor, and government.

Expanding Access to Preschool

"As of December 2016, 4,277 children were enrolled in high-quality preschool settings," said Michelle Rzucidlo, CTU Secretary, member of the Cleveland Early Childhood Compact, and a special education preschool teacher at Mary B. Martin. "That's a 50% increase from 2,857 in 2013."

A determined, organized outreach and marketing plan reached families of preschool children, informing them of preschool opportunities and how to enroll their children. Almost 1,000 new seats in high-quality programs were created since 2013, with special attention to high-needs areas of the city.

Recognizing its value to the entire greater Cleveland community, the Pre4CLE initiative was expanded to include all of Cuyahoga County.

Quality Matters

An important part of this plan is its insistence on high quality. Pre4CLE has embraced Ohio's Step Up To Quality (SUTQ) preschool rating system to guarantee excellence in its preschools.

SUTQ is a five-star quality rating and improvement system administered by the Ohio Department of Education and the Ohio Department of Job and Family Services. It recognizes and promotes learning and development programs that meet quality program standards that exceed basic licensing health and safety regulations. The program standards are based on national research, identifying standards which lead to improved outcomes for children.

CTU Secretary Michelle Rzucidlo and Chantay Melton prepare their special education preschool classroom at Mary B. Martin for three- and four-year-old students. Research continues to prove high-quality programs like this 5-Star SUTQ-rated class will bring positive effects throughout a child's lifetime.



Sunbeam School's 5-Star preschool team — Amber Spratlen, Jennette Davis, Mitzi Carlisle, Marian Irby, Brittany Hare, Rachel Calipetro, Michelle Moss — show off their hard-earned Step Up To Quality banner. Ohio uses SUTQ to evaluate preschools, and recognize high-quality programs across the state.



... attempting to provide all young children in Greater Cleveland access to high-quality preschool



Tracy Reid organizes materials in preparation for her preschool students' arrival at Mary B. Martin, one of CMSD's 35 5-Star SUTQ schools. High-quality, developmentally-appropriate preschool experiences will increase students' success in kindergarten, and later years, both academically and socially.

CMSD preschool staff have met the high-quality standard, with 35 schools receiving a five-star rating, the highest rating possible, as of June 2017. "The high number of five-star schools confirms the skill, professionalism, and dedication of CTU's preschool staff," said Ms. Rzucidlo.

The SUTQ evaluation process is comprehensive and ongoing. Preschools are rated on standards in four domains: Learning and Development, Administrative and Leadership Practices, Staff Qualifications and Professional Development, and Family and Community Partnerships. It involves scheduled and unscheduled visits from evaluators, as well as extensive documentation submission. (See the list above of CMSD's five-star preschool sites.)

CTU, CMSD: Kudos from State

CMSD was recognized by the Ohio Department of Education for its support of SUTQ standards.

"In the new agreement, preschool staff members at four- and five-star sites earn an extra \$100 per SUTQ rating star," explained Ms. Rzucidlo. "CMSD is the only District in Ohio working with the Union to recognize and compensate staff for their quality work, based on the star ratings."

"ODE was impressed with the fact that CTU and CMSD have collaborated to embrace the SUTQ process," added Nicole Vitale, CMSD's Director of Early Childhood Education. "They informed us that we are the first District in Ohio to come to an agreement to provide a stipend to teachers who have achieved either a four- or five-star rating."

Funding Challenges

The citizens of Cleveland demonstrated their support for all CMSD schools when they renewed the school levy in 2016. But ongoing, adequate funding from the state and the federal government remains in question.

President Barack Obama called for increased federal investment in preschool education in 2013 and 2014. Then-Secretary of Education Arne

Step Up To Quality: CMSD's 5-Star Preschools

- | | | |
|-------------------------|---------------------|-------------------------|
| • Adlai Stevenson | • H. Barbara Booker | • Paul Dunbar |
| • Andrew J. Rickoff | • Harvey Rice | • Riverside |
| • Anton Grdina | • Iowa-Maple | • Robinson J. Jones |
| • Artemus Ward | • Joseph Gallagher | • Scranton |
| • Benjamin Franklin | • Luis Muñoz Marin | • Sunbeam |
| • Bolton | • Marion C. Seltzer | • Tremont |
| • Charles A. Mooney | • Marion Sterling | • Wade Park |
| • Charles W. Eliot | • Mary B. Martin | • Warner |
| • Clara Westropp | • Memorial | • Wilbur Wright |
| • Clark | • Miles | • William Cullen Bryant |
| • Franklin D. Roosevelt | • Newton D. Baker | • Willow |
| • Garfield | | • Willson |

Duncan came to Cleveland and visited a preschool class at Anton Grdina School in April 2013, to highlight the administration's second-term education agenda, including plans to expand preschool.

"Expanding access to high-quality early childhood education is among the smartest investments that we can make," the White House stated then. "Research has shown that early years in a child's life — when the human brain is forming — represent a critically important window of opportunity to develop a child's full potential and

shape key academic, social, and cognitive skills that determine a child's success in school and in life."

It is uncertain whether President Trump's Department of Education, under Secretary Betsy DeVos, will resume the commitment to ensure all children enter kindergarten ready to succeed. But Pre4CLE will continue its efforts to provide all preschool children in greater Cleveland access to high-quality preschools. That commitment will make a positive difference in children's academic careers and in their lives.

Evaluations, Growth Measures and Safe Harbor

by Mark Baumgartner

CTU Trustee-at-Large
and Director of Professional Issues

Safe Harbor was a law that said student test scores on Ohio State Tests couldn't be used for teacher or building evaluations during the 2015-2016 and 2016-2017 school years. We are now at the beginning of the 2017-2018 school year, and Safe Harbor is gone. Student test results on Ohio State Tests will be part of a teacher's evaluation this school year.

Teachers who Linked in the Battelle for Kids website in April for certain subjects and grade levels will receive a Value-Added teacher level report sometime in October. This Value-Added report will be for the students you taught during the 2016-2017 school year, but it will be 35% of your overall Teacher Effectiveness

Rating for the 2017-2018 school year.

Appendix D will be finalized soon by the TDES Steering Committee, and as soon as it is, it will be posted in School Net and sent to all Chapter Chairs. For teachers new to the District, Appendix D is a listing of all the grade levels, subject possibilities, and what tests make up the 50% portion of Student Growth in the overall Teacher Effectiveness Rating.

As the year progresses, please make sure you are aware of all windows for administering tests, writing and submitting Student Learning Objectives (SLOs), and resubmitting any SLOs that were initially rejected, and doing roster verification of vendor and SLO rosters. These windows and deadlines are very important.

One of the new features of the newly ratified Collective Bargaining Agreement is an SLO appeal process. If the building-level TDES team approves a teacher's adjusted

targets and the principal rejects the SLO because of the adjustments, the teacher may appeal to the SLO subcommittee within ten days for a formal review of the adjustments. The subcommittee will then respond within ten days. The SLO subcommittee has always investigated all teacher questions regarding all aspects of student growth measures (almost 300 per year), but this is a formal appeal process during the writing window for SLOs in the fall.

The SLO subcommittee has four members, two from the Union and two from the District. The CTU members of the subcommittee are Mark Baumgartner and Debbie Paden. The two District members are Karen Thompson and Julie Snipes-Rea.

If you have any questions about this process or the changes in Safe Harbor, contact Mark Baumgartner at mark.baumgartner@cleveland-metroschools.org.



Salary & Benefits Committee

Addressing Student Loan Debt

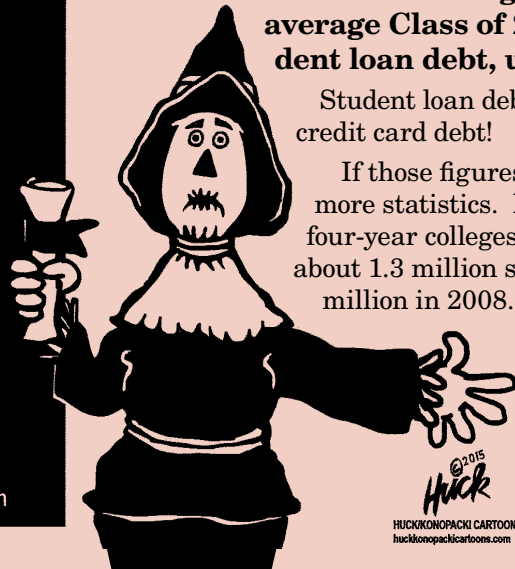
While this is where I sit,
neck high in college debt,
as my finances drain.
On payments I do choke
never been this much broke.
Paying for this brain.

With interest rate this high
the debt reaches the sky.
This diploma is my bane.
I'm screwed I'm a thinking
as my future keeps a shrinking.
Paying for this brain.

Oh, I can't find a job
that pays me more
to feed the wolf outside my door.
Makes me wonder, that's for sure,
what I did it for?

I wouldn't be down to nothing
maybe have a little something,
if to this debt I wasn't chained.
I would dance and be merry,
life wouldn't be so very scary
Paying for this brain.

Wizard Of Oz - If I Only Had A Brain



In 2017, Americans have more student loan debt than ever. The shocking statistics:

Americans owe over \$1.4 trillion in student loan debt, distributed among about 44 million borrowers. The average Class of 2016 graduate owes \$37,172 in student loan debt, up 6% from last year.

Student loan debt is about \$620 billion more than total U.S. credit card debt!

If those figures aren't shocking enough, here are a few more statistics. In 2012, 71% of students graduating from four-year colleges had student loan debt. This translates to about 1.3 million students graduating with debt, up from 1.1 million in 2008.

About 40% of student loan debt was used to finance graduate and professional degrees. [Sources: Ticas.org, federalreserve.gov, Wall Street Journal, studentaid.ed.gov]

Obviously, the cost of attending college is becoming a growing burden for a huge portion of Americans. And educators and

related service providers are required to continue their education, through professional development and additional college coursework, just to keep their licenses current.

Would you like to learn more about student loan debt and options that are available to you?

Cindy Antonio, CTU's Salary & Benefits Chairperson, and the Committee will be presenting a workshop on Student Loan Forgiveness. At press time, the date was to be determined (tentatively planned for September 2017).

If you have student loan debt and would like to learn more about possible choices, check your mailbox for information about this timely workshop. You can contact Ms. Antonio at 216-861-7676 ext. 225.

Social-Emotional Learning

Humanware Initiative Brings School, Life Success

Did you know that supporting student's social and emotional development produces an 11-percent-age-point gain in grades and test scores?¹

High social and emotional competency increases high school graduation rates, post-secondary enrollment, post-secondary completion, employment rates, and average wages. It decreases dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.²

SEL's Start in Cleveland

CMSD is approaching the ten-year anniversary of the Success Tech shooting of 2007. The tragic event was a wake-up call: District and Union leaders realized everyone had to be partners in a serious, ongoing effort to help students. Social-emotional learning needed to be added to the curriculum in a comprehensive, systemic way.

The process began in 2008. CMSD and CTU worked together to shift the academic culture, and imbed social-emotional learning (SEL) in every classroom. The 2013 contract memorialized many SEL best practices; they are included in the new contract, too. By including these provisions in the CBA, both CMSD and CTU have committed to the importance of SEL in students' education, and guaranteed that educators will have the necessary time, tools, training, scheduling, program elements, and other things they need for successful implementation. This includes appropriate interventions for the most at-risk students. SEL language in the CBA is helping to shift from a punitive to a prevention model in dealing with student behavior.

Social and emotional skills can also help build a student's cognitive skills. They help students learn academic

content and apply their knowledge better.³

CMSD's Humanware/SEL

"The effort has resulted in a variety of programs, interventions, and strategies to support social and emotional learning as well as academics, understanding that they are all related parts of learning," explained Jillian Ahrens, CTU 3rd Vice President, K-8. "This comprehensive approach prepares students for success not only in academics, but in careers and life as well."

The key components of the District's Humanware/SEL Initiative are: Not on Our Watch (N.O.W.) Anti-Bullying Program; Rapid Response; Closing The Achievement Gap (CTAG); PATHS (an SEL curriculum); early intervention strategies; Planning Centers; Conditions for Learning Survey; Winning Against Violent Environments (W.A.V.E.); Second Step; evidence-based programs and best practices; Class Meetings; Student Advisory Committees; Student Support Teams; Quality Standards; school and family involvement; and community service partnerships that support staff, students, and families.

CMSD's Initiative was recognized when the prestigious Aspen Institute's National Commission on Social, Emotional, and Academic Development (SEAD) held their national conference in Cleveland May 1-2, 2017. The Commission saw many of CMSD's Humanware/SEL components in action.

President David Quolke participated in the conference, and confirmed the importance of SEL in Cleveland classrooms. "Policy makers and lead-

ers on local, state, and national levels, are beginning to understand how important social-emotional learning is to student success. It affects student success in school, and later in their jobs and as members of our community."

Jillian Ahrens is CTU's Co-Lead of the Humanware/SEL Executive Committee; Denine Goolsby is CMSD's Co-Lead. Ms. Ahrens also serves as one of only three teachers nationwide on Aspen Institute's Council of Distinguished Educators.

SEL: Good for Kids, Schools, Communities

As researchers continue to study the effects of social-emotional learning, the importance of these skills is becoming even more apparent. Social and emotional competency is at least as predictive of academic and career achievement as IQ. On a strictly financial level, integrating social and emotional development with academics returns \$11 for every \$1 invested, making the Humanware/SEL Initiative a valuable part of the curriculum in many ways.⁴

¹ Durlak, Weissberg, Dymnicki, Taylor & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1):405-432.

² Kautz, Heckman, Diris, Bas ter Weel, & Borghans. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success*. Paris, France: Organization for Economic Cooperation and Development.

³ Cunha, F., & Heckman, J.J. (2008). Formulating, identifying, and estimating the technology of cognitive and noncognitive skill formation. *Journal of Human Resources*, 43(4), 782-783.

⁴ Belfield, Bowden, Klapp, Levin, Shand & Zander. (2015). *The economic value of social and emotional learning*. New York, NY: Center for Benefit-Cost Studies in Education: Teachers College, Columbia University.

Lab

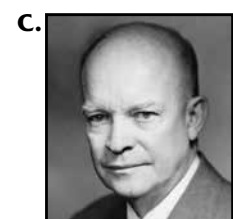
Match these quotes abo



Susan B. Anthony



Jimmy Carter



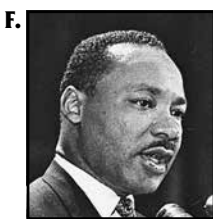
Dwight Eisenhower



Molly Ivins



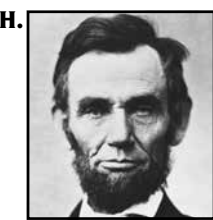
John F. Kennedy



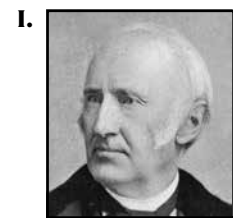
Martin Luther King, Jr.



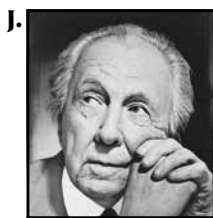
Lane Kirkland



Abraham Lincoln



Wendell Phillips



Frank Lloyd Wright

A TEACHER'S PERSONAL REFLECTION

Testing, Testing, Testing – and Student Learning

by Christy Rorick
Special Education Teacher

Testing, testing, and more testing! As we fight the overwhelming battle to reduce the amount of testing and its effects on teachers, but more importantly on our students, we continue to have experiences that are both positive and negative. I would like to share a story about the effects that testing has had on one of my students.

This student came to me as a second grader from a charter school. When I first met him and tried to get to know him, I read his IEP and it terrified me. He had behaviors that were dangerous and threatening, aside from very low academic skills. You see, this student was coming to me as a non-reader (did not know even one sight word) and had poor school experiences with verbal and physical aggression.

In the beginning, this student did not seem to be the scary kid portrayed in his IEP. Instead, he seemed very

mild mannered, quiet even. The first couple of days he hid under a table being shy. So I thought, OK, it is his academics we need to work on since behaviorally he seemed fine. Maybe the smaller class size was going to work.

Well, it is second grade, so we must start off with testing to get those baseline scores, so here we go. With a student who is in the second grade and not able to read one word, as you would presume, he did not do very well on his tests, but he managed; his

scores were low as expected.

As the school year went on, I knew it was important to develop a strong rapport with all of the students, and attempt to instill in them some sort of love-for-learning. I had to get the students to trust that all of their hard work was going to pay off, and through my many lectures and growth mindset videos, the students became very hard-working and gained many new skills.

While working with this student, I noticed that he was able to memorize sight words so we started there. Then we moved to reading those sight words in books, etc. He had a strength and a liking for math, so that was easier for him to make larger gains than in reading. Even with all of his hard work, he continued to struggle with reading and those gains were very small.

Then came the “heavy” testing season, where we test after test after test students. This was when I witnessed a sudden change in this student’s behavior. He would come to school and the minute the word “test” or “assessment” came out of my mouth, he blew up. This student began raging badly as I struggled to find a way to get him to understand the so-called importance of testing. He was not having it! His behaviors grew from calling me terrible names and flipping me the middle finger to more physical offenses of turning over tables, throwing objects at myself and students, to also physically attacking the paraprofessional and full-out punching me in the stomach.

His parents were very supportive and we met several times to attempt to problem-solve what to do next. When testing was over, he seemed to go back to the sweet boy to whom I had become accustomed.

So, the next school year came and this student was in my class again. Early in the year, the parents and I discussed testing. Since he was now a third grader, we decided to exempt him from the repercussions of the Third Grade Guarantee, as he was just

beginning to read, at a pre-primer level. He made it through the early testing without incident, but had to be constantly reassured that he was doing well.

The previous year he had also worked very hard on managing his physical and verbal aggression. Throughout this school year, he had rare incidences of either. He had reached a point where he was now reading at least at the first-grade level, and was gaining a lot of confidence. Once able to read from the first-grade book, he continued to gain new words and had even developed a love of reading.

His parents reported that he would read at home, something he never did before. While taking the Winter NWEA, he had checked his data (score), and took the test with confidence of doing better than the Fall score. He gained a better score in math but had gone backwards in reading. He was so disappointed that he even went home and talked about it with his parents. He did attempt to express his anger, but instead of acting out physically, he curled into a ball at his desk and put his shirt over his head. Although this was a better reaction to his anger and disappointment, it broke my heart that these tests could cause so much destruction to students’ morale, reducing them to tears and feelings of inadequacies.

I told him that when he was ready to talk, we would. After about 30 minutes, he joined the class in learning. Later, I pulled him aside and we discussed how hard he had worked and how far he had come, and that his scores would show improvement next time. I had to pump up his morale and belief in himself again, so that he had the yearning to want to learn again.

Just as I said, he improved his score in the spring, and the smile on his face was fantastic. I have no doubt that this student will continue to make gains.

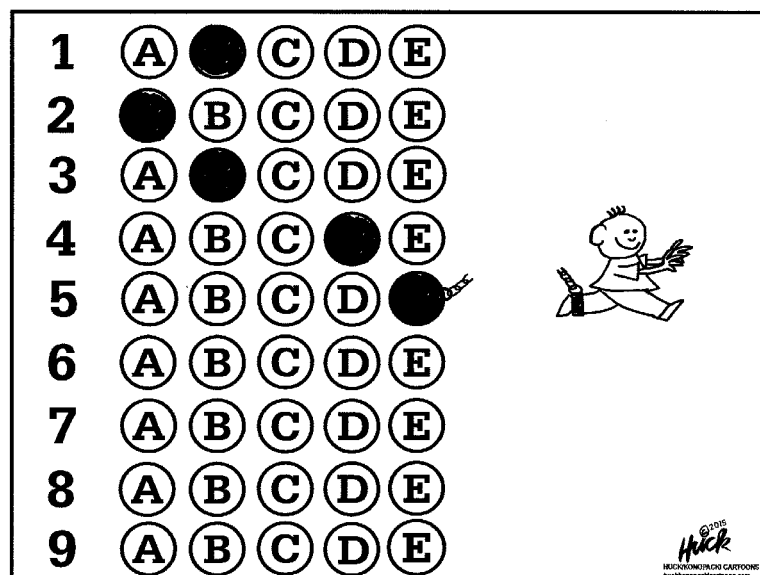
For Day Quiz

about Labor with the famous people who said them.

1. “If capitalism is fair then unionism must be. If men have a right to capitalize their ideas and the resources of their country, then that implies the right of men to capitalize their labor.”
2. “Every advance in this half century — Social Security, civil rights, Medicare, aid to education, one after another — came with the support and leadership of American Labor.”
3. “The labor movement means just this: it is the last noble protest of the American people against the power of incorporated wealth.”
4. “Workers have a right to organize into Unions and to bargain collectively with their employers, and . . . a strong, free labor movement is an invigorating and necessary part of our industrial society.”
5. “The strongest bond of human sympathy outside the family relation should be one uniting working people of all nations and tongues and kindreds.”
6. “In our glorious fight for civil rights, we must guard against being fooled by false slogans, as ‘right-to-work.’ It provides no ‘rights’ and no ‘works.’ Its purpose is to destroy labor unions and the freedom of collective bargaining . . . We demand this fraud be stopped.”
7. “If hard work were such a wonderful thing, surely the rich would have kept it all to themselves.”
8. “I know the American labor movement wants for America what I want for America: the elimination of poverty and unemployment, the reestablishment of America’s position of leadership in the world, the end of racial discrimination everywhere in our society. I know the American labor movement opposes what I oppose: complacency, unemployment, economic stagnation, and national insecurity. I believe in the things the labor movement believes in and fights for.”
9. “Join the Union, girls, and together say Equal Pay for Equal Work.”
10. “Although it is true that only about 20% of American workers are in Unions, that 20% sets the standards across the board in salaries, benefits and working conditions. If you are making a decent salary in a non-union company, you owe that to the Unions. One thing that corporations do not do is give out money out of the goodness of their hearts.”

Answers: 1-j, 2-b, 3-i, 4-c, 5-h, 6-f, 7-g, 8-e, 9-a, 10-d.

Note: The Critique is accepting comments from CTU educators about what excessive testing looks like in your classroom, what learning experiences are lost due to the amount of time spent in testing, and the effect so much testing has on your students. Please send your comments, which will be considered for publication, to Christy Rorick, CTU Publications Chairperson, at crorick@ctu279.org.





Cherylane Jones-Williams, Paraprofessional Chapter Chair, packs up files in preparation for the CTU office move from the sixth to the third floor.



As keeper of the CTU record, Secretary Michelle Rzucidlo has an important responsibility to make sure all important CTU documents and archives are successfully packed and moved to their new places.



Michael Kulcsar, Treasurer and Bargaining Unit Director, takes a time out after completing his office packing.



Shari Obrenski, 3rd Vice-President, Senior/Special and Director of Negotiations, sorts materials--to pack or pitch--in the office move.

CTU Now on 3rd Floor

We've Moved!

The CTU offices have moved from the sixth floor of the Halle Building to the third floor.

The majority of the physical move — office furniture, electronics and communications systems, file cabinets, and crated contents of each office — took place Friday, August 4, and Monday, August 7, right before the beginning of the new school year. Officers and clerical staff were responsible for packing up and later unpacking all items in their offices. The move was coordinated by CTU Office Manager Ed Wegrzynowski, with assistance from CTU clerical staff: Yolanda Harris, Kym Henderson, Edie Pace, Meg Ryan Shockey, and Ellison Smith.

Some construction work remained after the physical move, but was in the process of being completed as CTU officers and staff settled into their new locations.



Ed Wegrzynowski, Office Manager, and Tracy Radich, 1st Vice President, survey just the tip-of-the-iceberg of supplies and materials to be organized, packed, and moved.

Sale Necessitates Move

The 13-story Halle Building at 1228 Euclid Avenue was a famous downtown Cleveland department store, turned into an office building in the 1980s. CTU moved into the sixth-floor offices during the winter break of December 2009-January 2010, signing a ten-year lease with the Halle's then-owner, Forest City Enterprises, Inc. They moved to the Halle Building from their West Sixth Street office location when that lease expired, and the rent would have gone up significantly.

The Halle Building was purchased in December 2014 by Willoughby-based K&D Group for \$20 million. K&D's plan was to retain the retail first floor and basement, keep a floor or two of offices, and install apartments on the upper floors. Extensive renovations were also planned for the Halle Parking Garage across the street, which was purchased in the deal.

"When K&D bought the building, their intent was to convert the upper floors — including the sixth floor where our Union office was located — into apartments," explained Mark Baumgartner, CTU Trustee-at-Large. "But they wanted to keep the CTU as an office tenant, and approached us about moving to the third floor."

The CTU's lease in the building was expiring in 2020. "We negotiated with K&D to extend our lease another seven years, until 2027," added Mr. Baumgartner. Added to the benefit of stability for the CTU office location for another ten years, the lease was extended at the current rate, which is below market value.

"At the end of our lease in 2027, we will still be paying less rent than we were paying at our old location on West Sixth Street in 2009," explained CTU Treasurer Michael Kulcsar. The move and extension of the lease continue the significant cost savings to CTU that began in 2010 when the Union moved into the Halle Building.

The cost of the third-floor renovation was paid by K&D, and the new offices are designed to

resemble the floor plan and office configuration from the sixth floor. "We also negotiated that all construction had to be done by Union labor," said President David Quolke.

"By staying in the Halle Building, and negotiating several cost-saving perks into our lease, we will save the CTU money," added Dorothy Fair, Trustee, Senior/Special. "The move to the third floor required a lot of work from CTU clerical staff and officers, but it's an excellent financial deal for the Union."

"The move was an enormous undertaking," said Mr. Wegrzynowski, "that required a lot of patience, extra effort, and cooperation from everyone involved. It was somewhat chaotic, with a lot of construction still continuing through several weeks, both before and after the official moving days. And school began the week we were unpacking and setting up the offices! It was a demanding situation, but everyone pulled together to get it done, and make sure the Union was always ready to respond to members' needs."



And now that everything has been moved to the third floor, let the unpacking begin! CDHR Committee's Assistant Chair R.J. Catledge begins organizing their new office.

THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

A Little Background — For New and Old Members

■ continued from page 16

the fifth vote against labor, the justices split 4-4, the case ended, and the threat to unions seemed to have passed. But now Neil Gorsuch is on the Court and the war on unions is resuming, right where it left off in early 2016.

Janus v. AFSCME is almost identical to *Friedrichs*; they both challenge “agency fees” or “fair share fees.” Not sure what that means?

By law, unions must bargain on behalf of every worker within the bargaining unit, regardless of whether each individual worker joins the union or not. That situation could cause a freeloader problem, if an individual worker gets the higher wages and increased benefits that usually go with belonging to a union, without having to pay any membership dues.

Also, collective bargaining is an expensive process, and good attorneys, negotiators, and experts cost money. If too many workers refuse to pay union dues, unions lose the funds they need to operate effectively. To prevent this freeloading, many union contracts (like ours) have fair-share provisions requiring non-union members to reimburse the union for their fair share of collective bargaining costs, called agency fees. In other words, since everyone shares in the benefits of unionization, everyone pays a fair share of its costs. Fair-share provisions have been protected and upheld in past court decisions on state and federal levels.

However, in the past several decades, this has been eroding. So-called “right-to-work” laws in some states, laws which are concerted efforts to weaken or destroy unions, now ban agency fees. Right-to-work is a

misnomer; what it really means is the right to work for less, with fewer job protections and safety provisions for workers. According to the Economic Policy Institute’s Elise Gould and Will Kimball, on average, a right-to-work law is “associated with \$1,558 lower annual wages for a typical full-time, full-year worker.”

Janus wants the Supreme Court to enact a right-to-work system on all public-sector unions. And with Gorsuch now on the Court, it will be a real battle to protect unions in America.

CMSD, CTU’s Window of Opportunity

While labor faces major challenges in the current political climate, as this school year begins, CTU and CMSD are enjoying a brief period of golden opportunity. We are entering the second year of a three-year contract, and we are now enjoying a limited window of relative labor peace.

We overcame many challenges in the last 16-month negotiations process, and avoided an impending strike, by using problem-solving techniques to address difficult issues. The American Federation of Teachers has a term for this type of labor-management cooperation: solution-driven unionism.

What does that mean? Instead of constant battling, both sides genuinely and respectfully work together to focus on and find workable solutions to problems. Sometimes situations deteriorate, and this can be hard or even impossible to achieve. But as we enjoy this window of time with a good contract in place, it’s not the time to sit back and relax. CTU and CMSD must use this time to work on some tough issues.



How does solution-driven unionism work? As AFT President Randi Weingarten stated,

“Education wars — two words that should never be strung together — are far too common in the United States. The primary casualties of such conflicts, as well as of mounting education cuts and misguided ‘reforms,’ are our students. The good news is that across the country, in places big and small, America’s teachers are leading a movement away from finger-pointing and polarization and toward advancing solutions that help our students and our public schools succeed and our communities thrive.”

Solution-driven unionism is rooted in solving problems, not winning arguments. We are in a tough political climate, with increasing poverty, continuing budget cuts, and a huge resurgence in attacks on unions, public education, and public services. Despite all this, as educators, we still must have a proactive quality educational agenda. So even while we continue to fight for the resources students need and the working conditions educators need, we must also work toward finding innovative, creative and new educational approaches that help all children succeed.

Solution-driven unionism doesn’t simply criticize what doesn’t work, although we will do that when the situation warrants. It means we work to find better ways to do things. “For all those tired of education conversations marked by finger-pointing and false starts, take hope,” said President Weingarten. “Despite fiscal austerity, failed so-called reforms, and an often-corrosive climate, there are promising signs that collaboration, shared responsibility, and a focus on quality and equity can rise above futile education wars. Solution-driven unionism . . . points a way to overcoming some of the toughest challenges of the day for the benefit of our students and our communities.”

Public educators face increasingly difficult situations across the nation. Attempts to weaken or destroy the unions that protect workers’ basic rights, their safety, and their standard of living are growing. Basic tenets of our democracy, such as public education and labor rights, are under attack.

This year, we have a window of opportunity to make a significant difference.

I challenge all teachers, paras, and related-service providers to be vis-

ible, active members of the Cleveland Teachers Union this year. Update your membership information or sign your membership card, and sign or update a COPE card (see article on page 5 today, if you haven’t already done it. Be informed, active, and supportive of the causes of labor in your communities.

I challenge CMSD to work together with CTU, collaboratively and cooperatively. Let’s sincerely cooperate in a mutually respectful manner, in which all stakeholders are valued, to improve education for all CMSD students. Let’s find real solutions that work for kids and educators.

I challenge all stakeholders in the CMSD-CTU-Cleveland community to take to heart the powerful truth from Frederick Douglass: “It is easier to build strong children than to repair broken men [and women].” Let’s do all we can to build strong CMSD children.

Have a great school year.

In union,
David J. Quolke

Note: CTU began the month of August with the move of our union offices from the sixth floor to the third floor of the Halle Building. Kudos to all the CTU officers and committee chairs, and especially the CTU clerical staff, under the capable direction of Office Manager Ed Wegrzynowski. The move was made August 4-8, with no disruption in necessary services to our members. The dust is still settling, some final construction remains, and we have some things left to unpack, but the move was handled efficiently and professionally. Thank you to all involved.

Credit Union Quick-Cash Summer Loan Still Available

Even though school has begun and our summer is over, the Ohio Educational Credit Union, our credit union, quick-cash summer loan offer is available until September 9, 2017.

You can borrow as little as \$500, receive up to a 25-month term, with no loan processing fee and an APR as low as 9.99%. To get your best rate, speak with an OHecu member service representative, call the 24-hour Loan Center at 800-552-6328, or apply online at www.ohecu.com.

If you’re not already a member of the Credit Union, becoming one is easy. It only takes \$5.00 in a Savings account to establish membership and there is no waiting period to apply for a loan. For assistance establishing membership, visit your nearest branch today, or contact Christine Barone, Business Development Representative at 216-621-6296 ext. 3075 to arrange a school visit.

Remember, the Credit Union belongs to **you**, the members. Take advantage of its services and get the best financial rates available by doing your banking at your Credit Union.

RESTORE FREEDOM’S RING



KONO PACKI
©2014

HUCK/KONOPACKI LABOR CARTOONS - AUG
WWW.HUCKKONOPACKICARTOONS.COM

TAKE BACK LABOR DAY



THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

A Little Background — For New and Old Members

Welcome to the 2017-2018 school year! Whether you are a returning veteran educator, or new to CMSD, I hope the opening at your school was smooth, and you are off to a successful year of educating Cleveland students.

To those of you new to CMSD and CTU, you are joining a strong, proud group of union educators with a long history of activism. Kurt Richards, CTU 2nd Vice President, recently mentioned to me that he asked teachers at the New Teacher Orientation how many knew about SB 5. He said about four teachers raised their hands. If you don't know about it, or if your memory isn't clear, let me help.

Led by the political action committee We Are Ohio, Ohio's union members and their supporters fought back. The CTU helped lead a state-wide effort that gained national attention. It began with collecting signatures to get the repeal measure on the November ballot, then campaigning non-stop to educate citizens and get out the vote, and ended in a celebration when the law was finally repealed in a referendum

As we enjoy this window of time with a good contract in place, it's not time to sit back and relax. CTU and CMSD must use this time to work on some tough issues . . . We have a window of opportunity to make a significant difference.

CTU Solidarity In Action: SB 5 Repeal

If you were a teacher or a public employee in Ohio in 2011, you should remember the monumental battle we had with Senate Bill 5, the law to limit collective bargaining rights in Ohio. It was passed by the Republican-dominated legislature in Columbus, and signed into law on March 31, 2011 by Governor John Kasich. It would have marked the end of public-sector unions and collective bargaining rights for most of Ohio's public employees, including educators, firefighters, and police officers.

dum vote on November 8, 2011.

SB 5 would have prevented unions from collecting fair share fees from employees who opted out of union membership. It would have impacted about 400,000 public workers across Ohio, limiting their rights to collectively bargain for wages, and preventing them from bargaining for health insurance and pensions — employee contributions for healthcare and pensions could have been arbitrarily increased by employers with no say by employees. Under SB 5, all public employees would have been prohibited from striking, period.

Supporters of the repeal measure collected about 3,000 signatures during the weekend of April 1, 2011, more than enough for the first step of the referendum process. (A minimum of 1,000 valid signatures is required to begin the process.)

According to state law, citizens have 90 days after the targeted law is signed by the governor to collect the additional required signatures to get the issue on the ballot. June 30, 2011 was the target date. The repeal measure needed 231,149 valid signatures of registered Ohio voters (6% of the total number of voters in the 2010 gubernatorial election). And, those signatures had to come from at least 44 different counties, half of the state's 88 counties. The Ohio Secretary of State then had until July 26 to verify the signatures.

In a record-setting effort, referendum

supporters submitted by truckload a grand total of 1,298,301 signatures on June 29, 2011 in a parade to the Secretary's office in Columbus. A total of 915,456 signatures were certified, for a higher-than-average validation rate of 70.5%.

The CTU then organized and led mammoth phone-banking and neighborhood canvassing efforts throughout the summer and fall, up to election day. The overwhelming majority of calls to voters in all parts of Ohio regarding the referendum came from masses of CTU volunteers from the CTU phone bank, making about 400,000 calls.

On November 8, at the Cleveland watch party, AFT President Randi Weingarten announced the results: SB 5/Issue 2 was repealed by a vote of 2,202,404 to 1,373,724 (61.59% to 38.41%).

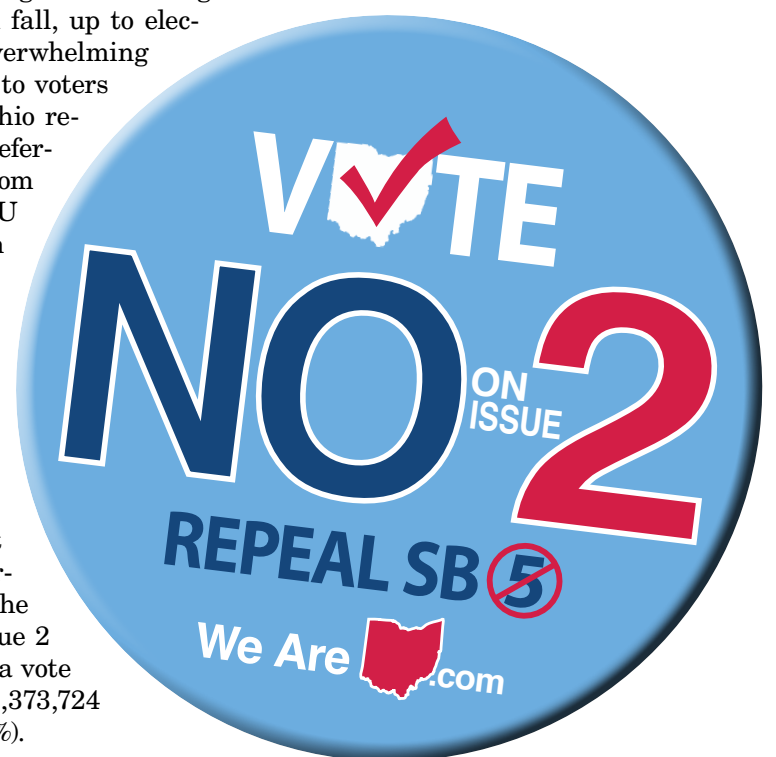
If you are new to CMSD, ask a veteran about SB 5/Issue 2; it was a cataclysmic battle for Ohio unions, and required extra effort from thousands of our members. The repeal was a colossal victory for Ohio's union members and their hard-earned collective bargaining rights. But the battle, the work to protect labor rights, continues.

A New National Threat to Labor

As union members in the current political environment, we are con-



stantly facing challenges. The latest is *Janus v. AFSCME*, now heading to the Supreme Court. It is similar to Ohio's



SB 5, but on a national level. Here's a little history.

In January 2016, the Supreme Court heard oral arguments in *Friedrichs v. California Teachers Association*, a case that tried to eliminate fair-share fees and financially cripple public sector unions. The case seemed to be headed for a 5-4 decision against organized labor, but then Antonin Scalia died. Without Scalia to cast

■ continued on page 15



Volunteers at the CTU phone bank in 2011 called hundreds of thousands of Ohioans, explaining Issue 2 and asking them to vote NO.

THE CRITIQUE

CLEVELAND TEACHERS UNION
AFT, OET Local 279
The Halle Building
1228 Euclid Ave., Suite 600
Cleveland, Ohio 44115
216/861-7676

President David J. Quolke
Publications Chair Christy Rorick
Photography Andrea Dockery
Dorothy Fair
Wendi Kral
Michelle Rzucidlo
Graphic Design Joe Buchwald Gelles
Guest Editor Pamela Hummer



71

