



CRITIQUE



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#OH Public School PROUD

Seventeen More Photos and Story on pages 8-9

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Social, Emotional, Academic Development

Cleveland Hosts National Commission

“Students want to be good. Sometimes they don’t know how.”

Dr. Tim Shriver opened the discussion of The Aspen Institute’s National Commission on Social, Emotional, and Academic Development Field Hearing panel with this statement he heard from a CMSD teacher the previous day.

The national conference was held May 1-2 in Cleveland. The first day included school visits to Wade Park PreK-8



School and Facing History New Tech High School. Visitors observed classes, and had conversations with CTU members and principals about CMSD and CTU’s collaborative Humanware/

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THUMBS UP, THUMBS DOWN

 **THUMBS UP** to the **Aspen Institute** and the participants in the Institute's **National Commission on Social, Emotional, and Academic Development held in Cleveland May 1-2**. This organization recognizes the importance of SEL and its relationship to academic success, and success in life, for students. It is working to spread knowledge and best practices regarding SEL. Children, and our nation's future, will be the winners in this effort.

 **THUMBS UP** to **Jillian Ahrens and Denine Goolsby**, CTU and CMSD Co-Leads, respectively, of the collaborative Humanware/SEL initiative in Cleveland schools. This cutting-edge social skills effort has been lauded by educational, political, business, and other leaders. Again, the winners in this important effort will be the children.

 **THUMBS DOWN** to the **District**, which after 15 months with a vacancy, has yet to hire a **Director for the Office of Psychological Services**. Our students regularly face crises, and as educators we must respond. Psych Services is a crucial part of that response, and deserves a leader who understands the job.

 **THUMBS UP** to the **CTU LifeAct Walk Team**, who raised nearly \$1,700 for youth depression and suicide prevention education at the April 30 event. The team was in the top ten fund-raising teams! Thank you to all donors and walkers in this important effort.

 **THUMBS UP** to **all chapter chairs** for their hard work this busy month of May, and all during the year. One of the hardest (and often most thankless) jobs in the Union

is the job of chapter chair. Yet our chapter chairs execute their duties selflessly and conscientiously, during the school year, and often during summer months, as needed. They are the front line of our Union in the buildings. We thank them for their service to the labor movement.

 **THUMBS UP** to the **school teams who attended AAP meetings**, and worked so hard on new "clean-slate" AAPs this spring. It can be a tedious job, but a well-written, well-thought-out AAP sets a strategic direction for a building, and can help achieve success.

 **THUMBS DOWN** to the **Cleveland charter school management team at Stepstone Academy** that continues to discourage and thwart efforts by teachers and paraprofessionals in their school to organize. Educators in those schools want — and deserve — a voice to speak up for what's best for their students, and job protections and security.

And a second  **THUMBS DOWN** to **Stepstone Academy Superintendent Jim Dombrowski**, for taking his anti-union tactics to a new level in attacking CTU and CMSD when he had his assistant Principal email staff stating: "Unions have helped make Cleveland public schools the way they are today — do we want them making decisions for us, too?" Stepstone Academy showed its true colors by willingly partnering with the District to get levy dollars, but is only too happy to attack the District in their anti-union/anti-teacher campaign. Pathetic.

 **THUMBS UP** to **Cherylane Jones-Williams, Paraprofessional Chapter Chair, the CTU Negotiating Team,**

and all CTU members for receiving the **Dr. Loretta Johnson Solidarity in Action Award** at the **2017 Annual AFT Paraprofessional and School Related Personnel Conference** in April. CTU was recognized for our unwavering support of paraprofessionals during the recent negotiations. Cherylane's advocacy for PSRP's, and our members' constant support throughout the process, has garnered national attention. Congratulations!

 **THUMBS UP** to the **CTU Committee Chairs** and members, who organize a variety of events throughout the year, including social, professional development, charitable, and informative opportunities and services for members. If you don't regularly attend CTU functions, make it a priority to get involved next school year. Be an active member of your Union.

 **THUMBS UP** to **staff, families, and community members** who participated in the **May 1 Walk-Ins**, to show support for AFT's national Public School Proud campaign, especially now when public education is under attack.

 **THUMBS DOWN** to Ohio's and CMSD's continued **excessive testing mandates**. While the new federal education law, ESSA (Every Child Succeeds Act), provides more leeway for states to change onerous testing mandates, we are still waiting (and hoping) for Ohio legislators to do that.

 **THUMBS UP** to the **end of the 2016-2017 school year!** See you at CTU's End-of-the-Year Party, May 26, 3:30-7:30 p.m. at Nautica on the West bank of the Flats. Solidarity!

Important Summer Payday Reminders

The 24th pay installment of the 2016-2017 school year will be delayed by one day, and will be sent to financial institutions on Saturday, July 1, 2017. Please note that many banks do not make credits or deposits on the weekend, and may not deposit the money into your account until Monday, July 3, 2017. However, everyone should have that pay deposited into their accounts no later than July 3. For more information, see pages 101-102 in Book 2 of the February 13, 2017, Tentative Agreement.

Also, there will be a three-week pay gap during the summer. The last pay of the 2016-2017 school year will be July 28, and the first pay of the 2017-2018 school year will be August 18.

Tracy Radich said information on a slide at the Workday training session claimed that Workday would eliminate the three-week pay gap.

"From the moment I saw that slide, I spoke up at the training, emailed, and consistently told anyone who

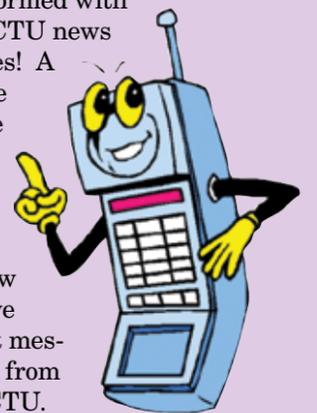
would listen that Workday would not fix the three-week gap," insisted Ms. Radich. "In the new contract, we agreed to change to 24 pays per year beginning in the 2018-2019 school year. That will eliminate the three-week gap. Simply changing to a new payroll system would not eliminate it."

Why the gap in pays? The 26th and final paycheck for the 2016-2017 school year is on July 28. CMSD does not start school early enough in August for CTU members to be paid on August 11. The District actually sends money to financial institutions on Tuesday or Wednesday of the payday week. So CTU members will be paid the following Friday, August 18.

Then, in order for everyone in the District to get back on the same payroll calendar, CTU members will be paid again the next week, August 25. This puts all CMSD employees on the same two-week pay calendar. But it creates the three-week gap again in the summer of 2018 for CTU members, until the change to 24-paydays-per-year.

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.

CTU END-OF-YEAR PARTY!

WHEN:

FRIDAY, MAY 26, 2017, 3:30-7:30 P.M.

WHERE:

NAUTICA PAVILION (WEST BANK OF THE FLATS)

SPONSORED BY CTU SOCIAL COMMITTEE,
CASSANDRA CARTER, CHAIRPERSON

WEAR YOUR CTU GEAR AND GET AN EXTRA DRINK TICKET!

Implementing the New CBA

“Even though we have a new Collective Bargaining Agreement in place, the Negotiating Team’s work is not finished yet,” explained Shari Obrenski, CTU Director of Negotiations and 3rd Vice President, Senior/Special.

All members saw the 2% raise reflected in their April 21 pay. The CTU is working to ensure all members are paid correctly for the 2% retroactive adjustment owed from July 1, 2016, to March 25, 2017. If a member has questions or problems concerning the pay raise, they should first email their questions to wdbpayroll@cleveland-metroschools.org. If they do not receive a timely response or resolution, contact one of the CTU 3rd Vice Presidents: Jillian Ahrens, Mary Moore, or Shari Obrenski at the CTU office.

Working with CMSD, CTU Negotiating Team members have formed an implementation team to work on the transition of licensed educators, paraprofessionals, and Sign Language Interpreters (SLIs) onto the new biennial salary schedules for 2017-2018.

CTU officers are also working on proofreading and editing the final version of the new CBA books, and will have them available to members as soon as possible.

Some changes in the new CBA were effective March 22, 2017. They include

new language that says Related Service Providers, Peer Coaches, and high school media personnel can be rated Accomplished and Ineffective on this year’s Final Composite Evaluation. Breaks in service will apply to BEST Rubric language for spring 2017 staffing. Taking a child to or from college is now an allowable reason to use Special Privilege Days. Also, every school wrote a new “clean slate” Academic Achievement Plan (AAP) this spring, and a paraprofessional can be voted onto the AAP Team.

If a member or building chapter has any questions about the changes in the CBA that are effective this school year, contact the CTU for clarification.

The Negotiating Team is working on the new Classroom Integrity piece in the CBA, and the SLO appeals process, among other new provisions that will take effect next school year (2017-2018).

“Now we are moving from negotiations to successful implementation of the new CBA,” said Ms. Obrenski, “and the devil is in the details. The CTU will be working with the District over the summer to ensure all provisions of the new contract are honored.”

The Director of Negotiations had a request for CTU members during the summer break: **Take the new CBA home and read it!** Make sure you know what’s in the new contract.

Ohio Budget Process Continues

Lawmakers Eliminate Kasich’s Externship Plan

The Ohio House Finance Committee, in its amendments to the proposed state budget, eliminated Governor Kasich’s requirement for teachers to do externships.

Kasich’s budget plan would have required all Ohio teachers to “shadow” a member of a local chamber of commerce or business as a requirement for renewing their teaching license. His goal was to better inform teachers of job opportunities and business needs in their communities.

“Thank you for contacting and talking with your legislators to explain why this should not be required,” said OFT President Melissa Cropper.

Two Democrat lawmakers, Representatives Kent Smith of Euclid and Brigid Kelly of Cincinnati, had a counter-proposal: Kasich should spend 40 hours with teachers, cafeteria workers,

or other school staff members each year, dividing the time among schools with low and high state ratings. The Governor would then submit a report to state legislators on how to improve struggling schools.

Current amendments increased school funding by \$80 million, but OFT leaders said this is far too little to meet the needs of Ohio’s schools. Hundreds of school districts will actually receive fewer dollars than they did in 2010, according to the OFT.

“We have not yet seen any changes about graduation rates or evaluations, as recommended by the Educator Standards Board on OTES,” President Cropper added. And amendments weakening charter school accountability — already inadequate and weak — appeared out of nowhere.

According to Policy Matters, Ohio’s

support for children services through the state budget is the lowest in the nation. If all of Ohio’s children are to grow up with the best chance to thrive and contribute, the state needs to improve funding for this crucial service.

Increased drug addiction means that Ohio’s public children services agencies care for an increasing number of children. Despite growing caseloads, Kasich’s FY 2018-2019 budget flat-funded these services, which means they lose money when accounting for inflation. OFT believes the state must do more to meet the needs of children and families.

The House eliminated the governor’s minor 1% increase in higher education funding, meaning Ohio’s 14 public universities, 24 regional branch campuses, and 23 community colleges will be flat-funded for fiscal years 2018 and 2019. The combination of flat funding and a tuition freeze means colleges continue to be asked to do more with less. The fiscal year ends on June 30.

In another slap to workers, the House version of the budget takes sick leave away from college faculty. State Representatives May 2 passed the budget bill with language to reduce the amount of sick leave employees of a state college or university are entitled to earn. This attack on workers’ rights recalls similar attacks in S.B. 5, when lawmakers sought to end collective bargaining. S.B. 5 was later overturned by a citizen referendum in 2011. The OFT urged members to contact their state senator, and tell them to reject this unfair provision.

(Source: Ohio Federation of Teachers)

License Expires in 2017? Renew NOW!

Tracy Radich, CTU 1st Vice President, reminded all CTU members with a license, certificate, or permit that expires in June 2017 to **renew it now!**

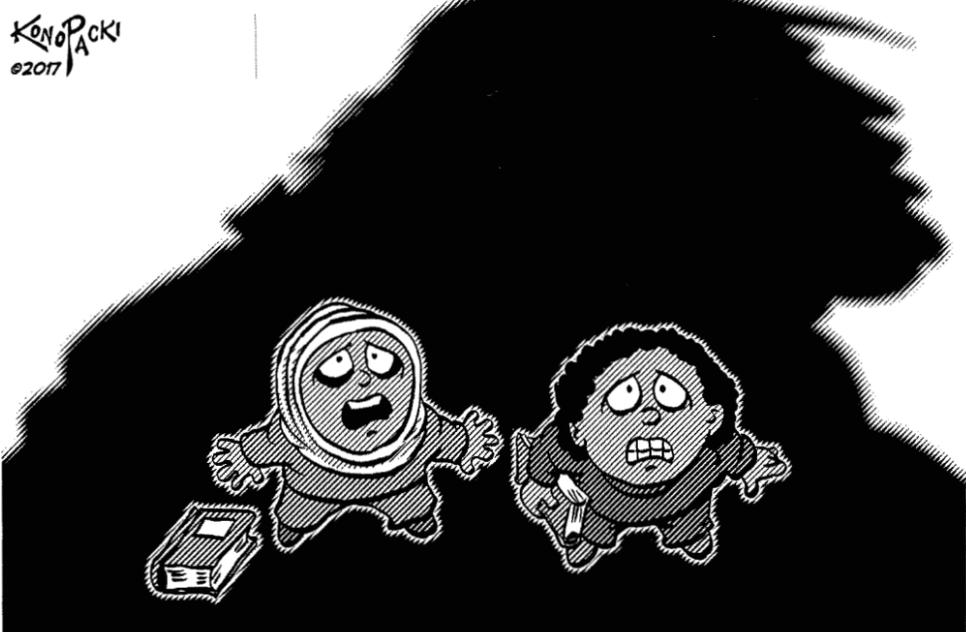
As you prepare for summer break, remember: *All teachers, paraprofessionals, and RSPs must have a valid license, certificate, or permit on the first day of school.* The license, certificate, or permit renewal process is part of your professional responsibilities. And if this is the year you renew, do it now! Don’t put your job or livelihood in jeopardy by letting your license or certificate lapse, without getting a renewal.

All renewals are completed online, and payment is made online. After applying and paying online, teachers and related service providers must submit a **sealed** transcript or CEUs, IPDP approval email, copy of current license, and copy of proof of payment from the ODE website (issued after successful completion of online application). Documentation is not accepted without the ODE proof of payment.

Fingerprinting is required by law for all employees every five years. Educators who have lived continuously in Ohio for the previous five years and have a BCI check on file will only need the FBI background check. Otherwise, you will need both BCI and FBI checks to renew.

CMSD Safety & Security provides fingerprinting at East Professional Center. Call their office at 216-838-0420 for days and times. Cost for BCI is \$22 and FBI is \$24, payable **only** by money order.

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HAVE YOU NOTICED? SINCE TRUMP WAS ELECTED THE BULLIES ARE GETTING BIGGER!



Testing Testing Testing

An Honest Look at Testing in CMSD Classrooms

Interviewee: **Marjorie McDougle**, Intervention Specialist at Joseph Gallagher

Interviewer: **Amy Such**, CTU Publications Committee

I am a teacher for grades 3-5 in a cross categorical setting. Currently, I give the NWEA Reading and Math assessments to all grade levels, STAR Reading Assessment for all grade levels, CAP for 4th and 5th, the Ohio State Assessments in ELA and Math for all grades, and Science and Social Studies for 4th and 5th. I do the Conditions for Learning Survey for all grade levels. I also do the AIMSweb benchmark and biweekly progress monitoring for 3rd grade and Diagnostic Writing and Math for 3rd grade. I assess Moby Max and Imagine Learning, along with Accelerated Reader data for IEP progress monitoring. Some students take the OELPA; this is in addition to classroom-based assessments and formative assessments that are expected. Last year, I gave 83 tests from March 27 through May 13 alone.

Due to the cross categorical class makeup, I have no additional assistance in the room. When I am giving these assessments, I have to design a classroom that allows me to assess but also provide engaging activities for my students to independently complete. There is no active instruction or direct teaching/learning; it is simply practice time. I have two students who are nonreaders, so keeping them actively engaged is more challenging and limiting in creating independent activities.

As an example, when I am giving the NWEA, it has taken three mornings (12 instructional periods) and that is only half of the process completed. If students are absent, I will have to take additional time/days to complete makeups. Due to accommodations for testing, my students get assessed one-on-one. Now that tests are computer-based, it takes more time, because several have accommodations of teacher assistance to manipulate the mouse. When it was paper and pencil, it was somewhat easier because I could give directions to the whole group.

The NWEA informs instruction because of instant results, but what comes out that day is not what is in the ultimate report, though it does tell me where I need to focus. For example, if vocabulary scores are low, I know I need to focus on that area. What does not help is if a student's score drops 20 points. This does not tell me if there were certain conditions that affected the test. For instance, was he/she tired, or did he/she have to read a passage at a higher level than the first time he/she took the test, etc.? And some results do not come back for months. Four students took the OELPA last February [2016], and I received the results on Monday, November 29, 2016.

I have never had professional development on interpreting the results of the NWEA, just on the administration of the assessment. The content of the test is variable, so I don't know when I am administering the test if it is assessing comprehension, vocabulary usage, etc. For a standardized assessment, the content does not appear to be standardized. It gets difficult to direct my instruction, then, from the assessments. For example, the 4th and 5th grade passages were shorter than the earlier grades' passages.

It is very difficult to give the Reading NWEA test because there are no accommodations allowed despite there being accommodations written into their IEPs. This would seem like a violation of my students' IEP services. This has implications for the student and the teacher's effectiveness ratings. One student today tested on 43 items in 12 minutes, and I could see he was "just clicking." My planning periods are directly affected because once a test begins, I do not and cannot stop to take time for instructional planning.

The frustration for the students during these numerous blocks of non-teaching time is significant. The students lose the daily structure that they need, and it is displayed in poor behavior choices. Students are sometimes

moved to other teachers for some instructional periods, so they get an opportunity to receive some interactive instruction/learning while I focus on getting the assessments completed. Luckily, I have a retired teacher who volunteers to spend time with my class and keep them engaged during heavy testing times; I don't know what I would do without her. During these assessment periods, students miss electives because testing sessions spill over, resulting in students being upset about missing them.

For my students, the test items have no relevancy to their lives. Best practices for teaching is to connect to real life situations, but the testing content does not match the lives of students living in poverty. For example, assessing them by asking them to relate to international living is difficult when some of my students have never left their neighborhoods.

One of the ironies of the testing culture compared to teaching is that I am supposed to teach my students at the level they can perform and learn, but test at a chronological age or grade level. If I have a student who is reading at a kindergarten level, but tests at a third-grade level, it has a negative impact on students and myself.

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.

CTU Leads Training for CA

by **Mark Baumgartner**

Director of Professional Issues

The CTU organized and conducted professional development sessions for two different sets of building chairpersons this past school year. The two groups were chapter chairs of the Corrective Action Schools and newly-

elected chapter chairs. The professional development sessions were held at the CTU office on the same days as Delegate Assemblies, for the convenience of the chairs, so they could attend the Delegate Assembly in the same building after the PD session.

Meetings for the 23 Corrective Action School chairs were held in October, January, and April. The 21 new chapter chairs came together for meetings in November, January, and March. The meetings lasted all day, and there was



CTU's Mark Baumgartner, Vice Presidents — Jim and Jill — and the new Chapter Chairs from the CAP.

GRIEVANCE REPORT

The total number of grievances being filed recently is lower, and the District has been responding more quickly, reported Jillian Ahrens and Mary Moore, CTU Grievance Co-Directors. But the answers aren't necessarily better, so appeals are being filed. If you have an open grievance and you want an update, both Ms. Ahrens and Ms. Moore encouraged CTU members to send an email asking about the grievance to the CTU grievance email, grievances@ctu279.org.

403b Deposits

A grievance was filed about problems after the transition to Workday, regarding the monies being deposited by the District to CTU members' accounts in 403b annuities. Although the problems were corrected, the Union is grieving that members should be made whole for any financial loss they may have incurred due to the snafu.

Article 15 Procedure

Since its initiation on January 1, 2017, 18 grievances have been filed under the new Article 15 grievance procedure, and the Union has already filed for arbitration on two of them.

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

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

Under the new procedure, Step I of an Article 15 grievance (on the new 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.

New Electronic Communication

In the new CBA is a provision called Timely Grievance Answer Notification (Article 6, Section 12). It states: "The district Step 2 representative and/or the district Step 3 hearing officer(s) shall electronically notify the CTU Director(s) of Grievances of Step 2 and Step 3 grievance answers within the timelines set forth in this Article. The appropriate district departments will also be notified of the grievance answer in order to facilitate compliance with the grievance answer. The district and union will jointly determine, if necessary, any communication plan in order to implement the results of a mediation, arbitration, or settle-

ment of any grievance."

"This change, allowing information to be sent electronically, will increase efficiency, save time, and share information to all parties more effectively," said Ms. Moore. "The CTU Grievance Team is working out the logistics with the District, as we continue to implement the new contract."

READ THE NEW CBA!

MD/AU Class Size Limits

The Union reached a settlement agreement last year regarding Low Incidence (MD/AU) classroom and caseload maximum limits. This settlement has been memorialized in the new CBA, and **the Low Incidence contract language is in effect this school year, 2016-2017.**

The new limit of six students was effective as of July 1, 2016. **Teachers of MD/AU classes with over six students for the 2016-2017 school year should be submitting documentation forms for overages for the eight grading periods of the 2016-2017 school year, if they haven't already done so.** Building secretaries have the overage forms. If you were refused, file a grievance.

There seems to have been some misunderstanding about when this limit took effect; **it is in effect this school year.** The 2016-2017 overage compensation will be paid in July.

This class size agreement was the result of an arbitration settlement from last June. The Union is working on getting the related 2015-2016 overage payments due to eligible teachers.

Grievances Now Online

Members are reminded that the CTU has updated its grievance forms. All grievances that go to the CTU should now be filed online. The email address for **grievances only** is grievances@ctu279.org.

"By filing online, a paper trail is created, and the timeline for all the parties involved is set," said Grievance Co-Director Mary Moore. "Online filing is easier, faster, more efficient, and much more secure than faxing grievances or sending them by school mail."

The grievance forms for each step were updated earlier this school year, with the instructions and timelines applicable to the various steps printed right on the grievance forms. The forms 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 II Appeal form. Please scan and email them to grievances@ctu279.org. Do not send grievances through school mail!

Other Grievance News

The CTU has settled several other arbitrations, but is waiting for the settlement agreements to be implemented.

"Don't be afraid to file a grievance if you feel the contract has been violated," the Grievance Directors insist. "Contract enforcement begins at the building level. 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."

They added a suggestion: "Recommended summer reading for all CTU members and administrators should be the new Collective Bargaining Agreement!"

The CTU 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. The CTU President selects the other members of the team from the Executive Board members.

CAP School Chairs, New Chairs

a very specific purpose for each of the meetings.

The Corrective Action School chairs were asked to discuss all the testing that is being done in their schools, and also what was or wasn't working in relation to their CAP letters. They examined thoughts and possible plans from the District regarding what will

happen next year in their schools.

New chapter chairs were supported with information about the CBA, assaults and grievances, voting procedures, and all the things that can happen throughout the year that chapter chairs must handle. The CTU believes support for new chapter chairs is just as important as support for new teachers. There is a great deal asked of CTU chapter chairs, and supporting them through their first year can help retain chairs, while ensuring their buildings run more smoothly

with stable, capable leadership.

The CTU plans to continue this practice again next school year. The Corrective Action Schools may be joined by the new redesigned schools, so there can be a two-way conversation for success in these schools. There are also about 25 new chapter chairs who will be assisted next school year through CTU training sessions for new chairs.



rtner, Director of Professional Issues, and the three Divisional 3rd Jillian Ahrens, Mary Moore, and Shari Obrenski — met with Chapter schools in April, as part of the Union's ongoing training for selected



Cleveland Hosts Aspen Inst

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SEL (Social-Emotional Learning) initiative. The second day included two Field Panel discussions, State and Local Perspectives, and Community Perspectives.

The Commission is co-chaired by: Dr. Shriver, Co-Founder and Co-Chair of CASEL (Collaborative for Academic, Social and Emotional Learning), and Chairman of the Special Olympics; Dr. Linda Hammond Darling, President and CEO of the Learning Policy Institute, and Charles E. Ducommun Professor of Education, Emerita, Stanford University; and Governor John Engler, immediate Past President of the Business Roundtable and former Governor of Michigan.

The commission's goal is to create a national call-to-action supporting social, emotional, and academic development for all students. The 25 distinguished members of the Commission come from diverse fields — education, government, business, research, policy, and the military. The Commission is housed at the Aspen Institute “because of its commitment to sponsoring non-partisan, productive dialogue that leads to meaningful action.”

The full Commission includes a Council of Distinguished Scientists, a Council of Distinguished Educators, the Aspen Institute Youth Commission, a Parent Advisory Panel, a Partners Collaborative, and a Funders Collaborative. CTU's Jillian Ahrens is one of only three teachers nationwide to serve on the Council of Distinguished Educators.

Goal: Prepare Students for Success in School, Career, and Life

“From the schoolhouse to the state-house, we have failed to recognize that learning is a social, emotional, and academic behavior,” the Commission's purpose states. They aim to change that, and redefine K-12 education so it “more effectively supports the comprehensive development of our youth, preparing them to thrive in school, career, and life.”

They plan to achieve that goal by working to fully integrate social, emotional, and academic development

(SEAD) in schools across the country. Their visit to Cleveland was an opportunity to see the Humanware/SEL initiative in person, as part of their mission to highlight promising practices in schools and find ways to support and replicate SEAD best practices.

“This visit was a confirmation of the outstanding work CMSD and CTU are doing in the important area of social-emotional learning,” said CTU President David Quolke, who attended the conference. “We are encouraged that leaders and policy makers are beginning to understand the value and importance of SEL, not only to our students' academic and career success, but also to their future success in life. By strengthening students in these important life skills, we are making them more capable and successful, both now as students and later as adults and citizens.”

SEL Initiative in Cleveland

Jillian Ahrens was one of four panelists in the Community Perspectives discussion. Ms. Ahrens is a 3rd Vice President, K-8, and CTU's Co-Lead of the Humanware/SEL Executive Committee. Denine Goolsby is the CMSD's Co-Lead. Ahrens explained how CTU and CMSD began their work with SEL.

The tragic 2007 school shooting at Success Tech was the beginning, she explained. CMSD and CTU leaders realized that everyone had to be partners in an effort to help students: the District, the Union, all staff. The process began in 2008, as District and Union leadership worked together to shift the culture of the system and begin to imbed SEL in classrooms throughout the city.

In 2013, CMSD and CTU memorialized SEL practices in the contract, providing a guarantee of the necessary time, scheduling, meetings, tools, program elements, and other things needed for successful implementation, including interventions for the most at-risk students. The new CBA ratified in March 2017 includes these SEL provisions.

The negotiations process is usually quite contentious, but “the SEL article was probably the easiest article for

both sides to write and agree on in negotiations,” Ms. Ahrens said. SEL language is helping to shift from a punitive to a prevention model in dealing with behavior problems.

taught in the primary grades SEL curriculum, PATHS, and how it helps students deal appropriately with anger issues. While teachers and staff are familiar with the PATHS program and



(above) Led by Jillian Ahrens, participants and guests practice doing “Turtle,” a coping strategy taught to young children to help them deal appropriately with anger issues.

(below) One of the Field Hearing Panels included (left to right): former Michigan Governor John Engler, moderator; Paolo DeMario, Ohio State Superintendent; Senator Peggy Lehner, Chair of the Education Committee; and CBOE Vice Chair Robert Heard, Sr.



It takes time to change the culture, but SEL makes a significant positive difference in the lives of children. She described the “Turtle,” a calming, coping strategy

Key Components of CMSD's Humanware/SEL Initiative

- Community service partnerships that support staff, students, and families
- Early intervention strategies
- Not on Our Watch (N.O.W.) anti-bullying
- Closing the Achievement Gap (CTAG)
- Evidence-based programs and best practices
- Conditions for Learning Survey (CFL)
- Rapid Response
- PATHS
- Second Step
- Planning Centers
- Class Meetings
- Winning Against Violent Environments (W.A.V.E)
- Student Advisory Committees (S.A.C.)
- Quality Standards
- School and Family Involvement
- Student Support Teams



Students and staff at Wade Park talked with visitors about the impact of social-emotional learning.

Aspen Institute National Commission



CTU's Jillian Ahrens, one of the panelists, described "Turtle," a calming strategy taught in the SEL primary PATHS curriculum, during the panel discussion. At the end of the session, she taught the strategy to the guests and audience.

strategies, it's important for families and community to understand them too, to provide continuity and reinforcement for students.

The other members of the panel agreed, and discussed several ways to collaborate and communicate to better support students and families in social-emotional learning. The panelists were Shana Marbury, General Counsel and Vice President, Strategic Initiatives and Research, Greater Cleveland Partnership; Kasey Morgan, Director, MyCom Network; and Stephanie Wu, Senior Vice President and Chief Program Design and Evaluation Officer, City Year.

"Tools, time, and training are needed for educators to do this well," Ms. Ahrens, who teaches first grade at Memorial Pre-K-8 School, emphasized. All staff must understand the program, to deal with high student mobility, and turnover of teachers and administrators. That way, students are getting the same lessons and message wherever they go.

Teachers and students experience a lot of pressure around standardized tests, and trying to find the time to "fit everything in" is an issue for some educators. "Getting teachers to buy into the value of this program is crucial," explained Ms. Ahrens. "Social-emotional learning is not 'instead-of' academic learning, but the lifeboat for how we get through the storms."

State and Local Leaders Weigh In

The other Field Hearing panel was moderated by former Michigan Governor John Engler. Panelists were: Paolo DeMario, Ohio State Superintendent of Public Instruction; Robert Heard, Sr., Vice Chair, Cleveland Board of Education; and Senator Peggy Lehner, Chair of Senate Standing Committee on Education, and Vice Chair of the Health & Human Services Committee in the Ohio Senate.

Superintendent DeMario said educators and policy makers are becoming increasingly aware that we must ad-

dress all student needs to achieve success. Problems outside the classroom create barriers to academic success. He said Ohio has several policies in place to support SEAD: school climate guidelines; anti-bullying programs; safety policies and guidelines; positive behavior interventions; and more recently, H.B. 10, dealing with truancy and absenteeism.

"Social-emotional learning is powerful," he stated. But school districts in Ohio have different needs and circumstances, and need models of good SEAD practices that fit their situations. The challenge is how to customize it to each school district, deliver meaningful professional development, and provide ways to communicate and share examples more efficiently. He also discussed business partnerships in education, and the importance of growing career-tech education opportunities.

Senator Lehner acknowledged that trauma in a student's life creates problems in the classroom. "We have tried everything to reach the hard-to-reach, failing kids, about 30-40% of students, and we haven't found the answer." She thinks social-emotional learning is a relatively new area that holds promise.

The Senator quoted Frederick Douglass: "It is easier to build strong children than to repair broken men." She gave examples of educational best practices in other countries, such as universal preschool, and additional space and time for teachers to think, reflect and improve their craft, not necessarily more time in front of students. Ohio is slowly adding more preschool opportunities, although slowly.

She said education policy is usually one of the most non-partisan issues,

with the exception of Common Core, and now the school choice issue and Education Secretary Betsy DeVos. She urged adults to keep the focus on what's best for kids.

She commented on some teacher education programs not adequately preparing future teachers for students' social-emotional issues and the resulting behavior problems. She also mentioned Governor Kasich's idea of "teacher externships," where teachers would be required to shadow a business person, to better understand what skills students will need for success on the job. While that idea has been mocked, she felt he had a valid idea in trying to find ways to better prepare kids for the future.

Governor Engle suggested that maybe Governor Kasich should have education professors shadow classroom teachers instead, to help them better understand how to prepare future teachers!

Mr. Heard explained that to the Cleveland community, education success is their child graduating on time. He believes the CMSD governance structure, with a CEO and appointed Board, helps provide continuity. There is no single panacea or silver bullet that will solve all the problems, but all entities in the Cleveland community need to understand they play a role in helping to achieve student success.

"Think of it as a multiple system attack," he concluded. "Find new 'friends' in all corners and places to support your efforts, and all pull on the rope together."

Superintendent DePaolo reiterated that social-emotional learning is fundamental to academic success: "Maslow before Bloom." [Maslow's Hierarchy of Needs supersedes Bloom's Taxonomy of Learning.]

Senator Lehner stated, "What you're doing [SEL] is very important. You're at the forefront of a cultural change in how schools operate. It's difficult work, but so important," especially to the children who will not succeed without those skills, academically or in life.



Members of the National Commission on SEAD visited schools and met with CMSD staff to learn about Cleveland's Humanware/SEL practices.



President David Quolke welcomes members of the Aspen Institute's National Commission on SEAD to Cleveland, and discusses CTU's role in the Humanware/SEL initiative.



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Public School PROUD

The **PublicSchoolProud** campaign celebrates our Ohio public schools by highlighting the positive wonderful things our students do and learn in class every day. Cleveland teachers, parents, district officials, students, and community members joined together May 1 for a National Day of Action, sponsored nationally by the AFT, and in Ohio by the OFT. Schools across Cleveland, and the nation held walk-ins to promote their quality work and dedicated students.

This date was significant because it was the first day of Teacher Appreciation Week, and fell at a time when the legislature is discussing school budgets, and other education policy. This was a prime time to amplify our voices in solidarity and lift up the high-quality work being done in our public schools.

Thank you to Cheryl Neylon, CTU Sergeant-at-Arms, for her work to coordinate this effort in Cleveland. To see more photos or post yours online, go to www.facebook.com/OhPublicSchoolProud.



In Memory of Diane Onunwor, School Nurse:

CMSD Nurses Aid Foster Care Youth

By Darlene Hernandez, R.N., L.S.N.

What do you do when a coworker dies suddenly and tragically? You find comfort in remembering the life the person led and the lives the person touched. CTU School Nurses and Social Workers who were employed at the time of Diane Onunwor's death planned to do just that.

In 2008, Diane, a CTU School Nurse, was shot and killed. She is still missed today. We remember her warm smile, her genuine friendliness, her time attending CTU meetings and events, her love of children, her commitment to community and church, the difference she made in her schools. A sweet memory is that Diane would walk to Buckeye-Woodland School and as she did, she gathered a parade of students who walked with her.

At our holiday gathering in the year Diane was killed, CTU School Nurses and Social Workers decided to set up a memorial fund in her name, raising money through raffles. The money was set aside after all the Social Workers and many of the School Nurses were laid off in 2009 and 2010. We always intended to use the fund in a way Diane would have wanted; we did not anticipate it would take us this long to find just the right purpose.

Recently, while watching a video about the nonprofit agency called **Fill This House (FTH)**, an agency that helps youth who age out of the foster care system, Diane Onunwor's name jumped out at me. After all these years, I felt certain Diane has chosen Fill This House to receive the money



Diane Onunwor

in her name. Besides serving the youth she cared so deeply for, Fill This House is a faith-based organization — a match made in heaven, since Diane lived her life doing the same.

FTH volunteer staff serve youth who have very little support and few belongings. Frequently, these young people have spent years of their lives moving from foster home to foster home, and school to school. Once they reach the age of 18, they “age out” and are left to live independently. Some are able to work and go to school part time. A few with scholarships are able to go to college fulltime. Many others face homelessness and job insecurity. Those who have no one to rely on may be referred to FTH by Cuyahoga County Social Workers.

FTH volunteers get to know their stories, and even ask their favorite color, to help individualize their household items. The volunteers make the delivery that includes all new items such as pots and pans, bedding, and other basic essentials.

Candace Ashton, an FTH volunteer, heads a project aimed at buying items needed to set up dorm rooms for about ten of these young people who have received scholarships to attend college.

Laura Geuther, FTH's Director, said they help about 100 youth annually to set up their apartments or dorm rooms at a cost of \$800 each. FTH provides essential items needed for the kitchen, bathroom, bedroom, and cleaning supplies. Without this help, these young adults would be living in housing without supplies, and sleeping on bedding on the floor, as these FTH volunteers have seen many times. Ms. Geuther said FTH makes sure the individuals they help “feel worthwhile and worthy — because they are.” I can imagine Diane would be right there helping.

The CTU Nurses Chapter has donated \$400 to FTH, and CTU recently donated an additional \$100. This money will be used to support former foster children as they move on to independent living. The money will help not only with needed material items, but will let these young adults know

that they are valued, there are people who care, and there is hope for their future. This is what Diane Onunwor showed her students daily.

If you would like more information about Fill The House, please check out their website at www.fillthishouse.org. If you would like to make a donation on behalf of the CTU Nurses Chapter, hold a “shower” at your school for a FTH youth, or organize a drive at your school to benefit FTH, contact CTU Nurses Chapter Chair Pat Forrai-Gunter at the CTU office, 216-861-7676 ext. 232, or by email at pgunter@ctu279.org.



CTU Walks to Save Young Lives



The CTU Community Relations Committee put together a team that participated in the 13th Annual Into the Light Walk April 23 at the Cleveland Metroparks Zoo. The walk is sponsored by LifeAct, an organization that provides depression awareness and proven suicide prevention education to high school students, including CMSD students. Recently, LifeAct has added a middle school educational program. This is the fifth year the CTU has participated in the event.

Nearly 60 donors and 35 walkers raised \$1,700, placing the CTU Team in the top ten of all the teams. CTU participation was coordinated by Ellen Abraham, Community Relations Chair; Lakesha Buggs, Assistant Chair; and committee members: Katie Hart, Marie McGlathery, Nancy Morris, Errol Savage, Katherine Sroka, and Cecelia Tokar.

“Though the Walk's focus is on young people,” said Ms. Abraham, “each year I meet another CTU member attending who is a suicide survivor, and it seems as though the walk experience gives them solace.”

Ellen Abraham is the CTU Member-at-Large, Senior/Special, a CMSD school psychologist, and one of two Crisis Coordinators at CMSD's Rapid Response Desk. She had the following advice for CTU members about suicide prevention:

All school staff should take every comment and threat of suicide seriously, from preschool through 12th grade. District procedure is if any staff member hears suicidal comments, such as, “I wish I were dead, after tomorrow you all will be sorry, you'll never see me again, I'm going to kill myself,” or similar

comments, the staff member is to notify an administrator immediately. The administrator will call CMSD's Rapid Response Desk to determine the needed response and assessment. After a threat is made, the student should not be left unsupervised.

From time to time, a staff member may be concerned about a colleague. Staff can call the desk directly for these concerns, too. The Rapid Response Desk (AKA the Crisis Desk) is located in Humanware and staffed by school psychologists. The number is **216-838-2273**.

CTU's LifeAct Donor Page thanked donors and walkers for helping to “shine the light” on depression and suicide prevention. Ms. Abraham wrote, m“As school employees (and family and friends of school staff), we know the sadness, depression, trauma, and suicide ideation students experience. Often, a school staff person is the first one a student tells that they can't stop crying or they wish they could just die. Our school psychologists, school nurses, and school counselors

act as first responders to assess and help students of all ages. All school staff have assisted students in crisis. When we chose to work in education, we were thinking about bright futures, not lives cut short by suicide. Sadly, as it does in all schools, youth suicide has touched CMSD. So again, thank you for helping, by doing one more thing — donating and or walking with us, for the love of our kids and their families.”

Besides raising funds for LifeAct, Ms. Abraham believes the Into the Light Walk provides an opportunity for survivors of suicide to experience healing in a safe, anonymous way.

“I began my study of childhood suicide as an undergraduate student and continued to study the topic through graduate education,” said Ms. Abraham. “I never actually thought about suicide happening in my family circle. Who really does, until it does? On the donor page, she shared that she is twice a suicide survivor.

For information on LifeAct or to make a tax-deductible donation to this organization, go to www.intothelightwalk.org and click the “Team Donate” button in the center, or contact Ellen Abraham at the CTU office, 216-861-7676 ext. 243 Together we can help save lives.



photos: Norman D. Abraham

Principals' Report Card 2016-17

CTU Educational Issue Committee

Note: The results of this survey are not necessarily scientific, as the number of responses varies by building, and may or may not be a representative sample. The responses may or may not reflect the overall opinion of all CTU members in the building.

School	Principal	Overall Rating	Should be Rehired
STEAM Network			
A..J.Rickoff	Amelia Johnson	F	No
Charles A.Mooney	Michelle Person	A-	Yes
Charles Dickens	Vanessa Capps Moore	F	No
Charles Eliot	Ivy Wheeler	C	Yes
Dike School of the Arts	Alisha Evans	C+	Yes
Garrett Morgan	Yolanda Eiland	D+	No
Hannah Gibbons	Gregory Adkins	B-	Yes
Jane Addams	Wanda Grondin	B	Yes
Martin L. King, Jr	Latonia Davis	C-	Yes
Max S. Hayes	Christopher Scarcella	D+	Yes
Miles Park	Tamika Taylor- Ivory	D	No
Nathan Hale	Joelle McIntosh	B	Yes
Newton D. Baker	Wendy Rose-Geiling	C+	Yes
Orchard	Kathryn Francis	A-	Yes
Washington Park	Tiffany James	B+	Yes
LIFT Network			
Downtown Ed Center	Wayne Marok	B+	Yes
East Clark	Lisa Moorner, CIS	C-	Tied
Harvey Rice	Serena Houston-Edwards	No responses	
James F Rhodes	Charlene Hilliard	C+	Yes
McKinley	Victoria Janke-Mousty	C	Yes
Memorial	Maria Dinkins	C	Yes
Miles	Roy James	D+	No
School of One	Wayne Marok	B-	Yes
Sunbeam	Joshua Gunvalsen	C+	Yes
Wade Park	Lee Buddy Jr.	C+	Yes
Waverly @ Watterson Lake	Sommer Edwards	C+	Yes
Wilbur Wright	Vimeal Finley	B	Yes
Willow	Lisa Williams-Locklear	B	Yes
Investment 2			
Adlai Stevenson	Christopher Wyland	C	Yes
Alfred Benesch	Dr. Erin Murphy	C-	Yes
Almira	Laverne Hooks	C	Yes
East Tech	Paul Hoover	B	Yes
East Tech	Temujin Taylor	A	Yes
Franklin D. Roosevelt	Sherie Turner	C	Yes
Fullerton	Kevin Payton	B-	Yes
George W. Carver	Susan Harvey	D+	Yes
Glenville	Jacqueline Bell	B+	Yes
Glenville	Dr. Samuel Scavella	D-	No
Marion-Sterling	Adrianna Chestnut	D+	Tied
Michael R. White	Ariel Hayes	B	Yes
Patrick Henry	Monique Martin	D+	No
Investment 1			
Anton Grdina	Harold Booker	D+	Yes
Bolton	Juliet King	F	No
Case	Brandee Lee Carson-Jones	F	No
Collinwood	Maria Carlson	D	Tied
Collinwood	Mary Miller	C+	Yes
John Adams	Luciana Gilmore	D	Yes
John Adams	Terrance Menefee	B+	Yes
Kenneth Clement Boys Leadership	John Story	D-	No
Luis Muñoz Marin	Ricardo Torres	D	Yes
Mound	Velma McNeil	D	No
Robert H. Jamison	Sharon Cooper	F	No
Robinson G. Jones	Melissa Watts	B+	Yes
Walton	Gretchen Liggins	B+	Yes

School	Principal	Overall Rating	Should be Rehired
Best Practices and Academic Culture Network			
Artemus Ward	Chris Myslenski	D-	No
Buhrer Dual Language	Jose Gonzalez	B	Yes
Clark	Amanda Rodriguez	C+	Yes
Daniel E. Morgan	Dessie Sanders	D+	Yes
Euclid Park	Jennifer Woody	C+	Yes
H. Barbara Booker	Nicholas Scheibelhood	C	Yes
International Newcomers @Thomas Jefferson	Marisol Burgos	C-	Yes
Iowa-Maple	Natalie Smith-Benson	D	No
Joseph Gallagher	Thomas Kubiak	D+	Yes
Marion C. Seltzer	Caitlin Kilbane	B-	Yes
Mary M. Bethune	Melanie Nakonachy	F	No
Scranton	Troy Beadling	B	Yes
Willson	Dawn Hayden	C+	Yes
Innovative Network			
Campus International	Julia Beers	A-	Yes
Cleveland Early College High School	Chaumdria Smith	B+	Yes
Cleveland School of Architecture & Design	Tianna Ferguson	A	Yes
Cleveland School of Science & Medicine	Michelle Perez	A	Yes
Design Lab Early College	Eric Juli	F	No
Douglas MacArthur Girls Leadership	Victoria King	A	Yes
Facing History New Tech	Marc Engoglia	B+	Yes
Ginn Academy	Nicholas Petty	A-	Yes
MC2STEM	Feowyn MacKinnon	D+	No
New Tech East	Christy Nickerson	C	Yes
New Tech West	Neil Murphy	A	Yes
Promise Academy	Marc Aden	D+	No
Riverside	Paige Baubiltz-Watkins	D-	No
Valley View Boys Leadership	Terrance Mitchell	B+	Yes
Warner Girls Leadership	Audrey Staton-Thompson	D+	Yes
Portfolio Network			
Bard Early College	Dumaine Williams	A-	Yes
Cleveland High School for the Digital Arts	Jasmine Maze	C+	Yes
Cleveland School of the Arts	John Lepelley	C-	Yes
John F. Kennedy	Michelle Kirkwood	F	No
JFK PACT	Richard Reynolds	B	Yes
JFK E3agle Academy	Lennox Thompson	D	No
John Marshall High School	Angela Boie	D+	Yes
John Marshall School of Business & Civic Leadership	Sara Kidner	D	No
John Marhsall School of Engineering	Timothy Primus	B-	Yes
John Marshall School of Information Technology	Chelsey Cook	B-	Yes
Lincoln- West	Iteisha Bankston	C-	Yes
Lincoln- West School of Global Studies	Dr. Irene Javier	B+	Yes
Lincoln- West School of Science and Health	Christopher Thompson	F	No
Success Tech	Phillip Schwenk	B	Yes
Whitney Young Leadership Academy	Karen Bryon-Johnson	B+	Yes
Supervisors			
Downtown Educational Center	Wayne Marok	B	Yes
Attendance Liaisons	Lorri Hobson	C	Yes
Nurses	Debbie Aloschen	B+	Yes
OT/PT	Karen Thompson-Repas	A-	Yes
Psychological Services	Jessica Baldwin	C	Yes
Sign Language Interpreters	Jessica Baldwin	C-	Yes
Speech/Language Pathologists	Samantha Brown	B-	Yes
Transitional Services	Illus Taylor	B+	Yes
Basic Skills	Curtis Hutchison	A-	Yes
Achievement Network			
Benjamin Franklin	Rachel Snider	D	No
Clara Westropp	Francie Watson	C-	Yes
Denison	Sonja Clark	B-	Yes
Garfield	Dawn Imler	C+	Yes
Louis Agassiz	William Wingler	C	Yes
Louisa May Alcott	Eileen Mangan-Stull	A	Yes
Mary B. Martin	Dr. Gary McPherson	F	No
OH Perry	Anne Priemer	C	Yes
Paul Dunbar	Sofia Piperis	C	Yes
Residential Schools	Harriet Freeman	C	Yes
Tremont	Lori Haag	D+	Yes
William C. Bryant	Amy Mobley	A	Yes



THE CLEVELAND TEACHERS UNION — A HISTORY

Part Seven of a Series: 1978

by Pamela Hummer

The “Unity Strike” of 1978, involving almost 10,000 union members from all six of Cleveland Public Schools’ unions, and affecting 100,000 students, reached its sixth week. Union members remained strong on the picket lines, despite a court order to go back to work, loss of government assistance like food stamps because the strike had been declared illegal, threats of personal fines, and the contempt-of-court conviction and threatened jailing of their leader, CTU Executive Secretary James O’Meara, head of the multi-union Unity Committee.

By a 3-2 margin, TMmembers of the six unions, voting as one group on October 4, had already rejected a settlement offer of 8%. The raise was contingent on state officials changing loan conditions so the District would have enough money to fund it, and strikers were not convinced that would happen.

Frustration was high in Cleveland as the strike stretched into its sixth week, with no end in sight. School and union leaders were focused on convincing state officials to help them get the money needed for raises for CPS employees. Most people agreed the employees deserved a raise, but the District was broke. Employees had endured the infamous “payless paydays” in the previous school year, where paychecks were not issued on several paydays because the District simply did not have the funds to cover them. An emergency loan from the state had been needed to keep the Cleveland school system going.

On October 9, representatives of the

unions agreed to take the previously-rejected 8% settlement offer back to the members on one condition: State Superintendent Franklin B. Walter would recommend the State Controlling Board relax two budget restrictions attached to the state’s \$20.7 million loan to CPS, allowing enough of those funds to be used for pay raises.

CBOE’s negotiators and the unions were at an impasse. Strikers would not ratify a contract unless they had clear assurances it was backed up with enough funds, and state officials could not guarantee the approval of the necessary funds until the strikers ratified a contract.

The offer had been rejected be-

cause too many union members felt it was “just too iffy,” and they wanted more guarantees. Both sides looked to Superintendent Walter to solve the Catch-22 situation by recommending the change in loan restrictions to the seven-member Controlling Board.

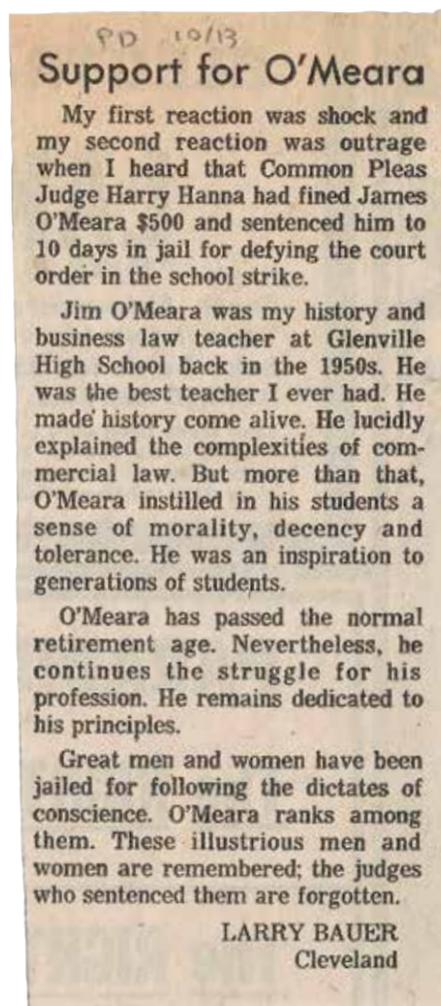
The CBOE acted by passing a resolution asking Mr. Walter to make the recommendation to ease the restrictions. Instead, Walter said he would “pass the request along to the Controlling Board, but could not give his recommendation or approval until a new contract was ratified by strikers.”

According to *The Plain Dealer*, state school officials said the Ohio Department of Education could provide enough information to the Controlling Board, showing them the system could pay back the loan and fund the raises, if the loan’s spending restrictions were relaxed.



Unions, Others Respond

Mr. O’Meara, speaking for the unions, said that was not good enough. A guarantee was needed before he would even ask members to reconsider and revote on the offer.



school board matter.” [Editor’s Note: How times have changed!]

“City government’s involvement in this labor dispute could cause further complications which could postpone any hoped-for settlement,” he said. Instead, he urged the gubernatorial candidates Richard Celeste (D) and Governor James Rhodes (R) to outline programs that would adequately finance Ohio schools without raising taxes.



Solidarity!

In the meantime, despite the back-to-work order from Judge Harry A. Hanna, only 535 of CPS’s 10,000 employees reported to school on October 9, and most of those were principals and assistant principals, who were not on strike.

Only 164 teachers scabbed — which at the time, was less than one teacher

On October 10, school and union officials went to Columbus and met personally with Superintendent Walter and Senate President Pro Tem Oliver Ocasek (D-27 of Northfield), to try to convince Walter to make the recommendation and break the impasse. Meanwhile, in Cleveland, Cleveland City Council President George Forbes met with about a dozen state legislators from Cuyahoga County to try to find a resolution.

The same day, when questioned about the situation, Mayor Dennis Kucinich said he would not try to resolve the strike, saying it would be “wrong for the city to become involved in a



3 Six-Week Unity Strike Ends

per school. The striking employees remained steadfast.



Impasse Broken?

According to an article in the *Cleveland Press* October 12, 1978, the State Department of Education had finally recommended the Controlling Board relax restrictions on the loan to CPS and allow the raises to be funded. But the Controlling Board was not scheduled to meet until Monday, October 16, and reportedly wouldn't vote to make the changes unless the contract was already ratified.

The paper reported that Governor Rhodes had promised to deliver the three Republican votes on the seven-member Controlling Board, and one Democratic vote was assured. But there was no written guarantee.

"It looks as if the 8% raise will be certain," said O'Meara, returning to Cleveland after the meeting in Columbus. "This is what we've been waiting for. I don't see that there is a big 'if' any longer." Union leaders felt assured, but members were not as trusting.

The evening of October 11, at a meeting of the AFL-CIO Cleveland Federation of Labor, Mr. O'Meara and Eugene Kolach, CTU President, spoke to 150 union delegates about a ratification vote set for the following day.

"I am having a hard time getting my people to support this," said Mr. O'Meara. "Our people don't believe anyone anymore."

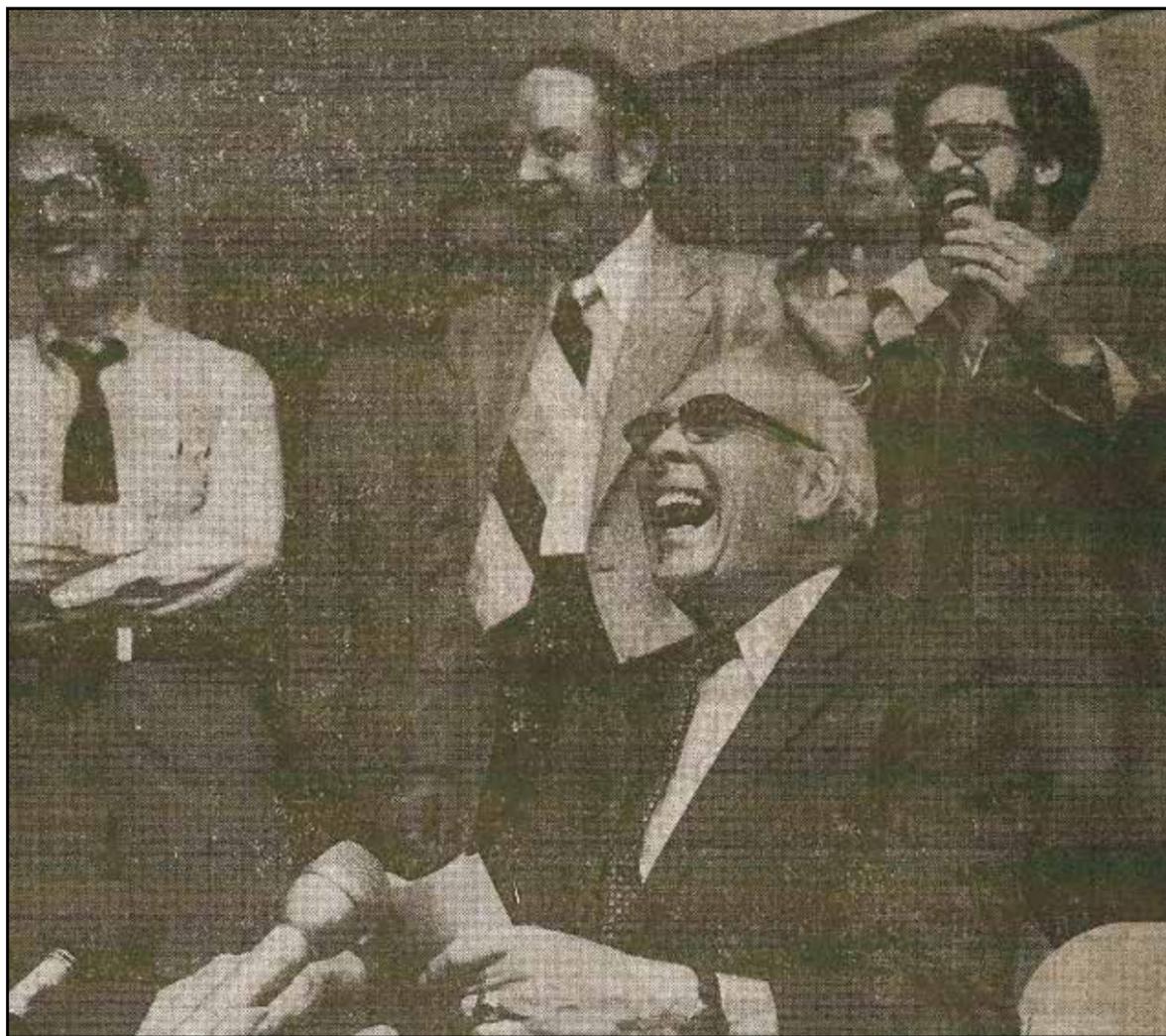
He warned that school officials, courts, and legislators "are out to break the unions. If the contract is defeated, the judge will break us. And then if you force the teachers to go back, you might as well forget quality education."

President Kolach blamed the CBOE, saying if the package was rejected again, they had done nothing to sweeten the package for union members.



Union Members Meet for Explanation and Vote

The almost 10,000 striking employees were called to gather the next day at Public Hall, Thursday afternoon, October 12, for a mass meeting. The meeting reportedly resembled a political convention, with delegations of CPS employees organized by schools. Signs throughout said "No 8%," "No More Ifs," and "Vote No."



James O'Meara, seated, other members of the Cleveland school employees unity committee, and lawyer Melvin S. Schwarzchild, left, react to vote ending their six-week strike. (Plain Dealer photo by Mitchell J. Zaremba)

The meeting was intended to avoid the complaints union officials heard after the first vote, that members did not have enough information to vote intelligently. Each member received a copy of the proposal at the mass meeting, and union leaders explained the details before the same-day vote occurred.

The Plain Dealer reported that an explanation of the package bored some of the teachers, until they got to the 8% raise, which was met with "lusty boos."

Mr. O'Meara told strikers he believed this was the best offer they could get, stating he had no doubts the Board's cupboard was bare, which brought more boos. When Mel Witt, President of the Cleveland AFL-CIO Federation of Labor praised Governor Rhodes for his efforts on behalf of the strikers, his comments were met with "more derision, hisses, and boos."

A senior at John Adams, whose mother was a teacher at Mary B. Martin, said, "The majority of the teachers told us they were going to vote no. We want the people in charge to give them what they deserve." (CPS teachers were paid significantly less than teachers in other Cuyahoga County school systems at the time.)

After the meeting, in-person voting on the proposal was scheduled at Public Hall. Many strikers felt nothing much had changed.

The Plain Dealer reported that for the most part, teachers "were not complimentary about the second-time-around offer." Employees would get

an 8% pay raise immediately if the contract was approved, and another 6% if a 3.7 mill levy passed November 7. An additional 1% would go to fringe benefits improvements, such as improved pensions, hospitalization, and the prescription drugs program.

"It's not the language that's wrong, it's the number," said Russ Kalbrunner of Lincoln-West High School. Other strikers agreed and vowed to stay out as long as necessary for a good settlement.

But a CTU executive committee officer said the most vocal strikers "could still be outvoted by the quiet people who just go in and vote 'yes.'"



The Vote — Yes, But Very Close

After the afternoon meeting and the in-person vote on Thursday evening, Mr. O'Meara and the Unity Committee — the leaders of the six striking unions — announced the results at about 9:30 p.m. in the offices of Local 47 of the Service Workers Union.

The results of the collective "unity vote" were 2,358 for and 2,212 against ratification, with less than half of the 10,000 striking school employees voting. The vote tally was a combined vote of members from all six striking unions. Union officers did not officially release the results of individual union votes.

"We don't want to start a morale problem," Leonard Narewski, Salary Chair of the Custodians Union, explained.

"I'm giving you the figures as a total," said Mr. O'Meara, who did not want to comment on how close the vote was. "We got this thing over with. Now I just want to go home and go to bed."

"Whew!" was the comment from CBOE President John E. Gallagher when he heard the results from reporters, while he and other Board members waited at the administration building on East Sixth Street. "It only takes one vote to win."

While the contract was approved overall in the combined vote, teachers were not sold on it. The winning margin was only a thin 146 votes out of 4,570 total votes cast. And in what would be an important factor school year, Cleveland Teachers Union members as a unit had rejected it by a margin of 125 votes.

Next: Back to Work after the Strike



AFT President, Secretary DeVos Tour Ohio School District

AFT President Randi Weingarten and U.S. Education Secretary Betsy DeVos visited the Van Wert School District, a rural district of about 2,000 students in northwestern Ohio April 20. They toured classrooms and listened to teachers from the AFT local talk about their successes and struggles.

President Weingarten invited DeVos, to show her the good things that were happening in America's public schools, and how the Trump administration's proposed budget cuts would hurt successful education programs. Voters in the Van Wert district overwhelmingly supported Trump, and the residents have few educational options besides the local public schools. Trump's \$9 billion education cuts would slash funding for smaller class sizes, after-school programs, and teacher training.

President Weingarten thanked DeVos for making the trip, saying, "We wanted to cram as much into today as possible . . . in terms of public education. Van Wert proves that support for public schools transcends politics."

Secretary DeVos is a longtime proponent of vouchers and charter schools. Neither she nor her children ever attended a public school. While she claims to favor more choices for families, AFT leaders fear she wants to dismantle public schools. In her 30-year career advocating for vouchers and charter schools, she has been blatantly critical of teacher unions, saying they stand in the way of change and better schools.

President Weingarten has called DeVos "an ultra-wealthy heiress who uses her money to game the system." When the Secretary was confirmed in February, after a tie vote in the Senate and the Vice President's vote to break the tie (unprecedented for an Education Secretary), President Weingarten said it was "a sad day for children."

On the day before their visit, the

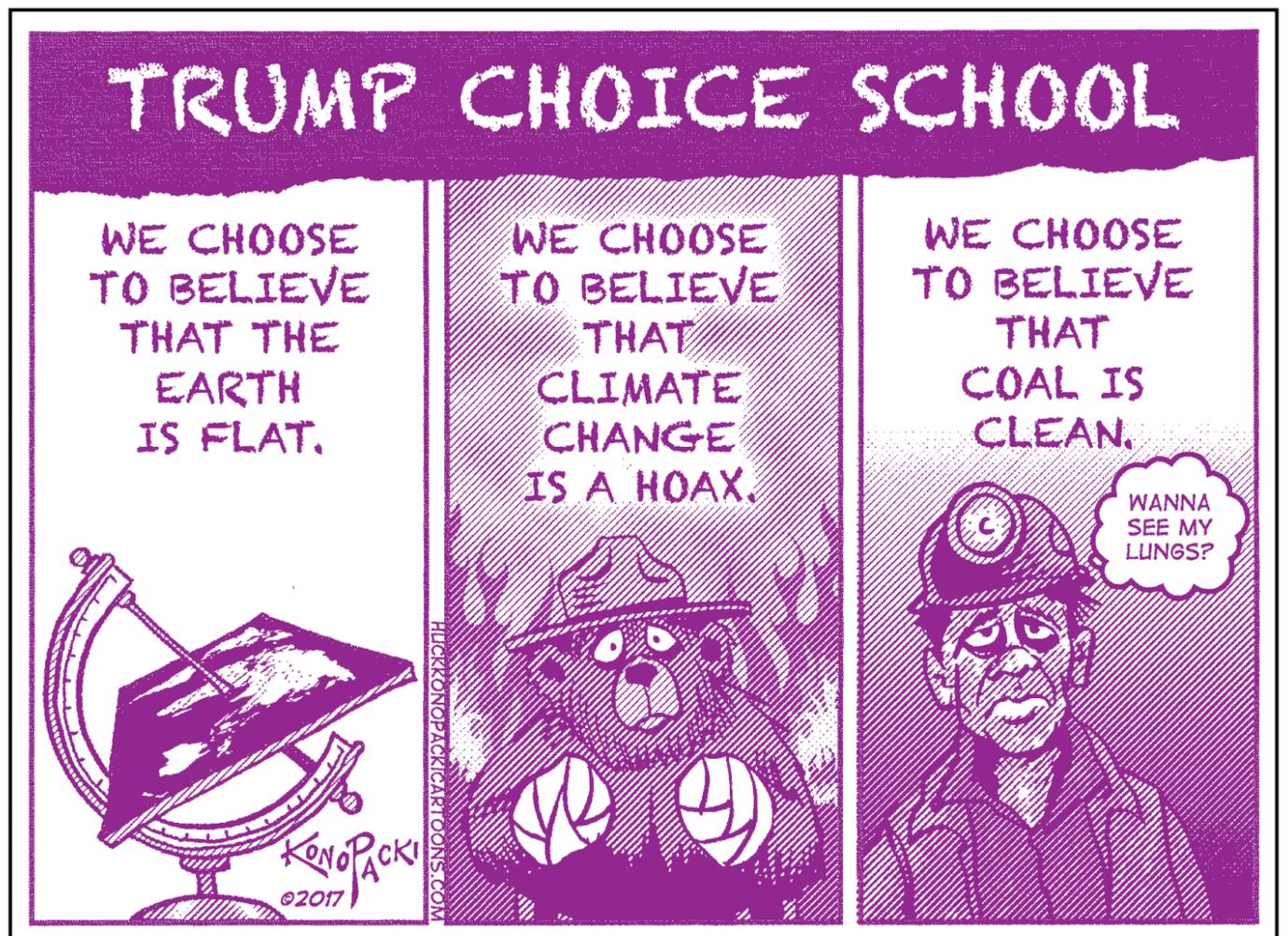
Van Wert Bulletin published an op-ed by President Weingarten criticizing Secretary DeVos for promoting "failed privatization strategies." She said the proposed budget would take a "meat cleaver" to public education.

However, soon after DeVos took office, the two spoke by phone and agreed to meet at least twice: once to visit a traditional public school of

President Weingarten's choice, and once to visit a "choice" school selected by DeVos.

Jeff Hood, President of the Van Wert Federation of Teachers, urged the AFT President to select his school district, saying he was proud of their "success in the face of challenges that accompany rural poverty." About half of VanWert's students come from low-income families, but 96% graduate from high school on time. President Hood wanted DeVos to know children in districts like this one need more than advocacy for public school alternatives.

President Hood aimed to show DeVos that children in places like Van Wert need more than promoting alternatives to public schools: "Charter schools and private schools and vouchers are not going to mean much to people in Van Wert." Their District has invested in early-childhood education, and in a community-school model connecting children with the critical social services they need to deal with issues they and their families face outside of school. Federal budget cuts to public education would threaten their success, and the success of public schools across America.



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.



Voucher, Charter Students Don't Do Better

In his February 28 address to Congress, President Trump repeated his plan for a massive national voucher program. He promised to create a \$20 billion voucher program, in the form of tuition tax credits, or diversion of money from Title I and other programs for disadvantaged students. His Secretary of Education Betsy DeVos was a huge supporter of privatizing public education in Michigan.

But are vouchers and charters helping kids? A wave of current research is confirming that the three biggest voucher programs in the country — in Indiana, Louisiana, and Ohio — are hurting rather than helping students.

Ohio's school voucher program began in the 1990s under Governor George Voinovich. State lawmakers have continued to expand the program, with over 23,000 students now getting some state aid for private school tuition, including religious schools.

But Ohio's voucher program isn't helping students do better. A study by Northwestern University Professor David Figlio last year found Ohio students actually learn less after using Ohio's EdChoice vouchers to attend private instead of public schools. *The Plain Dealer* reported various times that Cleveland students using the Cleveland-only vouchers score about the same as students in CMSD schools.

Ohio Charter School Scandals

Ohio's charter school system is a national disgrace: a one-billion-dollar industry with little to no accountability and overall poor results for students. Both Ohio and Michigan have been called the "Wild, Wild West" of charter schools due to inadequate regulation, especially among for-profit operators. *The Detroit Free Press* outlined many problems in charter schools there in a series of articles in 2014, and in 2017, laid the blame for many of those problems on DeVos and her privatization efforts in Michigan.

A *Free Press* editorial stated: "This deeply dysfunctional educational landscape — where failure is rewarded with opportunities for expansion and 'choice' means the opposite for tens of thousands of children — is no accident. It was created by an ideological lobby that has zealously championed free-market education reform for decades, with little regard for the outcome."

ECOT schools (Electronic Classroom of Tomorrow), an online-only school with about 15,000 students, has been at the center of Ohio's continuing charter school problems. There have been ongoing issues with attendance and reported log-in times, and more recently, disputes about charter school quality. ECOT has repeatedly received F grades for academic progress, but argued that those ratings are unfair, because their students are more transient and troubled.

Last May, *The New York Times* called ECOT and other online schools "dropout factories" citing the fact that for every 100 students that graduate from ECOT on time, 80 do not. They reported that ECOT pays millions of dollars each year to for-profit compa-

nies associated with ECOT's founder William Lager.

Another scandal hit Ohio's Concept charter schools earlier this year. These include the Horizon Science Academies in Cleveland.

According to William Phillis of the Ohio Coalition for Equity & Adequacy of School Funding, Turkish government officials criticized the U.S. for failing to extradite Fethullah Gulen, the kingpin of 150 publicly-funded Concept charter schools in the United States, 19 of which are in Ohio. An Islamic cleric, Fethullah Gulen operates

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a worldwide religious movement from a massive compound in Pennsylvania. The Turkish government has accused him of master-minding the recent coup plot in Turkey.

His charter schools and management companies in America have been the subject of numerous raids by federal and state officials, but he and his organization are well-connected politically and seem to enjoy the widespread protection of the government at all levels, according to Mr. Phillis.

"Islamophobia is not the issue here," stated Mr. Phillis. "Any secular, philosophical, ideological, or religious group that receives public money for operating a network of schools should be subjected to scrutiny, particularly since the charter industry is highly unregulated."

"[His schools] bring thousands of Gulen followers into the U.S. to teach, because they claim American teachers are not available. Foreign nationals dominate the governing bodies and administrations of the Gulen schools. The environment

of these charters is not culturally compatible with mainstream America. The business operations tend toward a separate economy. [They] operate private schools in 180 countries, but in the U.S. their schools operate on tax money . . . Are U.S. citizens so incapable of providing educational opportunities that the Gulen charters are filling some kind of void?"

"What aspect of the common good is advanced by the Gulen schools? The public should demand a full objective investigation of Gulen's charter enterprise."

Organizing Charter School Teachers

While problems abound with Ohio's charter school accountability system, union leaders recognize that the teachers in these schools want their students to do well. But with little or no say in management decisions, no job protections or working condition guarantees, some charter school edu-

Alliance of Charter School Teachers and Staff (Cleveland ACTS). It is one of two schools in the I Can network to try to unionize. The I Can network has seven schools in northeast Ohio, including Cleveland, Akron, and Canton, and receives some tax money from CMSD.

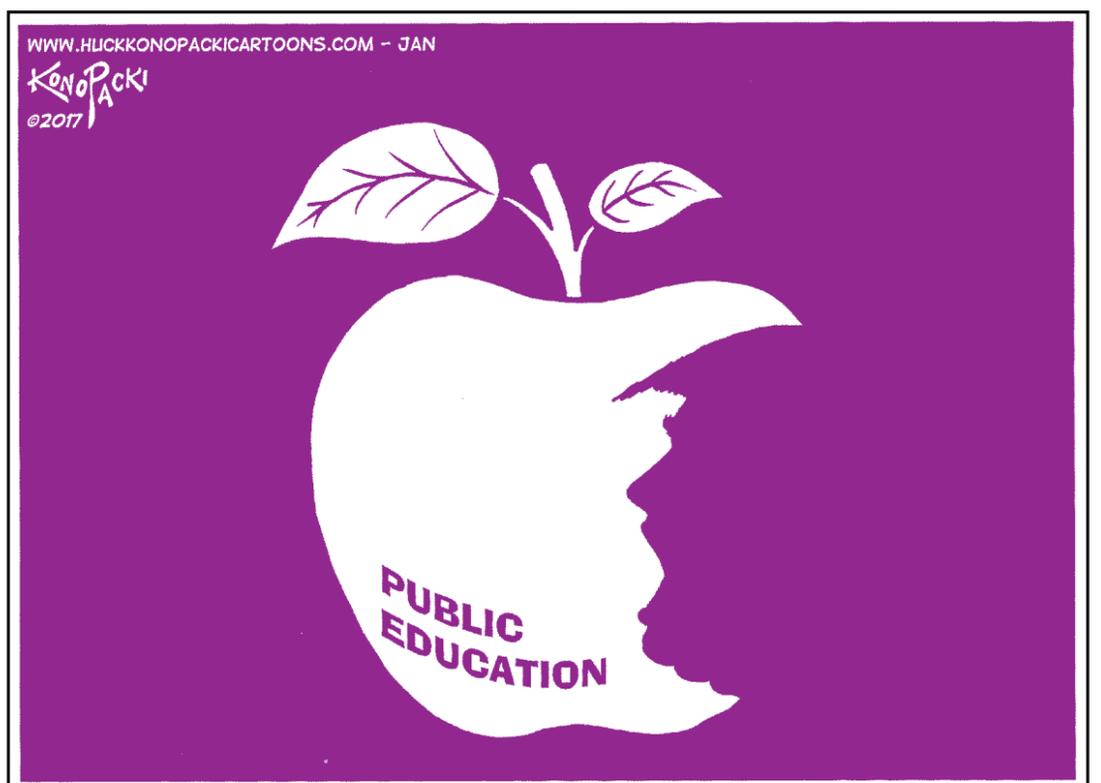
The drive to unionize caused some hostility between educators and the charter network, leading to accusations of unfair labor practices. A settlement was reached with the National Labor Relations Board last year; four teachers who were cut had to be rehired, and seven were awarded back pay.

CTU President David Quolke welcomed the new AFT brothers and sisters: "These hardworking educators deserve a seat at the table, and the students and families served by UCP deserve teachers and staff who are empowered to deliver the best education possible — that's what forming a union is all about."

Some Reforms, Finally

Ohio lawmakers have finally begun to crack down on some of the state's worst charter schools with somewhat tougher laws, including 2015's H.B. 2, the charter school reform bill. But friends of public education worry that DeVos could still exercise significant control over a \$71 million charter school expansion grant awarded to Ohio in 2015. Ohio won that grant even though the ODE flaunted state law and manipulated data, attempting to make some charter school oversight agencies look better than they actually were.

Ohio's Democratic Congressional delegation, afraid that grant funds could be abused, pushed the U.S. Department of Education to put additional restrictions on the grant money, including getting federal approval before disbursement of funds. But most fear that approval won't be a problem with DeVos now in charge.



THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

Note to CTU Members: Thank You!

The end of the school year is a natural time for educators to look back and reflect. As I thought about the last year, I want to give a shout out to the true strength of this Union — the CTU membership.

The 2015-2016 school year ended with uncertainty over the status of negotiations, and the end of the existing CBA. The CTU Negotiating Team was heartened and inspired by you, the CTU members, who continued to show up in droves at Board meetings and other events, despite many other obligations. You showed up, and it made a difference. **Thank you for your support.**

The CTU Negotiating Team was facing gridlock at the bargaining table, and needed a strong bargaining chip. CTU members provided it, in the form of an overwhelming **YES** vote authorizing a strike, if necessary, to demand a fair contract. **Thank you for your confidence.**

One of the biggest rallies occurred July 12, on a scorching hot day, when hundreds of CTU members took time from their summer break, came downtown, marched and rallied under the Cavaliers' championship banner at City Hall. CTU members demanded that CMSD negotiators come back to the table and bargain in good faith. The District, the Mayor, and the Cleveland community heard you, the CTU members, and negotiations resumed. **Thank you for your action.**

Negotiators reached a tentative agreement in late August, but CTU members needed more guarantees. However, until the levy was renewed in November, some financial provisions could not be certified. CTU members responded thoughtfully and

candidly to CTU surveys and questions, we understood your apprehension about the reopeners, and the Negotiating Team went back to the table to address your concerns. **Thank you for your input.**

November brought some heartbreaking election results, except for one very bright spot: the CMSD school levy passed easily, 68%-32%. I want to give another shout out to the voters of Cleveland, and CTU members and all who worked on the levy effort. Your support for the children of Cleveland was vital and significant. **Thank you for your vote of support, either at the ballot box or through the campaign effort.**

In March, negotiations culminated in a successful tentative agreement that "filled in the blanks" of the previous agreement. We delivered on the promise to come back with a new agreement that is good for kids and fair for educators. CTU members recognized this, and ratified the contract 86.07%-13.93%. **Thank you for your validation of the new CBA.**

This school year, like most others, had many other challenges: dealing with excessive mandated testing, issues with administrators, a less-than-perfect rollout of the Workday payroll system, and the other obstacles that divert time and attention from the job we love: teaching kids. But in spite of the daily challenges in your classrooms and schools, and in spite of all the other challenges that we face as public educators and union members in Cleveland, in Ohio, and in America,



in spite of all the distractions and criticism, you gave your best for the children of Cleveland, every day. **Thank you for your courage, dedication, and professionalism.**

With the ratification of the new contract, the close of the 2016-2017 school year, and the upcoming summer break, we may have a short breather. But don't get complacent — there are those who are working to harm public education and the labor movement, to destroy these bedrocks of our democracy. Enjoy your well-deserved break, and come back rested and ready to continue our work.

*In union,
David*

CTU Earns AFT's 'Solidarity in Action' Award



Cherylane Jones-Williams, CTU Paraprofessional Chapter Chair, flanked by President David Quolke and 1st Vice President Tracy Radich, holds the AFT Dr. Loretta Johnson Solidarity in Action Award. Ms. Jones-Williams accepted the surprise award on behalf of the CTU at the AFT PSRP (Paraprofessionals and School-Related Personnel) Conference in April in Washington, DC.

The award is one of the most prestigious awards given by the AFT, and is not awarded every year — only when a local has demonstrated significant, substantial accomplishments in the area of solidarity within the union. The Cleveland Teachers Union was recognized for its solidarity and successful work for paras and related service providers, most notably in the recent contract settlement.

The award is named for Dr. Loretta Johnson of the Baltimore Teachers Union, who organized Baltimore educators by first organizing paraprofessionals, and then the teachers joined them. The award in her name recognizes notable unity and solidarity among teachers and PSRPs.

THE CRITIQUE

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