



CTU Wins 8-Month Battle Over Evaluation Arbitration

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

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

Background on Credentialed Evaluators

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

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

The CBOE resolution identified



Cheryl Neylon, CTU Trustee, delivers notice of the TDES Credentialed Evaluator Settlement Agreement to kindergarten teacher Angela Reynolds. “The CTU leadership felt it was important,” said Mrs. Neylon, “that every member eligible for the compressed evaluation schedule would get timely notification, and a clear explanation of their options.” To achieve that goal, CTU officers personally delivered over 800 letters in three days.

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

The resolution continued, “. . . in

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

The 2013-2016 Collective Bargain-

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CMSD Names 10 New Investment Schools

CMSD has identified ten schools to be in its second round of Investment Schools, part of the Cleveland Plan approved by Governor John Kasich and the Ohio Legislature in 2012.

The schools include eight K-8 schools: Adlai Stevenson, Almira, Bolton, Fullerton, George Washington Carver STEM, Marion Sterling, Michael R. White STEM, and Patrick Henry, and two high schools, East Technical and Glenville.

At press time, details about the exact plans for each school were not available. However, as with last year’s 13 first-round Investment Schools, it is expected that some principals will change, and staff members will have to sign a Commitment Letter agreeing to certain expectations. Some staff changes can also be expected.

So far, results at the 2013-14 Investment Schools have been mixed.

Members Protest SBB

The CMSD plan for Student Based Budgeting (SBB) – or Schools Being Broken – brought out CTU members en masse to the February 25 CBOE meeting at Buhner School.

CTU officers and members spoke against the plan, questioning the decision to cut funds to many schools after Cleveland voters passed a 15-mill levy in 2012. The state of Ohio, despite its flawed, unconstitutional school funding formula, understood the importance of maintaining its funding to CMSD. Principals in many schools were charged with deciding what academic services to cut (Teachers? Support staff? Programs? Textbooks? Supplies?) while simultaneously developing a plan to improve student achievement.

Read more about SBB on pages 7-8.



PARCC Assessments, Field Testing, Coming to CMSD

By Debbie Paden

Educational Issues Chairperson

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

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

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

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

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

There will also be some optional tests available to districts, if they choose to use them: four different Diagnostic assessments (given early in the school year) and a mid-year assessment (given in January). It's im-

portant to be aware of these changes coming to schools beginning next fall.

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

PARCC Info

Want to know more about the PARCC assessments? Go to their website at www.parcconline.org to see what students will be asked to do next year. The site includes a sample test that students (or teachers!) can take.

JSEC Update

JSEC Addresses RSP Shortage, Overages

By Mary Moore

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

The Joint Special Education Committee (JSEC) was given the task of making recommendations regarding how CMSD should handle overages in RSP. Representatives from the various RSPs were asked to gather feedback from their members about these issues, and then bring that informa-

tion back to JSEC. CTU and CMSD representatives from these areas (OT/PT, SLP and Psychologists) met to help JSEC develop solutions to improve the hiring practices, and resolve equity issues and time management issues faced by our RSPs.

PARCC Field Testing to Begin

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

This Performance-Based Assess-

ment will take place between March 24 and April 11, 2014. Nine CMSD schools have been chosen to participate, and usually just one grade or subject in a school. Teachers have already been notified of their classes' participation in the field test.

The End-of-the-Year Assessment will take place May 5-May 29, 2014. This will include a much larger group of CMSD schools, and will be done both online and on paper, so CMSD can be better prepared when these assessments count next school year.

Teachers will be informed as more PARCC information becomes available.

If you have questions regarding PARCC, contact Debbie Paden at the CTU office at 216-861-7676 ext. 252.


This work was done as a result of an MOU (Memorandum of Understanding) which specifically asked for


solutions for these specific RSP issues. These solutions will also be used as a framework when solving future caseload issues for all of our special groups.


JSEC meets monthly to deal with special education issues. The March JSEC agenda items include: Progress Reporting expectations and realities; improving communication between middle school and high school Intervention Specialists; developing an All-Intervention Specialists group on the CMSD email system.

If you have any suggestions or questions for JSEC, contact Mary Moore at mmoore@ctu279.org or call her at the CTU office, 216-861-7676 ext. 256.


THUMBS UP, THUMBS DOWN


 **THUMBS UP** to the **hundreds of CTU members who showed up** at the February 25 CBOE meeting at Buhner School, to make sure Board members and the Cleveland community understood the debacle of SBB. Your willingness to come together and stand up for what's right for CMSD students — time and time again — demonstrates your commitment to Cleveland's kids. And it demonstrates what it means to be a Union.

 **THUMBS DOWN** to **Student-Based Budgeting, or SBB, or more accurately, Schools Being Broken.** It's just another name for the old, failed, transparent "reform" scheme: do more with less, and cut your way to success. Let's let school principals and staff be the bad guys and make their own cuts to student services. After Cleveland voters passed a 15-mill levy? Shameful.

 **THUMBS UP** to **Jillian Ahrens**, who received OFT's Outstanding Service Award at the annual OFT Convention last month. The award honored her ongoing work to implement Social and Emotional Learning (SEL) in CMSD schools through a variety

of initiatives. She currently serves on the CMSD-CTU HumanWare Executive Committee. Improving SEL skills can help increase academic achievement, as well as provide indispensable life skills for our students. This is important work---congratulations!

 **THUMBS UP** to **Stephanie Henderson, K-8 Member-at-Large**, and members of her **Civil, Democratic and Human Rights Committee** for their widely successful and popular Professional Development sessions. The presenters cover a variety of current topics that are significant and relevant for today's educators. Add collegiality, humor, refreshments and door prizes — a great recipe! If you haven't attended any yet, you're missing an excellent PD opportunity.

 **THUMBS DOWN** to the **District leaders** who dragged their collective feet in following the Board's own resolution regarding Credentialed Evaluators. The fiasco was unnecessary. Accountability for all means just that: accountability for all.

Progress Continues Filling In The

By MaryAnn Fredrick

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

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

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

It also bears mentioning that throughout the life of the contract, some aspects of Differentiated Compensation will be added, deleted, and changed. Why? Because it must be fiscally sustainable; it is tied to CMSD's available funds as are **all things CMSD**. Sometimes it is best to go slower and more

CTU Wins On Evaluation Arbitration

■ continued from page 1

ing Agreement, Article 13, Section 1G states:

“... all evaluators must be credentialed. A list of credentialed evaluators will be forwarded to the CTU President and updated as made available.”

CTU leadership felt that the language and guidelines regarding credentialed evaluators was clear. However, from May through August of 2013, CMSD did not provide any lists to the CTU President or to the TDES Committee, despite numerous requests. In fact, they did not even acknowledge that the CBOE had passed a resolution ordering them to do so.

CTU Takes Action

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

“One would think this would have

been a simple answer,” said President Quolke, “since we just negotiated the language and the Board passed a resolution. But no, the grievance was ignored without even the courtesy of a ‘Grievance Denied’ answer.”

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

CTU Wins Resolution

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

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

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

Anyone (principals, administrators, PAR Advisors, supervisors, teachers) who took the credentialing exam after the board resolution was passed in April 2014, and was **not** proctored, must **retake the exam in a proctored setting**.

Any CTU members who were evaluated during the 2013-14 school year prior to January 31, 2014, by someone who did not pass the credentialing assessment at a designated proctored location received an email by February 3, 2014, and a hand-delivered hard copy of the letter delivered in person by CTU officers acting as designees for the CTU President. These officers personally delivered over 800 letters in three days to affected members. CTU leadership felt this was important, to make sure all affected members understood the resolution, how it affected them, and the options they had regarding their evaluations.

What Resolution Means to CTU Members

As part of this resolution, CTU members who were evaluated by improperly-credentialed evaluators had several choices. They could elect to nullify the evaluations and submit to a compressed evaluation cycle consisting of two walk-throughs and one formal announced evaluation. If they chose to have their evaluation events nullified and use the compressed evaluation cycle/schedule, they could also request a different evalu-

ator. They could also opt to keep the first evaluation events and results, and continue with the second semester TDES evaluation events.

CMSD finally provided the Union with a list of credentialed evaluators, which was sent to CTU representatives for distribution to all members. Additionally, CTU staff will be in buildings that were impacted to follow up with members on their options.

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

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

If any members have additional questions regarding this agreement or the TDES process, contact Shari Obrenski (216-861-7671, ext. 270) or Jillian Ahrens (216-861-7676, ext. 238) at the CTU office, or the TDES Co-Chairs, (MaryAnn Fredrick and Christine Fowler-Mack) at TDES@clevelandmetroschools.org.



CTU 3rd Vice Presidents Mary Moore, Shari Obrenski, and Jillian Ahrens study the Credentialed Evaluator Settlement Agreement. CTU's three 3rd Vice Presidents (two K-8 and one Senior High/Special) serve on the Grievance Team per the CTU Constitution. Other Grievance Team members (not pictured here) are L'Taundra Everhart, Cherylane Jones Williams, and Jim Wagner.

CDCS Menu of Achievement Credits

(Base-Building Achievement Credits)

Annual Performance Rating (TDES)

Accomplished Rating = 15 ACs

Skilled Rating = 8 ACs

Developing Rating = 5 ACs

Ineffective or Below = 0 ACs

Supplemental Differentiated Stipends

(One-time Payments)

Meeting or exceeding building goals set through AAP process...\$1,250

Improvement Goals on Selected CLS Survey..... 900

Hard-to-staff grade level or subject matter1,000

Hard-to-staff schools (Determined by CBOE)1,000

Eligible Coursework

Master's Degree Attainment.....\$15,750

Note: A teacher enrolled in an eligible degree program prior to February 1, 2013, has the opportunity to be compensated for credits earned pursuant to that program. This does not apply to teachers whose degree is paid in part or whole by the Alternate Licensure Program via Race to the Top (RttT). Program must be complete two years from official notification of Human Resources.

(Forms for this component are anticipated to be available prior to spring break in April.)

Blanks, Slowly, on CDCS

thoughtfully rather than just jump in with both feet and finish something just to finish it. Life would be much simpler if Universal Studios could actually find a way for those Harry Potter magic wands to **be fully functional**. But we live in reality, not wishful thinking.

Many questions have arisen about who is currently on the CDCS and when the \$1,500 bonus for transition to the diff-comp scale will be paid. Those who are currently on the CDCS and who currently have a five-event evaluation cycle will be awarded the \$1,500 transition bonus in the **second year** of their participation on the CDCS scale. Therefore, educators who are **currently** on the CDCS scale (2013-14 school year) will see the \$1,500 during the 2014-15 school year. Related Service Providers (RSPs) who are slated to enter placement on CDCS for the 2014-15 school year will see the \$1,500 transition bonus during the 2015-16 school year.

Therefore, RSPs are still on the

phased-out traditional step-and-lane salary scale, and are still able file for salary adjustments related to Master's Degree attainment **this school year**. All others fall under the guidelines laid out by the Joint Oversight Committee of CDCS.

Related Service Providers and TDES/CDCS

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

These meetings will continue as

the observation components are being constructed. Jillian Ahrens, a member of the TDES Steering Committee, and Patricia Forrai-Gunter, the Nurses' Chapter Chair, have taken the lead on this initiative and are working closely with Paula Bevan, Jill Cabe, and Chapter Chairs of RSPs to finish this arm of the TDES/CDCS connection.

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

CDCS Staff Presentations

At the February 4, 2014, Labor Management Meeting at Barbara Byrd Bennett Professional Development Center,

a power-point presentation was made explaining the components as they currently exist. The Joint Governing Panel (JGP) and Joint Oversight Committee (JOC) members have been going to buildings to share the power-point presentation and answer questions.

If you would like to schedule a presentation for your staff, please contact the Joint Governing Panel. Please try to avoid Wednesday staff meeting days, as those seem to be the “preferred” dates and there are only so many JGP members to go around. Utilize the professional development portion of your extended time to schedule.

You can contact the JGP via email at JGP@clevelandmetroschools.org. If you have further questions regarding TDES or CDCS, contact Shari Obrenski (Ext.270) or Jillian Ahrens (Ext. 238) at the CTU office at 216-861-7676, or via CMSD email.



'Reclaiming the Promise' Theme Highlighted

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

OFT officers were elected to two-year terms. They are: President Melissa Cropper (Georgetown Federation of Teachers, Local 4903); First Vice President Shari Obrenski (Cleveland Teachers Union, Local 279); Second Vice President Lee Black (Cincinnati Federation of Teachers, Local 1520); Treasurer Brian Kessler (Berea Federation of Teachers, Local 1699) and Recording Secretary Catherine Hernandez (Toledo Federation of Teachers, Local 250). These officers bring diverse skills and extensive experience to their OFT leadership roles.

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

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

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

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

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

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

The Mooney Leadership OFT (LOFT) program was

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

The OFT highlighted its 2014 endorsements for statewide offices. They are: **Ed FitzGerald** for Governor; **Nina Turner** for Secretary of State; **John Patrick Carney** for Auditor; **David Pepper** for Attorney General;

and **Connie Pillich** for Treasurer. OFT has also endorsed one of its own, **Steve Holecko**, who is running for state representative in District 14 in Cuyahoga County. Holecko is a retired teacher and OFT member from Berea.

A consistent theme throughout



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



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

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



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



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

(below) "Welcome to Cleveland!" CTU President David Quolke, as the host city's local President, welcomes OFT Convention delegates to CLE.



...d, As Cleveland Hosts 2014 OFT Convention



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

in our neighborhoods, to get their professional wisdom and hear how they are impacted by current policies.”

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

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

“But we need our members' participation,” President Cropper said. “As we reach out to you, please take our hands and join us in building our Union voice. Together we can Reclaim the Promise.”



Jillian Ahrens, CTU's 3rd Vice President, K-8, describes the Union-District partnership around Social and Emotional Learning (SEL) in her presentation. Later, she was honored with OFT's Outstanding Service Award for her work in implementing SEL programs in the District. She serves on the HumanWare Executive Committee, and helped implement Student Support Teams, Planning Centers, PATHS, Classroom Meetings, Anti-Bullying and Mediation coordinators, and First Book. CMSD is part of a Cross-District Initiative with other cities across the nation in partnership with CASEL, to lead the work around SEL implementation.

the week was the need to engage members more deeply in shared Union work.

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

OFT President Melissa Cropper presents the OFT Friend of Public Education Award to State Rep. Mike Foley. Rep. Foley is term-limited as a State Representative, but plans to continue his service to Ohioans through his work as Executive Director of Common Good Ohio (CGO). CGO has been working in cooperation with AFT, OFT and CTU for over a year to develop a strong parent and community group in Cleveland, to push for strong public schools and legitimate, ground-up reforms.



State Representative Connie Pillich, from Cincinnati, is the OFT's endorsed candidate for State Treasurer in the 2014 election.

Wear Orange for Teen Dating Safety!

By Dorothy Fair

The NOW (Not on Our Watch) anti-bullying program encouraged CMSD staff and students district-wide to wear orange in February, to raise awareness of teen dating violence. February was

Teen Dating Violence Awareness Month.

Almost 1 in 10 teens reported being physically abused by a boyfriend or girlfriend in the last year, according to the U.S. Dept. of Health and Human Services (HHS). Teen Dating Violence Awareness Month is a national effort to raise awareness and protect teens from violence.

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

Talk with teens about healthy relationships. Hold classroom discussions about dating violence and prevention, or invite speakers to talk about these issues. Be a role model: treat others with respect. Talk to kids about healthy relationships early, before they start dating. One of the most important things you can do is keep the lines of communication open with teens (students and your own children).

Take steps to make a difference. Call the National Dating Abuse Helpline at 1-866-331-9474 or text “loveis” to 77054, if you are worried about your teen. Help keep teens safe and healthy.



The staff at Promise Academy — like other CMSD schools — wore orange in February to raise awareness and prevention of Teen Dating Violence.

CTU officers Dorothy Fair and Andrea Dockery display their orange for the OFT Convention. Ms. Fair is one of CTU's representatives on the joint CMSD-CTU anti-bullying NOW Committee, an important part of the District's Humanware initiative.



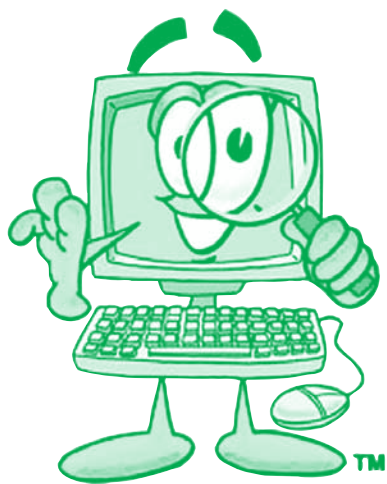
Math is the science of patterns, and the **Crackers and Goo** app uses patterns to teach addition and multiplication concepts in a very visual manner. This is known as concrete-pictorial-abstract math instruction, and is considered by math education experts as the best way to teach mathematics to children. Crackers and Goo has over 6,000 games in 16 different levels of math, called skill steps, with many games of increasing complexity at each step. This allows students enough variety and repetition for deep understanding and long-term retention of the math skills they learn. There is a free version and Pro version of the app for \$1.99.

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

Outliner serves a couple of different uses for teachers, who can also discover their own creative applications the better acquainted they become with the interface. Users create and streamline lists and outlines for various projects, making this an excellent resource for writing up lecture notes, keeping grade sheets, drawing rubrics, and more. Because education is a dizzying field with much to organize and track, any workers with access to an iPad should take advantage of Outliner's offerings to stay on top of everything. Cost is \$4.99. For those looking for a similar app that is free, try **Sundry Notes**. With the ability to import PDF files, format writings, make quick drawings, run searches of Wikipedia, Google, and Google Books, snag images off the internet, make recordings, and much more, educators need to download this application to help keep everything they need for class organized in one place. Math teachers will especially enjoy the ability to work on virtual graph paper!

Sometimes we just need to quickly access formulas for students or as a refresher. **Mathematical Formulas** is \$0.99, allowing Math teachers to access various formulas from various disciplines. Users also have access to examples that illustrate how the equations work, making this a handy tool for cranking out quick assignments, quizzes, and tests as well.

Math 42 can help students from 5th to 12th grade by giving recommendations on how to solve a problem with step-by-step solutions. Math 42 looks to help students learn math concepts and apply them by giving them a little bit of help — you can enter your troublesome questions into the app, and it'll provide you help with finding the answer, but without actually just giving it to you. Math 42 gives detailed steps on how to solve the problem with different methods and explains each one, helping students to apply the



things they've learned in class. You can also use the app's test mode to try your math skills and get an idea of where you need improvement. Cost is \$0.99.

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

'Cashing in on Kids'

AFT Website Profile

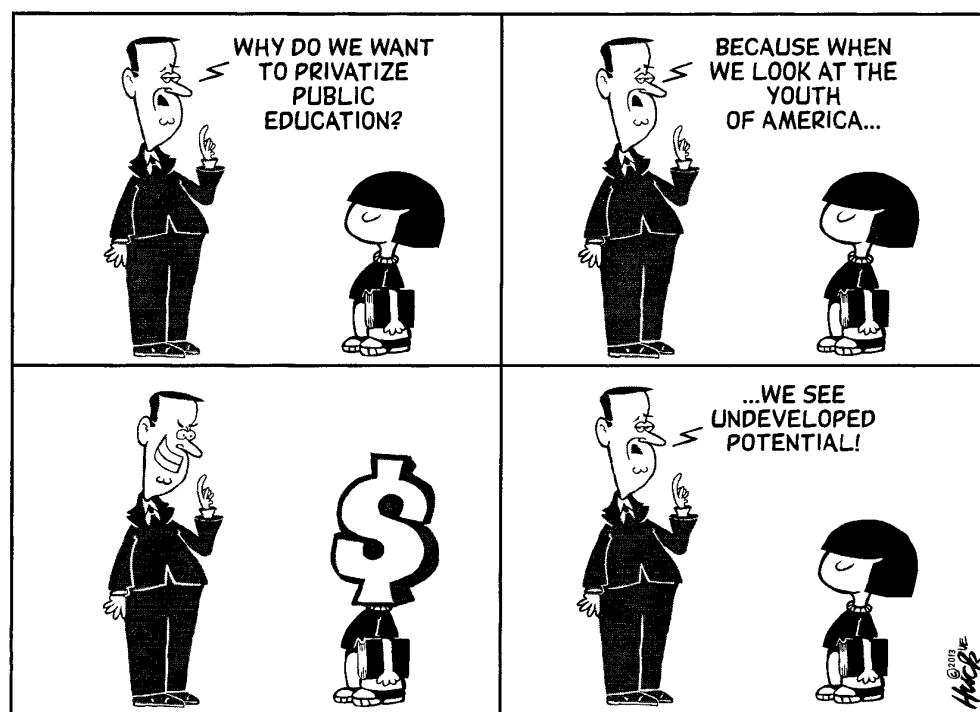
The AFT, in partnership with In the Public Interest, launched the website www.cashinginonkids.com last month. The site is a "one-stop shop" for the facts about for-profit education in America.

"For-profit charter schools that operate in the dark without basic public transparency and without strong public control too often put their bottom line ahead of the public interest and high-quality public education," said AFT President Randi Weingarten. "While we are working to reclaim the promise of public education, these for-profit charters are cashing in on kids. Help us call them out."

The site profiles five for-profit charter

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

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



Scholarships Available for AFT Members' Children

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

Tom Mooney Memorial Scholarship

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

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

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

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

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

AFT Robert G. Porter Scholars Program

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

To honor Robert G. Porter, AFT secretary-treasurer from 1963 to 1991, the AFT awards four scholarships of \$8,000 each to accomplished high school students who show outstanding service to their community and an understanding of the role unions can play to create a more just

society. Porter was a union activist who dedicated his life to championing the rights of working people, promoting civil rights and ensuring that the union was a vehicle for fostering the professionalism of our members.

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

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

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

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

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es Charter Schools

to be better informed about the impact of profit, money and private interests in education, particularly charter schools," added President Weingarten.

Of particular interest in Ohio is David Brennan's White Hat Management Company that operates the Hope Academies and Life Skills for-profit schools, many in northeast Ohio. According to a *Plain Dealer* article last summer, White Hat Management has been the most powerful and influential of Ohio's charter school operators since state money started flowing to the privately-run public schools 15 years ago. In the last school year alone [2012-2013], the 31 schools it operates in Ohio used more than \$67 million from taxpayers to educate more than 9,000 children.

David Brennan was described in the article as an industrialist and major Republican donor. His company was challenged in court by ten of the Cleveland and Akron-based school boards charged with overseeing these schools. The cases began in May of 2010, dragged on for years, and finally ended up before the Ohio Supreme Court — despite several rulings that White Hat must give the boards the financial information they were seeking.

The *Plain Dealer* reported that as the White Hat contracts with those boards expired, the boards were mov-

ing the schools to new sites to be run by another management company with former White Hat employees in key positions, and White Hat was setting up new schools in the old buildings which in most cases White Hat owns.

Is the rapid expansion of charter schools about helping kids learn, or about enabling for-profit operators to rake in millions in tax dollars? Find out. Check out the facts at on the website www.cashinginonkids.com and help us spread the word by sharing with your social networks. Help us call them out.

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

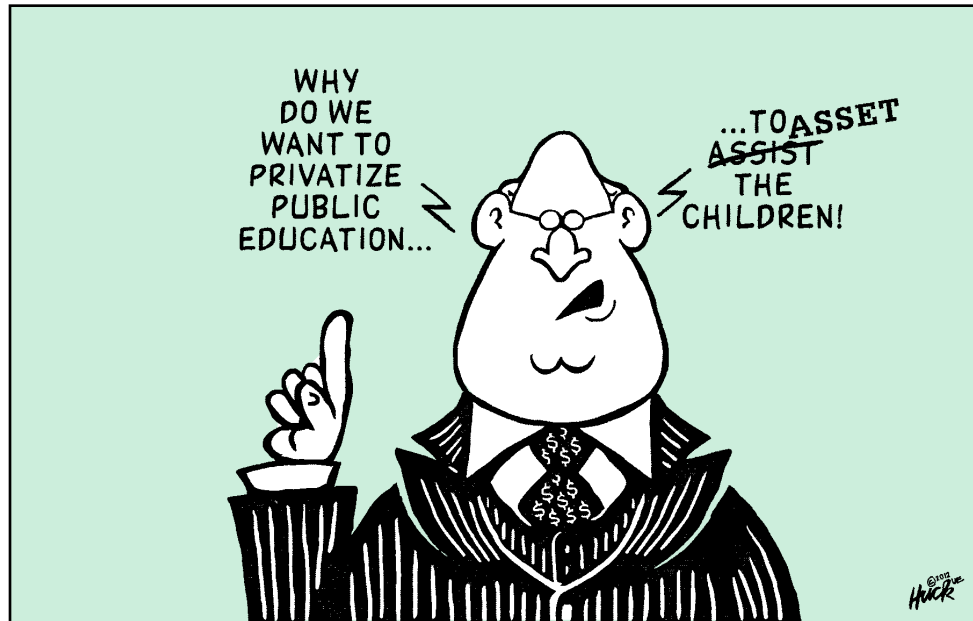
What makes this even more outrageous is the lack of investment we are seeing in our schools. ERS, along with our CFO and CAO, somehow came up with a figure of about \$3,600

per student in the SBB plan to fund our schools. That is less than 65% of the state funding per pupil going into our schools! We all know the state's formula for funding schools is unconstitutional, but if you add the state guarantee to Cleveland (\$75 million), it looks as if less than 50% of state money earmarked per student is actually being invested in our kids at the school level. And this includes **no levy dollars** being invested.

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

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

Stay tuned. This battle continues.



PRESIDENT QUOLKE'S REMARKS

February 25, 2014 CBOE Meeting

I come before the Board today to talk to you about Student Based Budgeting. Whenever I hear someone from the District describe Student Based Budgeting, I hear this "will enable a school to determine the types of services that their students need."

For example, if a school wants to improve reading achievement, they could add additional reading intervention specialists to work with students and provide individualized tutoring after school. Sounds good . . . an investment in our kids!

Or if a STEM school wants to add additional opportunities in science and math, they can do this under Student Based Budgeting. Sounds good . . . an investment in our kids!

However, that rhetoric does not match the reality of what is occurring in CMSD as I stand here tonight.

The reality is that when many principals and their budget teams received their budgets, they saw that their budgets were slashed by 100,000 or 300,000 or half a million or 900,000 dollars. **The reality is that some schools have seen a slash in their budget of over one million dollars.**

When school budgets are shredded in this way, it is obviously not a matter of determining what a school needs, but **what a school can cut.** Too often I am hearing school-based teams speak of trying to figure out **which cuts will have the least harmful impact on the students, not what students actually need.**

I am here tonight with my colleagues to educate you on the impact that Student Based Budgeting will have on the students at their schools. They will speak to how Student Based Budgeting is taking the investment out of Investment Schools, how there will be fewer offerings for high school students, a loss of career tech opportunities in a time when career readiness is a critical component of a child's future, or how in some schools, **there will be less than one teacher per grade level.**

We're not giving opportunities, we're taking them away.

Let me ask a few questions.

How can our school budgets be so drastically reduced when funding from the state will not be reduced from this school year to the next? You see, the state recognizes that Cleveland and other districts have had shrinking enrollments, yet they have also provided a guarantee of money so that those school districts would not have dramatic cuts that would be detrimental to the students.

I do not want to argue about Ohio's broken school funding formula and how much longer the guarantee is going to exist. However, for now it does exist, so my question is: **why do our schools not have at the very least the same level of funding as they did last school year?**

Additionally, each student is given a value of \$3,766, plus a little bit more if the student is also in third grade or is bilingual or has special needs. My

second question is really quite simple: **is this number really correct? If so, our students are being undervalued.** I just do not see how this process is supposed to work with this figure.

What Student Based Budgeting has done so far is force principals and their budget teams into being the scapegoats who have to make terrible decisions about what cuts to make. Schools are looking at cuts to teachers, paraprofessionals, athletics, after-school tutoring, assistant principals, assistant custodians, paper, books, and so on. Don't our students deserve the safest schools that we can provide, the cleanest schools possible, the most course offerings, the instructional levels that meet kids where they are?

Finally, these principals and their teams have to come up with a plan to cut needed services to kids and also significantly improve student achievement. My final question to all of our Board members is this: **do you really believe that Cleveland schools are going to cut their way to success?** We don't need another consultant to tell us that this has **never** been a reform model that worked.

It's not too late. Let's fix Student Based Budgeting so that it is NOT Schools Being Broken. Let's invest in our kids the way our community invested in our schools last November.



THE PRESIDENT'S REPORT

BY DAVID J. QUOLKE

SBB: Student Based Budgeting ... or Schools Being Broken?

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

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

Don't be fooled . . . SBB seems more like Schools Being Broken. Whenever I hear someone from the District describe SBB, they use an example of a school that wants/needs to improve reading achievement. With SBB, the school can provide extra reading teachers, or additional reading tutoring, or specialized reading services like Sylvan. That sounds good.

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

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

Another interesting component of this new systematic breaking of the schools is that fact that principals were forced to do this budget cutting **and at the same time** also create a plan that will dramatically improve

student academic achievement. Ah, that favorite old method of school "reform" — cut your way to success. The truth is, it never works.

Don't be fooled by a slick name

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

like Student Based Budgeting. Other districts call it School Based Funding, Equitable Student Funding, etc., but no matter what name you give it, all too often it's used to cut important resources that should be going to our kids and our neighborhood schools. It's not an investment in our schools.

Don't be fooled by the public relations cheerleading around "decentralization" and "greater school/principal autonomy." When downtown central administrators decide on a formula of what students are "worth," and what dollar amount schools should get, and then almost every school gets their budget slashed, it is not decentralization! It's throwing principals and schools under the bus to cut their services to our students.

Don't be fooled. School budgets in CMSD are being cut by \$100,000; \$200,000; \$500,000; \$900,000; up to and in excess of \$1.7 million per school. **And this is happening after the citizens of Cleveland passed a 15-mill levy to invest in our schools, not slash school budgets and staff.** No one in this community was led to believe that the District would be disinvesting in their neigh-

borhood schools. In fact, CMSD heavily promoted a PR campaign around Investment Schools, smaller class sizes, and more services for students.

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

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



So, whose brainchild is SBB? While greater principal autonomy was clearly a part of the Cleveland Plan, SBB was not in HB 525 legislation and is not any requirement of the law. I suspect it was part of some secret behind-closed-doors meeting that certainly did not involve the community, parents or CTU.

CFO John Scanlon and CAO Michelle Pierre-Farid, along with the consultant group ERS, were the "cheerleaders" in rolling out the SBB (Schools Being Broken) plan. With the large number of paid consultants that seem to be occupying 1111 Superior Avenue these days, it's no wonder many school staffs, principals, parents, and community members are outraged about SBB cuts.

CMSD's Chief Financial Officer John Scanlon introduced School Based Budgeting to the Rochester Schools when he was there in 2011, while they were in the midst of an \$8 million deficit. It was used to force schools to make their own cuts. In some ways, I understand why a CFO would like a methodology that cuts budgets and puts money in the district coffers.

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Invest In Kids!

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

