

IMPORTANT DATES

Monday, March 16: Professional Development Day, Teacher meetings, as determined by buildings LEVEL ONE

Monday, March 16 to Friday April 3: No Classes (may be extended)

Saturday, March 21-29: Spring Recess

Monday, April 6: SHTA Executive Board meeting (tentative)

Monday, April 13: SHTA Representative Council @ Lomond (tentative)

SHTA *news*

March 16, 2020

ISSUE NO. 7

It's been busy dealing with concerns about COVID-19, the coronavirus. I have been in constant contact with district administrators to ensure that the well-being of our students and members are paramount. I believe the district is doing its diligence to make sure that everyone is safe. I am also consistently communicating concerns from our member as relates to health concerns as this situation continues to evolve. Please do not hesitate to email me at morris_j@shaker.org or call at x6033 with any concerns.

For this month's President's Letter, I would like to share the statement I presented at the Columbus State House on Monday, February 17th...

Chairman Jones and members of the House Bill 9 Conference Committee, thank you for the opportunity to speak with you today regarding Ohio's EdChoice Voucher program. I am John Morris from Shaker Heights.

I am a parent, resident, and High School English Instructor at Shaker Heights. This is my 23rd year in our district. I am also a parent of an eleventh grader, Sam, at the High School and a fifth grader, Sophia, at our Woodbury intermediate school. I have been the President of the Shaker Heights Teachers' Association for the past eight years. I am here to testify about the negative impacts of the proposed expansion of the EdChoice Voucher program.

Shaker Heights Schools are often lauded for their academic, athletic, and artistic achievements. We are among the top ten feeder schools to the Ivy League in the nation. We offer a wide gamut of athletic endeavors for our students ranging from football to fencing, from hockey to lacrosse, a highly competitive diving program and growing club rugby teams for both boys and girls. Likewise, our theatre and music programs have been recognized nationally and we have the largest marching band in the state.

We are also known for our racial and ethnic diversity. Literally dozens of languages are spoken within our schools and we have been, again, nationally recognized for our Minority Achievement Scholars Program as well as our Student Group on Race Relations.

This diversity is vital to the identity of our community. However, I would like to bring special attention to a sometimes less visible diversity that is equally impactful for all of our students, and one that is directly impacted by the expansion of EdChoice Vouchers, namely the diversity of the learning styles and needs of our student body.

Among our students, are young people who are sometime referred to as differently abled or with special learning, physical, emotional, and psychological needs. As a public school, we cannot, nor do we desire to, deny these students admittance to our schools. Private and religious schools can and do deny admission to students from all these groups. With \$4500 to \$6000 following EdChoice Voucher students out of our buildings, fewer financial resources are left to support students with these special needs. It's inherently unfair.

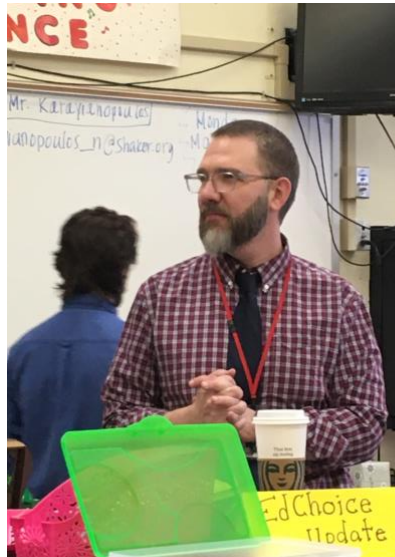
The purpose of public education and, by extension, public education funding is to educate ALL students, no matter the physical, emotional, academic, or psychological needs. Private and religious schools can and do discriminate based on their inability or lack of desire to fulfill these student needs. Therefore, they should not receive these funds, especially not at the expense of the very children they are failing to support. Please keep public funding for public schools and vote against the expansion of the EdChoice Voucher Program.

Chairman Jones and members of the House Bill 9 conference committee, thank you for this opportunity to provide input regarding Ohio's EdChoice Voucher program...

Otherwise, it's been an eventful February and beginning of March. I went to Columbus to testify on EdChoice with Treasurer Bill Scanlon and Onaway Head Representative Paula Klausner. I spoke with Dr. Glasner weekly. I discussed health concerns at the elementary level. I worked on a Support Teacher Grievance with Support Teacher Head Representative Michael Wells. I worked on a Special Education issue with Special Education Chairperson Tito Vazquez. I answered member questions about the strategic plan study and plan. I attended the Strategic Planning Committee meeting. I attended a Special Education Meeting concerning a legal concern. I updated SHTA and Cuyahoga County Educator Summit Facebook Pages with Publications Editor Andrew Glasier. I worked on Supplemental Committee issues with Personal Rights and Responsibilities Chairperson Mike Sears. I worked on lock down concerns at the Middle School with Head Representative John Koppitch. I worked on counselor concerns at the High School with Head Representative James Schmidt. I consulted on a member concern at Woodbury with the help of Representative Lee Appel. I talked with Communication Director Scott Stephens about a primer on Equity language to accompany the strategic plan. I consulted on a teacher evaluation concern. I answered questions about class size. I mediated an issue at the Elementary level. I talked to Directory of Secondary Curriculum Micki Krantz about safety concerns at the Middle School and proposed a safety committee. I talked to Director of Elementary Curriculum Erin Herbruck about language teacher concerns. I conferred with administration about health concerns across the district. I talked with Middle School Principal Miata Hunter about the proposed Middle School Safety Committee. I attended *A Night for the Red and White*. I met with Support Teacher Head Representative Michael Wells and administration to continue talks about a grievance. I also met with all the administration and all bargaining units concerning coronavirus (COVID-19) prevention and planning. Likewise, I responded to many members concerns and communicated them to administration. I will participate in the Wednesday, March 18th Rally for Public Schools teleconference at the State House.

Finally, this is a stressful time for all of us and we need to be caring and supportive of each other. Be assured that your Association is here for you. As I said before, please do not hesitate to email me at morris_j@shaker.org or call at x6033 with any concerns.

***Respectfully submitted,
John Morris***



SHTA President John Morris at the March SHTA Representative Council meeting @ Shaker Heights Middle School.

SHTA Secretary Darlene Garrison takes notes at the March Representative Council Meeting at Shaker Heights Middle School.



The SHTA is on   *us @*
<http://www.facebook.com/pages/Shaker-Heights-Teachers-Association>

VICE PRESIDENT'S REPORT

The past few months have brought a new level of anxiety and concern. I would like to re-assure our members that the SHTA and administration are working diligently to address obvious health concerns while maintaining normal operations. The SHTA's leadership was included in a meeting to update and inform district leadership about action plans and the rationale behind certain decisions. The Administration will continue to update us and seek our input when appropriate.

I would like to acknowledge the efforts of our Custodial Staff. They have placed extra focus on disinfecting high touch areas such as door handles, desks, faucets, panic hardware, drinking fountains and light switches. The cleaning products being used are peroxide based and hospital grade. They will not have an evident smell to them; this is by design. The district has purchased three Clorox 360 electrostatic disinfecting sprayers that will help with their efforts to keep our buildings healthy now and in the future.

On a more positive note; the 28th annual *A Night for the Red & White* was an enjoyable and great success. Nearly 600 attended and helped raise more than \$50,000 in direct donations to the Innovation Fund, while the silent auction raised over \$30,000. Thank you to those of you who attended and to those of you who made donations to the silent auction.

This past month I was involved in assisting a member with a minor discipline concern. In the past, such incidents were handled very informally between the member and the building administrator. In this current situation, and continuing into the future, there was and will be a more formalized process. This new procedure will protect "due process". Although it may feel more "heavy handed" we need to look at it as a system to protect our rights. The process was briefly mentioned during the December 10th board meeting, and can be found in BoardDocs under "Update on Administrative Procedures for Employee Misconduct".

I would like to encourage all fellowship recipients to submit receipts for reimbursement as many winners fail to claim their awards each year. If you have questions regarding this process please feel free to contact me at #4692 or e-mail me at zucca_m@shaker.org.

Please take time this Spring Break to recharge and relax. Enjoy time with family and friends. Take care of yourself and your loved ones. If you have any questions, please feel free to contact me at 295-4692.

*Respectfully submitted,
Matthew Zucca*

**SHTA Vice President Matt Zucca at
the March SHTA Representative
Council meeting @ Shaker Heights
Middle School.**



TREASURER'S REPORT

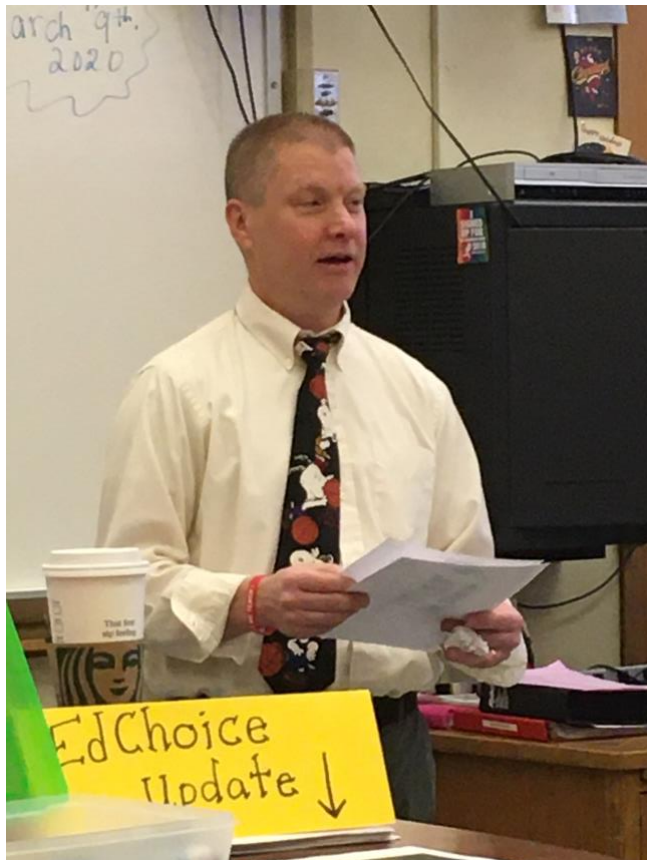
At 6 a.m. on Monday, February 17th, our Presidents' Day holiday, I boarded a bus in the Onaway parking lot along with John Morris, Paula Klausner, Eric Forman, Heather Weingart, Jeff Isaacs, a few parents with children, and a couple of our high school students. We went down to Columbus to testify at the EdChoice hearings. This link <http://www.ohiochannel.org/video/conference-committee-2-17-2020-am-sub-h-b-no-9> is a recording of that day's testimony. (The highlight of the testimony is at 4:14. It's worth seeing.) I know we are in the midst of the chaos of COVID-19, but the threat of EdChoice is not something we can forget about. Please continue combating this attack on our public schools.

I am also going to put out a plea to all of our members. This is a difficult time for our students and our colleagues. Please do what you can to help each other through this. Keep an eye out for people who might be struggling with the unplanned changes and reach out a helping hand. Let's do what union sisters and brothers do and take care of each other.

A proposed budget for next year will be presented to Representative Council at our April meeting. This gives the Representatives a chance to discuss the budget with their members before finalizing it for the May ballot.

The current financial report is attached.

*Respectfully submitted,
Bill Scanlon*



**SHTA Treasurer
Bill Scanlon at the
March SHTA
Representative
Council meeting @
Shaker Heights
Middle School.**

Shaker Heights Teachers' Association
 Profit and Loss Standard
 July 1, 2019 through March 11, 2020

03/12/20

Jul 1, '19 - Mar 11, '20

Income	
Income	
Member Dues	148,959.00
Total Income	<u>148,959.00</u>
Investments	
Edward Jones-Fees & Charges	-4,953.02
Change in Value in Edward Jones	11,508.14
Total Investments	<u>6,555.12</u>
Other Types of Income	
Miscellaneous Revenue	2,727.48
Total Other Types of Income	<u>2,727.48</u>
Total Income	158,241.60
Expense	
Operations	
Accounting	7,395.00
Compensation	23,832.47
Conferences & Meetings	2,493.70
Executive Board	470.00
Fellowships & Grants	2,118.77
Insurance	525.00
Legal	3,713.83
Officers' Expenses	740.41
Payroll Taxes	338.33
Public Relations	2,413.70
Publications	138.00
Social	1,133.24
STRS (TPO Contribution)	3,266.53
Total Operations	<u>48,578.98</u>
Total Expense	<u>48,578.98</u>
Net Income	<u>109,662.62</u>

Shaker Heights Teachers' Association
 Balance Sheet Standard 03/12/20
 As of March 11, 2020

Mar 11, '20

ASSETS

Current Assets

Checking/Savings

Key Bank Aisha Trust 5,840.00

Key Bank (checking) 143,272.63

Total Checking/Savings 149,112.63

Other Current Assets

Edward Jones 13760-1-1 522,597.20

Edward Jones 13768-1-3 754,323.56

Total Other Current Assets 1,276,920.76

Total Current Assets 1,426,033.39

TOTAL ASSETS 1,426,033.39

LIABILITIES & EQUITY

Equity

Opening Balance Equity 53.69

Retained Earnings 1,316,317.08

Net Income 109,662.62

Total Equity 1,426,033.39

TOTAL LIABILITIES & EQUITY 1,426,033.39



EXECUTIVE BOARD REPORTS

PROFESSIONAL RIGHTS AND RESPONSIBILITIES REPORT

In the last month, I assisted members with maternity leaves, supplemental contracts, questions about lockdowns, and concerns about the impact of coronavirus. I also attended a Supplemental Committee meeting and a district leadership meeting about how to respond to the threat posed by coronavirus. I am happy to report that Medical Mutual agreed to pay an ER claim for a member who had been appealing their decision for one year. I attended *A Night for the Red and White*, which was another fun evening celebrating our students and their successes.

If you currently hold a supplemental contract, our committee is working on revising the job descriptions for sponsoring clubs and activities. One of the action steps planned is for all advisors to write a job description for their club or activity. Later this spring, you should receive a template from Human Resources Generalist Sarah Fish. Once job descriptions are completed and reviewed, they will become a part of each supplemental contract (likely for the 2021-22 school year).

***Respectfully submitted,
Mike Sears, chairperson***

EVALUATION COMMITTEE

Greetings Everyone! As you know, we will transition to OTES 2.0 for teacher evaluations next year. This month, I have been working with Director of Human Resources Crystal Patrick and members of the Evaluation Committee to put plans in place for implementation. The following points summarize the changes.

OTES 2.0

- The reason for revising OTES is to better support teacher growth as the focus for evaluation. *While we have maintained since the inception of OTES that teacher growth is the focus, for many teachers across the district and the state, this has not come to fruition. I will continue to advocate for practices that support growth as the primary focus for evaluation.*
- There will no longer be a separate SGM that contributes to a teacher's final Evaluation Rating.
- Teachers will use a minimum of two sources of High Quality Student Data (HQSD) to develop student goals, plan for instruction, and to demonstrate student growth. This work is embedded in the Performance Rubric. *We have begun the process of identifying sources of HQSD that we are currently using. I will continue to advocate for teacher voice and choice in this matter. Please be sure to continue discussions of data and assessment tools you use for effective planning for instruction. In addition, we need to be able to accurately describe how we use daily interactions with students, student work samples, teacher made assessments and anecdotal records to inform our instruction in essential ways all year long. While it is important to be able to accurately analyze and reflect on Benchmark Assessments, Value-Added, MAP, EOC, AIR, and all the rest, I believe it would do our profession and our students an injustice to focus solely on these data points to inform our instruction.*
- The Professional Growth Plan will become a more central element of ongoing discussion and focused work as part of your conferencing with your evaluator.
- During a Formal Evaluation year, the first observation will be "holistic" and the second observation will be focused on specific goals for growth, as determined by observation reflections and evaluator feedback, as well as the Professional Growth Plan.

- Walkthroughs (AKA Informal Observations) will also focus on agreed upon goals.
- eTPES will no longer be used. The Ohio Evaluation System (OES) will become our platform for storing evaluation documents. All information on eTPES will be transferred in August.

All credentialed evaluators will need to do a two day OTES 2.0 BRIDGE training in order to be an evaluator for the 2020-2021 school year, regardless of when you last re-credentialed. I have been working with the ESC to bring trainers to Shaker for two in-house training sessions. We must have 35-50 people for each session. Thank you to all of the Peer Evaluators who have responded to my emails and completed my surveys. Due to the number of teachers who need trained, as well as schedule conflicts, we will have the following options for evaluator training:

- June 11-12 in Shaker - I have more than 50 people who have requested to attend this session. If you are able to switch your request to the August 3-4 session, please email me directly.
- August 3-4 in Shaker - I currently have about 20 people who have requested to attend this session. If you haven't yet requested a training session, please consider joining this session by sending me an email.
- Summer Training at the ESC - There are many training dates available throughout the summer at the ESC in Independence and across the state. Please see below for additional directions, as you will need to register yourself if you choose this option.
- Spring Training at the ESC - This option should be used as a LAST RESORT. If you are unable to attend Shaker training sessions or summer sessions at the ESC, please communicate this situation to me, Addie, or Andrew. In light of the current health situation, be prepared for these trainings to be canceled or not approved due to safety measures. PLEASE do all you can to attend a session in the summer.

Teachers interested in participating in Peer Evaluation for the first time will need to do the OTES 2.0 **three-day training**. On the STARS site, these are listed as "Full Credentialing". The ESC of Northeast Ohio in Independence is hosting a session June 15-17. If you are unable to attend this session, you will need to find a session at another ESC.

In order to register for an ESC training session, you will need to access STARS through your SAFE account. Recently, access to this system was linked to the OH/ID Portal. When you go to the OH/ID Portal, you will need to create a new account (unless you have done so recently). Then, request access to the Department of Education Applications. After you have access, click the Training and Registration tab to get to STARS on your SAFE account. From there, you can do an event search to find a session that fits your schedule. Please include these dates in the new survey sent out on March 10 or email me directly with your registered training dates.

As always, please be sure to continue working with your teachers and evaluators with the focus on supporting continued growth. Please refer to the Evaluation Page for protocols and forms.

*Respectfully submitted,
Lena Paskewitz, chairperson*

SPECIAL EDUCATION COMMITTEE

I attended the SHTA Executive Board meeting and spoke with a member to problem solve a Special Education issue. I met with an Intervention Specialist about an interpersonal concern with a co-worker. I participated in conversation with Director of Pupil Services Elizabeth Kimmel concerning the need for paraprofessionals across the district. I worked on a Special Education Issue with John Morris. I participated, represented, and supported a fellow SHTA member in a discipline fact finding meeting with SHHS assistant principal, Dr. Ann Spurrier. I provided support and worked directly with high school administration and security for a SHTA member who was being harassed by a student to ensure safety in her classes.

I met with Director of Pupil Services Elizabeth Kimmel on 03/02/20 for the fifth of our monthly meetings, discussed and problem solved the following issues. We discussed case load concerns throughout the district concerning disproportions with numbers between Intervention Specialist and moving forward how to remedy this concern. We also discussed concern from Intervention Specialist who feel not supported and that administration is attempting to creatively support those Intervention Specialist. Some support could come via documents, in services, directed one on one support from special education supervisors. We discussed the process to raise concerns or questions about class placements for students with disabilities (SWDs). We discussed the ongoing issues at Woodbury, middle & the high schools concerning all language in regards to IEP, student placement and needs to best meet the needs of individual students before they transition from one building to another. We also discussed having SHTA and Pupil Services work together on a joint communication about what should and should not be put into emails. We agreed to discuss this further at another meeting.

*Respectfully submitted,
Anastacio Tito Vazquez, Jr. M.Ed, Chairperson*

PAST PRESIDENTS COMMITTEE

At the Representative Council meeting, a reference was made to a document that administrators are using to deal with employee misconduct. This document was discussed in draft form at the December 10, 2019 meeting of the Board of Education. Here is a link to the draft document

[https://go.boarddocs.com/oh/shaker/Board.nsf/files/BIQMYI5D86D8/\\$file/Shaker%20-%20employee%20misconduct%20chart%20-%202011-7-19%20\(03006326\).pdf](https://go.boarddocs.com/oh/shaker/Board.nsf/files/BIQMYI5D86D8/$file/Shaker%20-%20employee%20misconduct%20chart%20-%202011-7-19%20(03006326).pdf)

I attended the March meeting of the Board of Education. Superintendent Dr. David Glasner addressed the concerns surrounding the COVID-19 virus and the efforts that are being made to deal with these concerns. There is a district task force and Shaker Heights is participating in discussions with the city and county. Public comment continued to focus on Woodbury's Wolf Pack with the sentiment being that there is still no satisfactory closure to the situation. Also at the meeting, a representative from the Auditor of the State of Ohio presented the "Ohio Auditor of State Award with Distinction" to the Shaker Heights City Schools and District Treasurer Bryan C. Christman. Congratulations to Mr. Christman and his department for their ongoing excellence.

*Respectfully submitted,
Becky Thomas, chairperson*

LEGISLATIVE COMMITTEE

The EdChoice Vouchers (a program in Ohio that sends money from public schools to private schools) is still being fought over in the statehouse.

The state measures private schools in a much more relaxed way than it measures public schools. The Plain Dealer [reports](#) that "Ohio doesn't ensure that schools that accept vouchers are any better than 'failing' ones." Hmm. A student could use the money from a school with a failing grade, to go to a school that was rated no better than the first. This might seem fine, except that the stated purpose of the voucher system was to help students get out of schools with failing grades. It is reasonable to wonder if the stated purpose of the program is the real purpose.

At the national level, Education Week reports that:

(1) In his State of the Union Address, President Trump proposed providing [tax credits](#) for scholarships to private schools. In that address, he used the phrase “government schools” to describe what are usually called “public schools”.

(2) [Comments](#) by Justices on the US Supreme Court indicate that Montana is likely to win the ability to use public funds for religious schools. The case is *Espinoza v. Montana Department of Revenue*.

(3) In another [article](#) about that same Supreme Court case, Education Week gave further details about the possibility of religious organizations running charter schools.

(4) U.S. Secretary of Education Betsy DeVos [testified](#) at a House committee hearing, defending the Trump administration’s [budget proposal](#) that would “cut funding from key programs and fail to provide civil rights protections to students.”

If you have ideas about where I should get the latest legislative news, please let me know.

Respectfully submitted,
David Klapholz, Chairperson

SOCIAL COMMITTEE

We will celebrate Shaker faculty and staff on Wednesday, May 20th at 3:45 p.m. in the Upper Cafeteria at the High School. Employees who are retiring, earned tenure, or have 15 or 25 years of service will be honored by the district. Dr. John Morris will also present an SHTA member with the President’s Award for their service to the Association. We are pleased to offer a full meal and desserts for the occasion. We look forward to seeing you there!

Respectfully submitted,
Selena Boyer, Chairperson

POLICY COMMITTEE

With the advent of a new district procedures for due process protocols for teacher discipline, as well as member concerns involving the safety of classrooms, I’ve chosen this month to highlight By-Law V of our constitution. Section K. Professional Rights and Responsibilities reads:

There shall be a Professional Rights and Responsibilities Committee. The function of this committee shall be: 1. To interpret the Agreement between the Association and the Board on behalf of the Association. Final interpretations may be subject to review by legal counsel, the Representative Council or Executive Board. 2. To assist in the preparation of, and to implement, all grievances as outlined in Article XII of the Agreement. The Agreement is to be construed only as a reference point and not as part of the By-Laws. 3. To assist in the resolution of any professional problems of any of the members where the good offices of the Association may be utilized. 4. To receive allegations of breaches of professional ethics against any of the members and to seek solutions using Association channels.

Respectfully submitted,
Tim Kalan, Chairperson

MEMBERSHIP & ELECTIONS COMMITTEE

Excitement is building. It's not too soon to begin thinking about serving on the 2020-2021 Representative Council. If you are an SHTA or SHTA-ST member and want to be placed on the ballot, please let me know. I already have a member express interest for next year. We need you and appreciate your service. Our organization has 476 SHTA and SHTA ST members!

Here is the breakdown by building:

Boulevard	31 total members
Fernway	30 total members
Lomond	41 total members
Onaway	36 total members
Mercer	33 total members
Woodbury	77 total members
Middle School	78 total members
High School	148 total members
District 1 SHTA member.	

*Respectfully Submitted,
Chante Thomas-Taylor*

The PAC of the SHTA COMMITTEE

With all of our focus turning towards the Covid-19 pandemic, we need to remember that public education is being threatened in Ohio by the EdChoice program. Please take action and support Senate Bill 89 with the House changes by contacting Governor DeWine at (614) 644-4357. The Senate is not accepting the changes in the House version of the bill. This version would lessen the detrimental financial impact on public school systems. I also have more blank postcards. If you would like to write postcards to Governor DeWine or your State Senator, please let me know. I can get them mailed for you.

I had plans to attend the *Rally For the Public Schools* in Columbus on March 18th. It has been canceled and turned into a virtual rally from 3:30-4:30 on the 18th. Join the virtual rally on the Ohio Education Association website! Here is the link to the OEA website to find out more and to take action to protect our public schools: [Take action here!](#)

An excellent resource for learning and teaching others about how EdChoice and its impact on public schools: [Heights Coalition for Public Education](#). Please speak up for our students and our schools.

*Respectfully Submitted,
Cathy Grieshop*



SHTA ST COMMITTEE

As I have heard from many of you as well as building representatives throughout our schools, the substitute teaching problem continues to permeate our district. Since the Superintendent Teacher Advisory Committee discussion regarding substitute teaching in February, there has not yet been any visible action taken to remedy this problem. There have been no postings for permanent substitute teachers on our district job posting site, and as a result, our students are still not receiving the tier 2 services that they need with fidelity. When you are substitute teaching, please be sure that you are tracking your hours to ensure that you are correctly compensated.

As I previously mentioned, I hope that you will consider writing an editorial for our newsletter. Your voice is important, and it would be invaluable to have your perspective read and recognized throughout the district.

*Respectfully Submitted,
Michael Wells*

SICK DAY TRANSFER COMMITTEE

If you would like some clarification about the sick day transfer process, please contact me via email (schmidt_j@shaker.org) to schedule a mutually agreeable time for a brief meeting at your school. Pertinent information and all necessary forms are also available at shtaweb.org for your convenience.

*Respectfully Submitted,
James Schmidt*



MINUTES FOR THE REPRESENTATIVE COUNCIL MEETING MARCH 9, 2020: SHAKER HEIGHTS MIDDLE SCHOOL

SHTA President, John Morris started the March 09th Rep. Council Meeting at 4:32PM.

Dexter Lindsey, Assistant Principal of Shaker Heights Middle School was present to greet SHTA members. He welcomed the membership to the Middle School and shared well wishes on a productive meeting. Mr. Lindsey thanked the membership for all they do for the district and students.

MINUTES from the February 10th Rep. Council meeting were accepted. Motion to accept minutes made by Aimee Grey and seconded by Jessica O'Brien.

Administration Report

Crystal Patrick, Interim Director of Human Resources

- Shared that everyone is working hard to adhere to the needs of the district.
- John Morris asked was there any progress regarding the substitute issue our district is experiencing.
 - The lack of substitute teachers is not just a Shaker problem, there is a shortage across the board.
 - With retirements and substitutes accepting long-term sub positions, this is part of the problem.
 - Wixey, confirmed that substitutes can cancel an accepted job at any time, it is voluntary.
- John Morris encouraged members, when in doubt, call beforehand for a sub. If the substitute teacher is not needed for you, there is another spot that they can fill.

P.T.O. Report – There was no PTO Representative present to give a report.

Officer's Report

President, John Morris

- Went to Columbus to testify on EdChoice with Treasurer Bill Scanlon and Onaway Head Rep. Paula Klausner
- Spoke with Dr. Glasner weekly
- Discussed health concerns at the elementary
- Worked on a Support Teacher Grievance with ST Head Rep. Michael Wells.
- Worked on a Special Education issue with Special Education Chair Tito Vazquez
- Answered member questions about Strategic Plan
- Attended Strategic Planning Committee meeting
- Attended a Special Ed Meeting concerning a legal concern
- Update SHTA and CCES Facebook Pages with Publications Editor Andrew Glasier
- Worked on Supplemental Committee issues with Personal Rights and Responsibilities Mike Sears
- Worked on lock down concerns at the Middle School with Head Representative John Koppitch
- Worked on counselor concerns at the High School with Head Representative James Schmidt
- Consulted on member concern at Woodbury with the help of Representative Lee Appel
- Talked with Scott Stephens about a primer on Equity language to accompany the Strategic Plan
- Consulted on a teacher evaluation concern
- Answered questions about class size
- Mediated an issue at the elementary level
- Talked to Directory of Secondary Curriculum Micki Krantz about safety concerns at the SMS and proposed a Safety Committee
- Talked to Director of Elementary Curriculum Erin Herbruck about language teacher concerns

- Conferred with Administration about health concerns across the district
- Talked with Middle School Principal Miata Hunter about the proposed MS Safety Committee
- Attended *A Night for the Red and White*
- I will meet with Support Teacher Head Representative Michael Wells and Administration to continue talks about a grievance
- I will go to Columbus on Wednesday, March 18th for the Rally for Public Schools at the State House with PAC Chair Cathy Grieshop and others

Vice President, Matt Zucca

- Working on processing Fellowship Grant requests
- Attended *A Night for the Red & White*, representing SHTA
- Assisted member with fact finding process - disciplinary process
 - Recommend having representation
 - Approximately 3 meetings
 - Each party will have a separate meeting
 - Pre-Disciplinary meeting
- John Morris - This format is an old format that we have done informally, called Due Process

Secretary, Darlene Garrison

- Please be sure to sign the attendance sheet before you leave each meeting.
- Continuing to take notes for SHTA Membership.
 - If your report is longer, please email the report you want submitted in the newsletter
- Attended *A Night for the Red & White*, representing SHTA

Treasurer, Bill Scanlon

- Went to Columbus to testify on EdChoice with President John Morris and Onaway Head Rep. Paula Klausner
- Investments have taken a hit
 - Shared financial report with the membership
- During the April Rep. Council Meeting, a preliminary budget will be shared
 - Please share and discuss the budget with our membership
 - At the May meeting, we will be able to make an educated vote

Executive Board Reports

Teacher Education, Lisa Hardiman

- Attended the Teacher Advisory Committee meeting with Resolute

Membership/Elections, Chante Thomas-Taylor(absent)

- No Report

Policy, Tim Kalan

- Attended Evaluation Committee Meeting
- Dealt with a health concern
- Working with teachers on evaluation concerns

Public Relations, Bob Bognar

- Contacted printers to ask for a variety of shirt sizes and styles
- Wrapping up contracts for SHTA publications
- Working on Teacher Appreciation Gifts for members

Evaluation, Lena Paskewitz

- Continue to focus on OTES 2.0 Training for peer evaluators
- Attended *A Night for the Red & White*
- Writing an editorial
- Evaluation meeting on the 20th
- Continued discussion on high quality student data, focus on student growth

Legislative, Dave Klapholz

- The state measures private schools in a much more relaxed way than it measures public schools. The Plain Dealer [reports](#) that “Ohio doesn’t ensure that schools that accept vouchers are any better than ‘failing’ ones.” Hmm. A student could use the money from a school with a failing grade, to go to a school that was rated no better than the first. This might seem fine, except that the stated purpose of the voucher system was to help students get out of schools with failing grades. It is reasonable to wonder if the stated purpose of the program is the real purpose.
- At the national level, Education Week reports that:
- In his State of the Union Address, President Trump proposed providing [tax credits](#) for scholarships to private schools. In that address, he used the phrase “government schools” to describe what are usually called “public schools”.
- (2) [Comments](#) by Justices on the US Supreme Court indicate that Montana is likely to win the ability to use public funds for religious schools. The case is *Espinoza v. Montana Department of Revenue*.
- (3) In another [article](#) about that same Supreme Court case, Education Week gave further details about the possibility of religious organizations running charter schools.
- (4) U.S. Secretary of Education Betsy DeVos [testified](#) at a House committee hearing, defending the Trump administration’s [budget proposal](#) that would “cut funding from key programs and fail to provide civil rights protections to students.”
- The EdChoice Vouchers (an program Ohio that sends money to private schools that had been heading to public schools) is still being fought over in the statehouse.
- If you have ideas about where I should get the latest legislative news, please let me know.

Publications, Andrew Glasier

- Updated Facebook & Twitter Pages
- Sent newsletter out to Administration
- SHTA will be doing the Spring Break Facebook Contest
 - Take a picture of you reading a leisure book
 - Bonus, if you are wearing your SHTA shirt
- Blurb due Wednesday at midnight

Past President, Becky Thomas

- Attended the March Board of Education meeting.
- Will attend the Finance and Audit meeting on March 18.
- Information about the Administrative Procedures for Employee Misconduct can be found as an attachment under that heading on the Board docs of the agenda for December 10, 2019.

Social, Selena Brown

- Working on the district’s Recognition Reception. It is scheduled for Wednesday, May 20th.
 - Heinen’s will be catering the reception
 - Please encourage members to attend the Recognition Reception

Legal Aid, Cathy Grieshop

- Legal Aid, No Report
- Will be going to the Statehouse on the 18th - EdChoice
- Postcards are available to send to the Governor about EdChoice
- Backpack Full of Cash - movie about Charter Schools (\$350)
- Parent concern - contacted Administration about opting my child out of the Math testing

Professional Rights and Responsibilities, Mike Sears

- Attended *A Night for the Red & White*
- Helped members with questions about supplemental, medical leave and maternity leave
- Helped with the aftermath of the lockdown at the Middle School

SHTA ST, Michael Wells

- Worked with John Morris on a Support Teacher class-action grievance
- Attended the Teacher Advisory Committee Meeting
 - Administration mentioned hiring a permanent substitute teacher
 - Have not heard anything else about that

Special Education, Tito Vazquez

- I attended the SHTA Executive Board meeting.
- I spoke with a member to problem solve a Special Education issue.
- I met with an Intervention Specialist about an interpersonal concern with a coworker.
- I participated in a conversation with Elizabeth Kimmel concerning the need for paraprofessionals across the district.
- I worked on a Special Education Issue with John Morris.
- I participated, represented and supported a fellow SHTA member in a discipline fact finding meeting with SHHS assistant principal Dr. Ann Spurrier.
- I provided support and worked directly with high school administration and security for a SHTA member who was being harassed by a student to ensure safety in her classes.
- I met with the Director of Pupil Services, Elizabeth Kimmel on 03/02/20 for the fifth of our monthly meetings, discussed and problem solved the following issues:
 - We discussed case load concerns throughout the district concerning disproportions with numbers between Intervention Specialist and moving forward on how to remedy this concern.
 - We discussed concerns from Intervention Specialists who felt that they were not supported and that the administration is attempting to creatively support those Intervention Specialists. Some support could come via documents, in services, directed one-on-one support from special education supervisors.
 - We discussed the process to raise concerns or questions about class placements for students with disabilities (SWDs).
 - We discussed the ongoing issue at Woodbury, middle & the high school concerning all language in regards to IEP, student placement and ways to best meet the needs of individual students before they transition from one building to another.
 - We also discussed having SHTA and Pupil Services work together on a joint communication about what should and should not be put into an email. We agreed to discuss this further at another meeting.

Sick Day Transfer, James Schmidt

- Clarified what it takes to donate sick days
 - The member has to approach it with the correct document
- I am happy to have a meeting with members to clarify the purpose of the Sick Day Transfer and how it works
 - The flu does not count for a sick day transfer

Building Representative Reports

Boulevard, Cathy Grieshop

- Members had questions and concerns about the substitute situation
- Members had questions about Dr. Glasner's email regarding the Coronavirus
 - Clarification- if you feel that your immune system is being compromised, you can use your sick days

Fernway, Victoria Goldfarb

- Since 10/18/19 (at which point these instances were recorded and tracked) Fernway's Reading Skills Specialist for 3rd and 4th grades, Peg Rimedio, has been pulled from her post 12 school days to fill in as a substitute for a classroom teacher when required due to a substitute being unavailable on those days. Data is still being collected from the KRP position which has experienced similar disruptions from their instructional time, and should be considered being gathered in buildings across the district affected by this substitute shortage.
- I have collaborated with my colleagues and building principal, Chris Hayward to help problem solve this situation.
- When our skills specialists are required to fulfill the responsibilities of substitutes in classrooms instead of meeting with their skills group(s), per the District's request of our building administrators, we are hemorrhaging some of our most valuable Tier 2 assets from some of the district's most academically at-risk students (such as those on the brink of not passing the Third Grade Reading Guarantee). In addition, besides the academic supports being taken from these students, their consistently inconsistent meeting opportunities with these teachers doesn't provide a learning structure that is predictable or safe. For the teachers of the students benefiting from skills support, last-minute removal of these services requires them to restructure their small group instruction and plans completely in order to best meet all students' needs. For skills specialists, their morale is being impacted as well as their efficacy. Ultimately, the removal of skills teachers from their positions to fulfill substitute roles neither supports nor promotes educational equity and works to the detriment of our students, teachers, and the district's Strategic Plan of lessening the achievement gap and promoting student success.
- Some of the suggested potential solutions include:
 - Hiring an unassigned substitute for each building (or those where a substitute shortage is requiring the skills staff members to fill in)
 - Consider including other teaching-certified staff members into the rotation of helping fulfill substitute shortages who are not directly working with students
- The impacts of these actions are far reaching and I ask the union to consider how, if possible, to support, draw attention to, and in some way better this situation that while by contract are kosher, by our students and staff are not.

Lomond, Jill Dipiero

- Met with Lomond Principal, George Clark
 - IB Coordinator told that she cannot cover classes. We need to find out more information on this.
- Problem solve Tier 3 behavior concerns, teachers are concerned about the behavior children are exposed to.

Mercer, Nicole Cicconetti

- Continued concerns about substitute positions being filled by outside staffing, not internal staff
- Will we have a long-term substitute for one of our Reading Skills teachers to provide consistent double dosing intervention for students?

Onaway, Paula Klausner

- The IB Coordinator at Onaway does a lot with discipline of our students. She's in classrooms a lot.
- Talked to members about a tenure question and maternity leave question
 - Can't take maternity leave early, has to take it during the summer
 - Maternity leave starts once the baby is born
- Talked to administration about medical issues

Woodbury, Angela Goodrum

- Chinese teachers are really worried and nervous about their jobs for next year
- Talked to administration about 5th grade issues and behavior
 - Administration will put additional personnel and security in designated areas
- A better understanding of Tier I and Tier II - these issues were addressed during conversations

Middle School, John Koppitch

- I interviewed Ms. Hunter on the night of Tuesday, February 25th (lockdown day). Ms. Hunter provided with me all of the information that was privy to her. She stated that all students involved would not be allowed to return to school until the investigation was completed. I relayed information to her, that members reported to me, regarding the day's events. I reported the verified facts that I gathered to members in an email that same night.
- I represented a member in a fact-finding investigation by the administration.
- I investigated a case in which a teacher reported that they were being harassed by a student, working in a harassing environment. I reported this to Mr. Lindsey and he stated that he would follow up with the student and me.
- Erika Pfeiffer and I met with Ms. Hunter to discuss the current status of our teachers who are eligible to earn tenure this year. We also discussed the lockdown procedure, and how administration took our concerns from the last grievance into consideration with the sequence of events.
- In response to our concerns about certain students' cutting class and not following expectations from adults in the building, the administrative team had a meeting with these students and set clear expectations for the remainder of the school year. Since that meeting, students who violated these expectations have been subsequently suspended.
- Erika investigated a case in which a student was held to the schoolwide phone policy after they were caught texting during instruction, but chose to let a security guard come escort them out rather than surrender the phone to the teachers. The student is reported to have been taken to an administrator, and was then sent back to class with permission to keep the phone. The student then became disrespectful and boasted that they could do what they wanted to do. This matter is being investigated by Ms. Hunter.
- Erika investigated an incident of phys. ed. equipment that was apparently damaged deliberately by an unruly student without consequence. The matter was written up and reported, but there was no known follow-through. The matter has since been reported resolved.

High School, James Schmidt

- Met with High School Principal, Eric Juli to discuss the parking situation
 - Hopefully, this will be resolved soon
- Met with Administration to discuss MAP Testing situation at the High School

Old Business

- None to report.

New Business

- None to report

Good of the Order

- Thursday, after school is the Staff vs. Students basketball game.
- Thank you to Middle School Reps. for a delicious meal and for hosting our March Rep. Council Meeting.
- Tito Vazquez, we are so proud of you for taking a stand. Great job on your report to CNN
- Thank you to Jessica O'Brien for stepping in for me while I was out

Motion to Adjourn

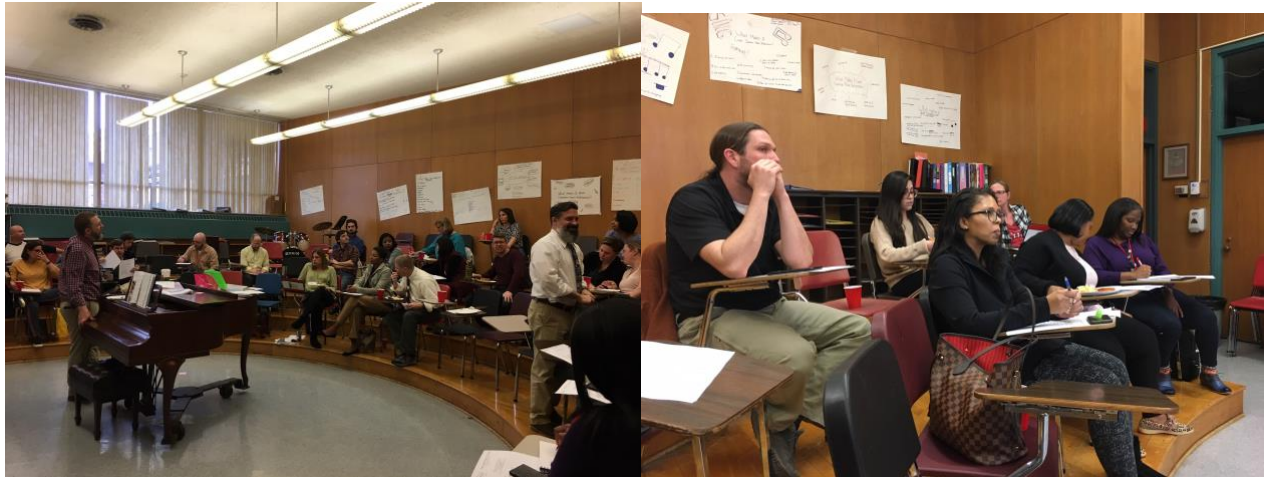
- Motion made by James Schmidt and seconded by Jessica O'Brien

March 09th Rep. Council meeting was adjourned at 5:58PM.

April Rep. Council meeting is scheduled for Monday, April 13th at Lomond Elementary School.

*Respectfully submitted,
Darlene Garrison*

The SHTA March Representative Council Meeting at Shaker Heights Middle School.



EQUITY IN ACTION

This newsletter is a publication of the Shaker Heights Teachers' Association, an independent organization of professional educators in the Shaker Heights City School District. Signed editorials represent the opinion of the author(s) and may or may not reflect the thinking of other officers or members of the Shaker Heights Teachers' Association. Members and friends of the Association are invited and encouraged to express their opinions or share information via this newsletter.

“Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student . . . In order to help all students succeed, [the District] must meet each student where the student is academically, emotionally, mentally, physically and socially.”

-Shaker Heights School District Equity Policy

Equity is no new concept among schools, and especially in the District of Shaker Heights. Providing enriching educational opportunities for all students on an individual student basis has been expressed as a high priority through the Strategic Plan, as well as through research on best educational practices across the country for years. Quite simply put, if students do not receive the instructional and emotional support that they individually need, including appropriate small and whole group instruction, their academic and personal growth will be limited. In order for students to thrive, and especially students requiring additional instructional and emotional intervention beyond that which they receive in the classroom, they need to receive the identified appropriate services on a consistent basis from support staff.

Since October 18, 2019 (at which point these instances were recorded and tracked) Fernway's Reading Skills Specialist for the 3rd and 4th grades have been pulled from her post 12 school days to fill in as a substitute for a classroom teacher when required due to a substitute being unavailable on those days. Data is still being collected from the KRP position which has experienced similar disruptions from their instructional time, and instances of a similar nature have been reported as happening across the district. Support and skills teachers' ability to meet with the students identified as benefiting from services has dramatically been impacted by this allocation of their time on the part of the district, and the extent of this impact should continue to be assessed across the district.

Per the directive of upper administration to building leaders, our skills specialists are being required to fulfill the responsibilities of substitutes in classrooms, which results in these teachers being unable to meet with their skills group(s). Many teachers support an “all hands-on deck mentality.” However, solely allocating skills and support teachers' time to fulfill the substitute role seems to place the onus on “some hands-on deck.” We need to consider why, in a district that touts a priority for lessening the achievement gap, would the teachers most vital to supplementing classroom instruction and helping students and the district achieve this goal, be the first line of defense when there is a lack of coverage?

As a district, we are currently hemorrhaging some of our most valuable Tier 2 assets from some of the district's most academically at-risk students (such as those on the brink of not passing the Third Grade Reading Guarantee). Tier 2 intervention is instruction beyond that which all students receive in the classroom to meet their needs. Besides the academic support being taken from these students, their consistently inconsistent meeting opportunities with these teachers creates a learning structure that isn't predictable, and consequently not emotionally responsive for students. For the teachers of the students benefiting from skills support, last-minute removal of these services requires them to completely restructure their small group instruction and plans in order to best meet all students' needs. For skills specialists, their morale is being impacted as well as their efficacy. Ultimately, the removal of skills teachers from their positions to fulfill substitute roles neither supports nor advances educational equity. In fact, it works to the detriment of our students, teachers, and the goals of the district's Strategic Plan to lessen the achievement gap and promote student success.

We have collaborated with colleagues and our building administrator to develop some potential solutions to this challenge. One idea which was presented at the Superintendent Teacher Advisory Committee Meeting on January 7th was hiring “unassigned” substitutes for each building, or those where substitute shortages are requiring skills staff members to fill in. Dr. Glasner seemed open to suggestions and problem-solving opportunities to address this concern and any others presented. Additionally, all teaching-certified staff members, especially those who do not directly work with students as consistently throughout the day, could share the responsibility of helping fulfill substitute shortages. The district receives Title I funding for support services at four of our buildings, and although the lack of available substitutes is a pressing issue, the appropriate allocation of these resources is critical. Especially when those funds are intended to provide supplemental targeted assistance programs to support students identified as “most at risk of failing to meet the state’s reading and mathematics standards,” it is vital that they continue to support these programs.

As a district, we can problem solve to better this situation. Contractually, support staff can be allocated in this manner, but it is not the best use of resources to support the district’s goals of equity, improving the achievement gap, and most importantly, doing right by all of our students. “All hands-on deck” mentalities of shared staff responsibility, unassigned substitute hiring, and a consideration of increasing compensation to draw substitutes to Shaker may be possible ideas to help get skills and support staff back to where they belong: with the students who need them. We grew up in this district and believe in Shaker. We are Shaker. We are Shaker, and we are confident that as a district we can work together to step up and put our discussions of equity into action.

*Victoria Goldfarb and Lena Paskewitz
Fernway Teachers*

