

IMPORTANT DATES

Tuesday, April 19: Finance & Audit Committee

Tuesday, April 26: B.O.E. Work Session

Monday, May 2: SHTA Executive Board @ Fernway

Monday, May 9: SHTA Representative Council @ Onaway

Wednesday, May 25: District Recognition Reception @ HS Upper Cafeteria

SHTA *news*

April 18, 2022
ISSUE #7

Message from the President

“April is the cruelest month.” – T.S. Elliot “The Wasteland”

T.S. Elliot wrote this line while recovering from the Spanish Flu in December of 1918, making it particularly relevant today. As we continue to recover from COVID-19 and its impacts, we too are challenged to embrace the risk of April’s hope. But we must. Because we have to. Because we serve more than ourselves. Because we are teachers.

You can see the looks on our students’ faces, some still hidden behind masks and some bare-faced talking and laughing in our halls and classrooms. They are ready to hope again. There are anxieties about the COVID BA.2 variant and the threat of another surge. Many of them, still masked, have family members that are aged, immune-compromised, or both. Some have young siblings that can’t be vaccinated yet. We have to support all of them. And we have to support one another.

The realization that we all need support through this time strikes me in our hallways. Seeing faces behind masks reminds me that we are all carrying real life concerns about what it means to hope for a safer future. It’s emotional and psychological. It creates real anxiety among so many of us to face the Spring and the possibilities for hope it offers.

However, I encourage you all to risk being hopeful. Even if you have to continue to wear the mask, embrace the hope that April offers. The hope for warmer days and sunshine. The hope for laughing students and celebrations. The hope that we can safely embrace our loved ones and family members again. April may be the cruelest month, but it is worth every minute.

April is also a busy month. I spoke weekly with Superintendent Dr. David Glasner. I spoke regularly with HR Director Barb Maceyak. I updated the Cuyahoga County Educator Summit FaceBook page and the SHTA Facebook page with Publications Editor Andrew Glasier. I spoke with SHTA Lawyer Susannah Muskovitz on member legal issues. I worked with Professional Rights & Responsibilities Chair Mike Sears, Legal Aid Chair Jeremy Bishko and Middle School Representative Erika Pfeiffer on a Middle School grievance issue. I met with

Middle School Grievants. I worked with SHTA Vice President Darlene Garrison and Woodbury Head Representative Stacey DeYoung on a Woodbury grievance issue.

I communicated with Special Education Chair Tito Vazquez on member concerns. I consulted with Past President Rebecca Thomas about a retiree question. I helped a member with a salary scale question with Treasurer Bryan Christman. I helped a member with an FMLA concern. I communicated with Vice President Darlene Garrison and Elections Chair Chante Thomas on an Association issue. I worked on funding issues with SHTA Treasurer Bill Scanlon

It continues to be a privilege to stay hopeful with you all. You consistently inspire me to keep the faith in our profession. If I can help with any concerns, please feel free to contact me at x6030 or morris_j@shaker.org.

*Respectfully submitted,
John Morris*



**SHTA President Dr.
John Morris at the
SHTA Representative
Meeting at Lomond**

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

SHTA Is now on  *@SHTAssoc*
FOLLOW US!

VICE PRESIDENT'S REPORT

I hope that everyone had a wonderful, relaxing and restful spring recess. We are now well into our final quarter of the school year and it's so hard to believe that we have less than 40 days remaining in the school year! Although this has been a year of many ups and downs, we must take the time to reflect and celebrate all of the positive experiences that we share with our students. Experiences that they will remember for a lifetime.

During the months of March and April, I have participated in three meetings with Woodbury teachers involving the creation of a grievance that was definitely needed. I assisted members with the writing and wording of the original grievance. I communicated with Dr. John Morris concerning an issue with a member. I received a Thank You letter from the Shaker Schools Foundation for the generous donation to the Silent Auction for *A Night for the Red & White*. I communicated with Woodbury's administration to clarify a teacher's concern.

For members who were awarded the SHTA Fellowship Grant, please be sure to submit receipts for reimbursement prior to the end of the school year. There will be no reimbursements made over summer recess. Keep in mind that the deadline to submit receipts will be the end of September, 2022.

If you have any questions, comments or concerns, please don't hesitate to contact me at ext. #4997.

Respectfully submitted,
Darlene Garrison

TREASURER'S REPORT

Happy 4th Quarter everyone (yes, the end is in sight). This has not been an easy year but I know we will keep lifting our students' spirits and minds all the way to the finish. I want to use this space in our Newsletter to highlight a colleague of ours. Carole Kovach is a hero in my eyes. She has been consistent all year, working hard to lift the spirit of the entire High School building. Carole is the head of the Shaker Heights High School's Morale Committee and no matter what obstacles get thrown in her path, she puts forth an excited, pleasant, elevating aura. Her enthusiasm has helped me stay upbeat when there doesn't seem to be a lot of reasons to. Thanks Carole, for doing what you can to support your colleagues.

The Investments Committee (Darlene Garrison, Todd Keitlen, Chante Thomas, and myself) is meeting with our Edward Jones advisor this month to look over the SHTA investments.

Next month's Representative Council meeting (May 9th) is when the Representatives will be discussing next year's (2022-23) SHTA budget and sending it to the membership for approval. A preliminary budget was distributed at April's meeting for the purpose of sharing with members in each individual building. If you have any concerns or thoughts on the preliminary budget, please let your head building Representative know, so it can be communicated at May's Representative Council Meeting. Or you are welcome to email/call me directly (scanlon_w@shaker.org, 216-333-2627).

Respectfully submitted,
Bill Scanlon

EXECUTIVE BOARD REPORTS

PROFESSIONAL RIGHTS AND RESPONSIBILITIES REPORT

During the past month, I have

- Answered questions about maternity leave.
- Assisted members with supplemental contract concerns.
- Prepared for a Supplemental Committee meeting on April 13.
- Spoke to SHTA President Dr. John Morris about proposed changes from the Supplemental Committee.
- Worked with Jeremy Bishko, John Morris, and Erika Pfeiffer on a Middle School grievance. Grievance hearing was March 23. Moved to a step II grievance on April 7.
- Worked on scheduling a step II hearing with Director of Human Resources Barb Maceyak.
- Spoke to Lisa Hardiman about helping a teacher at a K-4 building with a student discipline matter.
- Attended an Executive Board meeting.
- Attended a step II grievance hearing on April 13.

*Respectfully submitted,
Mike Sears, chairperson*

EVALUATION COMMITTEE

Hello Everyone! I continue to work with Human Resources Director Barb Maceyak to co-facilitate the Evaluation Committee and support members with evaluation concerns. The transition to the Ohio Teacher Evaluation System 2.0 (OTES 2.0) and use of the Ohio Evaluation System (OES) will continue through this year and next as we improve our use of the OES platform and increase our focus on assessment and High Quality Student Data (HQSD) as part of the evaluation process. The Evaluation Committee worked with Mindy Geschke of the Educational Service Center of Northeast Ohio on March 15 to learn about HQSD requirements and implementation. The committee is creating a menu of choices for selecting the HQSD instruments you will use for your evaluation next year. This menu is based on data collected from a pre-pandemic survey, as well as assessments that are currently used across the district that meet the criteria for HQSD. Be sure to reach out to any member of the Evaluation Committee, or your building SHTA Representative, if you have specific questions, concerns, or suggestions for HQSD selection and implementation. The committee will be meeting again on April 19 to continue the planning process. Stay tuned for developments through this spring!

Everyone received an email from Human Resources with the criteria for participation in the Peer Evaluation Program and the Peer Evaluation Intent Form. All program participants must apply to participate by completing this [Google Form](#). You must complete this form by Wednesday, April 20, 2022. Your building principal will review your application and inform you of your approval or denial by April 27, 2022. It is strongly suggested that you have a partner who is either already a peer evaluator or who is also interested in joining the program *prior to application*. We cannot guarantee that we will be able to find a partner for you. *Please remember, you need to complete the form every year you would like to participate!*

I encourage you to access the highlighted link for evaluators and teachers on navigating the OES. Peer Evaluators should view the Principal Role video, in addition to the Teacher Role video. The videos are easy to scroll through for access to specific information, and they are fairly concise. If you still have questions

about navigating OES after viewing the videos, please do not hesitate to reach out to any member of the Evaluation Committee for assistance. [OTES 2.0 Resources](#)

As a reminder, evaluations need to be completed and pinned by May 10. The following slide deck also provides a reminder of details of OTES 2.0. [EVALUATION POWERPOINT](#)

*Respectful Submitted,
Lena Paskewitz, Evaluation Chair*

SPECIAL EDUCATION COMMITTEE

This past month, I attended and participated in the SHTA Executive Board meeting and general body meeting. I participated in The Black Teachers Taskforce General Body meeting lead by Director of Diversity, Equity, and Inclusion Dr. Nicole Patterson. I discussed various concerns with the Director of Exceptional Children Elizabeth Kimmel in the 7th of our monthly meetings. I worked with SHTA President Dr. John Morris. over Exceptional Children concerns. I provided support to various SHTA members concerning issues including but not limited to job placement, personnel issues and work options. I participated in discussions with Shaker Heights Assistant Principal Rebekah Sharpe concerning problem solving a situation. I have spoken with Shaker Heights School Psychologist over workload concerns. I have communicated with Shaker Heights Exceptional Children Department Chairs over a variety of concerns in the district. I continue to work collaboratively with Shaker Heights administrators, principals, assistant principals and Exceptional Children Supervisor(s) K - 6 Erin Dzolic and 7 - 12 Supervisor Jennifer Currie on various issues to improve the functionality and support to the student and educators in Exceptional Children Department in our district.

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

PAST PRESIDENT'S REPORT

This month I attended the SHTA Executive Board and Representative Council meetings, the April Shaker Heights Board of Education meeting, and I will attend the Finance and Audit Committee meeting next week. It was great to see everyone in person at the two SHTA meetings.

*Respectfully submitted,
Becky Thomas, chairperson*

POLICY COMMITTEE

As a result of our Association's most recent contract negotiations, the SHTA ST (Support Teachers) have been fully incorporated into the SHTA. Consequently, all the language in the SHTA constitution referring to SHTA ST needs to be redacted. Therefore, as part of our annual May election, our membership is being asked to vote to amend our constitution and its by-laws in order to remove all of the outdated references to the SHTA ST. The following excerpts of our constitution are the portions in need of revision or removal:

Items highlighted in red shall be removed with the assent of membership.

ARTICLE I NAME

The name of this organization shall be the Shaker Heights Teachers' Association, hereinafter referred to as the Association. The Association is incorporated under the laws of the State of Ohio.

SHTA shall refer to the bargaining unit of Teachers, as defined in Article 1 of the Collective Bargaining Agreement between the Board and SHTA. **SHTA ST shall refer to the bargaining**

unit of Support Teachers in SERB Case No. 2014-REP-12-0149.
The SHTA and SHTA ST bargaining units shall negotiate separate Collective Bargaining Agreements.

ARTICLE V MEMBERSHIP

A. Any certificated employee of the Shaker Heights City School District who is employed as a Teacher or a Support Teacher becomes a member upon payment of annual dues.

ARTICLE VIII REPRESENTATIVE COUNCIL

A. The Representative Council shall consist of the Executive Board, Building Representatives, and Support Teacher Representatives.

B. Any member who has been a member for the three years immediately preceding the election or appointment shall be eligible to be a member of the Representative Council. This requirement will not apply to Support Teachers until three years from the date their bargaining unit was certified by SERB.

D. There shall be two Support Teacher Representatives elected from all Support Teacher members.

ARTICLE IX ELECTIONS AND TERMS OF OFFICE

C. Nominations for Support Teacher Representatives shall be open to any Support Teacher member and shall be submitted to the Elections Chair prior to a ballot taken

F. The term of office for officers of the Association shall be two years and of Building Representatives and Support Teacher Representatives shall be one year from July 1st until June 30th of the following calendar year.

BY-LAW II ELECTIONS

C. Election of Building and Support Teacher Representatives

Support Teacher Representatives

1. Before the end of the current school year and not earlier than the 2nd of May, Support Teachers shall elect their two representatives to serve during the next school year. The current Building Representatives shall notify the Support Teachers within their buildings of the date and location of the election no later than one (1) week prior to the vote. All ballots will be collected and sent to the Elections Chair for tabulation. The results of the building election shall be published by the Elections Chair, who will notify the Support Teachers of the outcome of the election. The Elections Chair shall report the results of the election to the Secretary before the close of the school year.

2. Should a Support Teacher Representative resign, the alternate shall assume the duties of the former. If the alternate has previously resigned or later resigns, the Support Teachers shall then elect a new Support Teacher Representative. Ballots shall be collected and sent to the Elections Chair for tabulation. The Elections Chair shall notify the Secretary and building members of the results of the election within three days after the date of said election.

3. When a Support Teacher Representative or alternate becomes a Chair of a standing committee,

he or she shall resign his/her position as Support Teacher Representative.

By-Law IV ADMINISTRATION

C. Building and Support Teacher Representatives

The Support Teacher Representatives:

1. Shall represent Support Teachers in the deliberations of the Representative Council.
2. Shall call and preside at all meetings of SHTA ST members of the Association.
3. Shall perform other duties as assigned by Representative Council.

D. Property of the Association

The officers of the Association, the Chairs of the standing committees, and the **Building and Support Teacher** Representatives shall deliver to the Secretary all papers and other property of the Association in their possession at the close of their respective terms of office, at which time they shall be deposited in the Association's local office. A copy of all major committee work will be filed with the Secretary.

BY-LAW V STANDING COMMITTEES

B. Committees

1. Standing committees are designated as: Legislative, Social, Membership/Elections, Publications, Legal Aid, Public Relations, Salary-Tenure, Teacher Education, Professional Rights and Responsibilities, Policy, Investments, Evaluation, **Support Teachers**, Special Education, and Diversity, Equity & Inclusion

I. Salary-Tenure Committee

3. SHTA ST Negotiating Team

a. Composition

The Chair of the Support Teachers Committee shall assume the duties and responsibilities of chief negotiator during all SHTA ST negotiations with the school board. The chief negotiator will be responsible for the appointment of at least two additional members of the SHTA ST Negotiating Team. If the chief negotiator is from the secondary level, then one of the two additional members must be from the elementary level. If more than two additional members are appointed, then every effort should be made to include a representative sampling from the various buildings in the school system. In no case may the total membership of the SHTA ST Negotiating Team exceed the limitations found in the Agreement.

b. Procedure and Limitations

1. The SHTA ST Negotiating Team shall have the responsibility of conducting surveys and making itself available for building meetings prior to the start of formal negotiations, for the purpose of ascertaining the concerns of the SHTA ST membership. The SHTA ST Negotiating Team shall then have the responsibility of reducing these concerns to writing and placing them on the formal agenda for negotiations. The Team shall have the power to accept tentative agreements in negotiations with the school board. All such decisions will be a majority vote of the Team with each individual member reserving the right to express his or her position at any general meeting of the SHTA ST membership held prior to a ratification vote. During negotiations, the Chair or his/her designee shall make general progress reports to the Executive

Board and the Representative Council at their monthly meetings. If impasse is reached, then the Chair shall provide the total SHTA ST membership with copies of tentative proposals which have been accepted as well as proposals still under discussion.

2. When an impasse panel report is received, the Chair shall report this to the President, who shall then call a meeting of the total SHTA ST membership. The SHTA ST Negotiating Team shall attend this meeting. The SHTA ST Negotiating Team shall present a history of the negotiations, answer questions, and outline the various courses of action that are open to the membership.

3. The SHTA ST Negotiating Team possesses neither the power to accept a final contractual offer nor the power to initiate a work stoppage unless specifically authorized by a majority vote of the membership.

4. The Chief Negotiator, at his/her discretion, shall have the option of presenting to the Executive Board a request for external legal involvement in negotiation efforts.

O. Support Teachers Committee

There shall be a Support Teachers Committee whose responsibility shall be to report Support Teachers concerns to the Executive Board. The Support Teachers Committee will review and present issues to the Association initiated and approved through the Executive Board.

BY-LAW VIII NEGOTIATION

A. Any proposed contract or change in the existing contract presented by the SHTA Negotiating Team or the SHTA ST Negotiating Team for a vote of the respective membership must be filed in writing with the Secretary and then submitted to all members of the SHTA or SHTA ST (as applicable) within fifteen school days after the filing.

D. Summer Negotiations

If negotiations are conducted while school is in summer recess, and if immediate action is needed to insure negotiated benefits for the membership, then the applicable Negotiating Team shall attempt to secure ratification by mail. A copy of the Agreement shall be sent to each SHTA or to each SHTA ST member (as applicable) along with a ballot. The Ballot must reach the respective Negotiating Team within seventeen (17) days after the original mailing date.

*Respectfully submitted,
Tim Kalan, Chairperson*

MEMBERSHIP/ELECTIONS COMMITTEE.

Greetings everyone! On Monday, May 23rd we will be holding our building representative elections and voting on the 2022/2023 SHTA Proposed Budget. Also, as a result of our recent contract, it will be necessary to amend our Association's constitution. Please review the proposed changes that will need your approval in the policy report in today's newsletter.

If you are interested in being placed on the ballot for SHTA Representative and have been a member of SHTA for three years, you are eligible to run! *If you are currently serving as a representative, your name will be automatically placed on the ballot unless I hear from you by May 1, 2022.* If you are interested in representing your building, please inform me by email and copy SHTA Secretary Lisa Hardiman. Each school will have at least one representative for every 20 members.

The 2021-2022 Elected Representative Council Members are:

Boulevard- Cathy Grieshop, Angela Anderson, alternate

Onaway- Paula Klausner

Fernway- Victoria Rosen
Lomond- Jill DiPiero, Steve Smith, Veronica Malone
Mercer- Nicole Cicconetti
Woodbury-Stacey DeYoung, Aquita Shepherd, Lee Appel
Middle School- Jackie Abrams, Erika Pfeiffer, Matt Klodor,
High School – James Schmidt, Brian Berger, Jessica O’Brien, Tod Torrence, Aimee Grey, Enid Vazquez, Kim Roberts, Joel Rathbone
IC- Linda Roth

Respectfully submitted,
Chante Thomas, chairperson

DIVERSITY, EQUITY & INCLUSION COMMITTEE

Over the past month, I have participated in Equity, Advocacy, Advisory Team (EAAT) meeting. In addition, I attended a community forum on rejoining the Greater Cleveland Conference (GCC) athletics and I read a book that I believe will make an immediate impact in our classroom; *For White Folks Who Teach in the Hoodand the rest of Y’all Too*.

The EAAT meeting addressed Dr. Burnley’s “Listen, Learning, and Visioning” session, and thoughts regarding our efforts to advance Diversity, Equity and Inclusion (DEI). Dr. Burnley shared a bit about his professional experience and how he defines DEI and how these definitions influence his work in this space.

Additionally, I attended a meeting regarding the Greater Cleveland Conference (GCC). It was interesting and somewhat concerning, because it appeared that the decision was made to rejoin the GCC prior to the meeting. The GCC includes Brunswick, Euclid, Mentor, Medina, Solon and Strongsville and adding Shaker Heights and Cleveland Heights schools. It was perplexing to many that were present. A very powerful question was what precipitated such a quick return to the league. The GCC did not reach out to Shaker Heights or Cleveland Heights but posted that they were expanding the league. Parents asked very substantive questions but questions asked by the parents of color were not well received. The parents of color reminded those present of the horrific behaviors from many of the schools that are a part of the GCC and were concerned with how parents and students from these schools would be monitored. The item will be voted on by the School Board at the meeting on the 12th.

The book I am sharing this month is, *For White Folks Who Teach in the Hood...and the rest of Y’all too* by Christopher Emdin, Reality Pedagogy and Urban Education. I recommend it to everyone, especially our White teachers. It gives you a road map to understanding the of neo-indigenous populations, which is defined as the similarities in experience between indigenous and other groups by acknowledging “powerful connections among populations that have dealt with being silenced, and signals the need to examine the ways that institutions replicate colonial processes” (Emdin 2016 p. 9). One of the main points that was driven home for me was getting outside your comfort zone. He shared some of the most prevailing ways to understand the neo-indigenous population. He suggests first going to a Black church (he called it Pentecostal Pedagogy call and response). Secondly, being visible in the community. Third, having an understanding of a cogenerate dialogue, which is a discourse in which teachers and students engage in a collaborative effort to help identify and implement positive changes in a classroom’s teaching and learning practices (Martin, 2006, p. 694). This book is a quick read and will enlighten everyone that reads it.

Respectfully submitted,
Angela Goodrum

SOCIAL COMMITTEE

We are so excited to celebrate with everyone next month at our Annual District Recognition Reception on Wednesday, May 25th in the High School Upper Cafeteria! The event will begin at 3:45pm and you can expect a delicious meal!

President John Morris will present a SHTA member with the President's Award for their service and dedication to the Association. Individuals who are retiring, have worked in the district for 15 and 25 years will also be recognized on this day. All employees are invited and encouraged to attend!

*Respectfully submitted,
Selena Boyer*

SHTA PAC COMMITTEE

The Ohio legislature is at it again. [House Bill 161](#) has been introduced to the Ohio House and is similar to the Divisive Concepts bill but is filled with even more hate and prejudice. It is imperative that we fight against this bill! The Ohio Education Association (OEA) has [publicly condemned House Bill 616](#) stating that it "is an attempt to double-down on the worst parts of Ohio House Bill 327, the anti-freedom 'divisive concepts bill,' by adding the worst parts of Florida's 'Don't Say Gay' bill into the new proposed language. OEA believes HB 616 is reprehensible on every level." If you haven't done so already please fill out this quick [form attached to this link](#). When the bill gets assigned to a committee we will need people to testify against this. **THESE BILLS ARE GETTING ENOUGH SUPPORT TO BE PASSED INTO LAW.** We need to realize this and take action, not sitting back thinking, "This is so ridiculous, it would never pass." We will keep an eye on this bill and let you know when we need to write or speak in Columbus. If you have any other ideas of action we could take, please let us know.

We will also continue to post information about this and other legislative happenings on the [SHTA Political Action Committee Facebook Page](#).

*Respectfully Submitted,
Cathy Grieshop and Jessica O'Brien, Political Action Committee Co-chairs*

NEW TEACHER COMMITTEE

This is a busy time of year with evaluations, tenure requests, and licensure renewals. If your license is expiring this June and you have a four-year Resident Educator License, you will either need to apply for an extension or apply for the 5-year Professional Educator license. Please check with a RESA mentor, Lauren Rollins or Ciera Whitsett, if you have any questions about which is appropriate for where you are in the process.

*Respectfully Submitted,
Wendy Lewis*

PUBLIC RELATIONS COMMITTEE

The Public Relations Committee has completed the distribution of SHTA shirts. As part of your T-shirt sale, a contribution was made to the Shaker Heights Teachers Association Political Action Committee. I would like to present Treasurer Bill Scanlon with a check for \$342 to be added to the political action committee budget. Thank you for your support and solidarity!

*Respectfully Submitted,
Bob Bognar*

SICK DAY TRANSFER COMMITTEE

Thanks to all of the members who volunteered to donate sick days to our members in need. All of our members who needed sick days at the last pay period were covered by your generous donations.

*Respectfully Submitted,
James Schmidt, Chairperson*

LEGAL AID COMMITTEE

I collaborated with SHTA President Dr. John Morris, SHTA Building Representatives Erika Pfeiffer and John Koppitch and SHTA Professional Rights and Responsibilities Chair Mike Sears about building issues.

*Respectfully submitted,
Jeremy Bishko*

LEGISLATIVE COMMITTEE

The Plain Dealer is [reporting](#) on a [bill](#) in the Ohio House (“Don’t Say Gay”) that would restrict teaching some issues about sexuality.

The Ohio Capitol Journal has a [piece](#) on the inquiry by the U.S. House of Representatives into why 1500 books have been banned by school districts.

If you’d like to feel supported as a teacher (in contrast with the above legislative issues) read the opinion [piece](#) in The Columbus Dispatch that speaks against the bills in the Ohio Legislature that would punish teachers for teaching about race and LGBTQ issues.

If you know of an education issue that is in transition in the legislative world, please let me know about it.

*Respectfully Submitted,
David Klapholz*

MINUTES FOR THE REPRESENTATIVE COUNCIL MEETING

SHTA President, Dr. John Morris started the April 11, 2022 Representative Council Meeting at 4:36 PM. **The meeting took place at Lomond Elementary School.**

Lomond Principal, George Clark welcomed the SHTA Representative Council to Lomond School. He stated that Lomond is great and gave a big thank you to Steve Smith, Veronica Malone, and Jill DiPiero (Lomond Reps). Mr. Clark is pleased with the results of targeted reading support. He stated that Mary Bourisseau is doing a phenomenal job with SEL support. He encouraged attendees to check out Lomond's design lab.

A motion for approval of the MINUTES from the March 14, 2022 Representative Council meeting was made by Andrew Glasier and seconded by Robert Bognar.

Officers' Reports

President, John Morris

- Spoke weekly with Superintendent Dr. David Glasner
- Spoke regularly with Human Resource Director Barb Maceyak
- Updated SHTA Facebook Page and Cuyahoga County Educator Summit Page
- Spoke with SHTA Lawyer Susannah Muskovitz on member legal issues
- Worked with Professional Rights & Responsibilities Chair Mike Sears, Legal Aid Chair Jeremy Bishko and Middle School Representative Erika Pfeiffer on a Middle School Grievance issue.
- Met with Middle School Grievants
- Worked with SHTA Vice President Darlene Garrison and Woodbury Head Representative Stacey DeYoung on a Woodbury grievance issue
- Communicated with Special Education Chair Tito Vazquez on member concerns
- Consulted with Past President Rebecca Thomas about a retiree question
- Helped a member with a salary scale question with Treasurer Bryan Christman.
- Helped a member with an FMLA concern
- Communicated with Vice President Darlene Garrison and Elections Chair Chante Thomas on an Association issue
- Worked on funding issues with SHTA Treasurer Bill Scanlon

Vice President, Darlene Garrison

- Assisted Woodbury teachers with the wording for a grievance that was filed.
- Met with teachers twice during the month of March to discuss the grievance process and how to proceed with the grievance.
- Communicated with a SHTA member and administration to assist with resolving a school testing issue.
- Communicated with Woodbury's administration to clarify a member's concern.
- Extended Get Well wishes on behalf of SHTA to a member for a speedy recovery.
- Extended words of sympathy on the behalf of SHTA to a member for the loss of their mother.
- Collected receipts and sent reimbursements to members who were awarded SHTA Fellowship Grants.

Secretary, Lisa Hardiman

- Asked members to check the recorded attendance on the attendance sheet.
- Attended Teacher advisory meeting with Superintendent, David Glasner and other teachers from around the district.
- Advised a member about procedures and leave regarding jury duty

- I have been speaking to a member about concerns and have communicated with the Professional Rights and Responsibilities Chair Mike Sears.
- Sent invites to SHTA meetings
- Took notes for meetings

Treasurer, Bill Scanlon

- Paying bills
- Talking to people about the Aisha Frasier fund
- Discussed money with John Morris
- Shared the proposed budget for next year that the Executive Board discussed last week. Hopefully people will take back to their members with more information and a more educated voice.

Building Representative Report

Boulevard—Cathy Grieshop

- Continue to meet with Principal Neal Robinson regularly to discuss any issues which come up.
- We would like to thank the Boulevard PTO for our weekly Friday treats!
- All is well.

Fernway-Tori Rosen

- No report

Lomond-Jill DiPiero

- No report

Mercer-Nicole Cicconetti

- Thank you to Principal Roneisha Campbell for her continued support and consistent communication
- Communicate with Ms. Campbell regularly for check-ins
- Helped edit the newsletter for the 2nd time this year
- Had frequent communication with a member regarding a student behavior concern; I am working with Ms. Campbell and Professional Rights and Responsibilities Chair Mike Sears on this concern

Onaway—Paula Klausner

- Met weekly with Principal Eric Forman
- Worked with a member on securing additional sick day donations to cover her leave
- Have been discussing with classroom teachers the issue of possibly returning to previous years' schedule for recess after lunch so teachers can get back the 2 1/2 instructional hours/per week they have lost this year
- Attended a teacher advisory group meeting

Woodbury—Stacey DeYoung

- I filed a grievance for Woodbury members. The step I hearing for this grievance began today and will continue tomorrow. Article XXI is designed to ensure we have a safe environment for teaching and learning when we come to work each day.
- Met weekly with Principal Tiffany Joseph to discuss building issues.
- Met with members to discuss individual questions and concerns.
- Assisted a member with questions for Human Resources.
- Met with Woodbury representatives Lee Appel and Aquita Shepherd to discuss ongoing building concerns.
- Served as the SHTA representative for the building scheduling team.

Middle School—Erika Pfeiffer

- I met regularly with Principal Michelle Hughes.
- Met with members for various issues, and represented a member in a fact-finding meeting.
- In consultation with Legal Aid Chair Jeremy Bishko and Professional Rights & Responsibilities Chair Mike Sears, we moved forward with our grievance.
- Mike, Jeremy, and Erika facilitated the grievance disposition meeting with Principal Hughes, AP Thomas Flood, AP Carmen Chung, grievants, and District personnel.
- Grievants voted not to accept the disposition as presented; therefore, we are moving to a Step II grievance.

High School—James Schmidt

- There is a meeting on Tuesday April 12 for teachers to be able to provide feedback about the schedules being proposed for next year. Once the final bell schedule is released, I look forward to ensuring that it meets the parameters of the contract.
- Some members have expressed concerns about the way an incident with an outside student entering our school was communicated to members. I will continue to work with Principal Eric Juli to resolve the concerns these members have.

Innovative Center--Linda Roth

- No report

Executive Board Reports

Publications—Andrew Glasier

- Took pictures
- Updated Facebook and Twitter account
- Sent out Newsletter to members and later administrators and community.
- Editorial from Tim Kalan
- Executive Board please have a blurb ready Wednesday at midnight.
- Evaluation committee met in March to learn about HQSD: Chief Academic Officer Dr. Marla Robinson specifically said we should make it easy for teachers, use what we are using. People with Value Added, MAP tests, AP & IB should be mostly good (I also would like to thank Dr. Robinson for making me a warm hat for my recently shaved head!)
- Peer Evaluation Intent form email was sent.
- Another meeting Evaluation Committee coming April 19th to continue planning for HQSD

Evaluation - Lena Paskewitz

- Going to attend the April 19th Evaluation Committee meeting
- Reminded members to complete the peer-evaluation intent form if you want to peer evaluate next year.

Teacher Education - Wendy Lewis

- If a teacher has a license that expires in June, they will either have to apply for an extension or apply for a 5-year provisional license

Membership and Elections-Chante Thomas

- On May 23rd, the election will take place for building representatives and budget for next year.

- Election will take place on a Google Form.
- Constitution will need to be amended because of the dissolution of the SHTA ST.
- Please encourage members to read SHTA monthly newsletters.

Policy-Tim Kalan

- Working on what need to be taken out of the constitution-there are no more support teachers because we are now one body.
- Attended Forward Together community meetings.
- Attended evaluation committee meetings.
- Will be writing editorial on equity this month.

Public Relations-Bob Bognar

- All SHTA T-shirts and sweatshirts have been distributed.
- \$342 was donated to PAC from the shirt fundraiser.

Diversity, Equity and Inclusion-Angela Goodrum

- Have participated in Equity, Advocacy, Advisory Team (EAAT) meeting
- Attended a community forum on rejoining the Greater Cleveland Conference (GCC)
- Read a book that I believe will make an immediate impact in our classroom. *For White Folks Who Teach in the Hood...and the rest of Y'all Too.*
-

Special Education-Tito Vazquez

- This past month, I attended and participated in the SHTA Executive Board meeting and general body meeting.
- I participated in The Black Teachers Task Force General Body meeting led by Director of Equity, Diversity & Inclusion Dr. Nicole Patterson.
- I discussed various concerns with the Director of Exceptional Children Elizabeth Kimmel in the 7th of our monthly meetings.
- I worked with SHTA President Dr. John Morris, Ph.D. over Exceptional Children concerns.
- I provided support to various SHTA members concerning issues including but not limited to job placement, personnel issues and work options.
- I participated in discussions with Shaker Heights Assistant Principal Rebekah Sharpe concerning problem solving a situation.
- I have spoken with Shaker Heights School Psychologists over workload concerns.
- I have communicated with Shaker Heights Exceptional Children Department Chairs over a variety of concerns in the district.
- I continue to work collaboratively with Shaker Heights administrators, principals, assistant principals and Exceptional Children Supervisors K-6 Erin Dzolic and 7-12 Supervisor Jennifer Currie on various issues to improve the functionality and support to the students and educators in the Exceptional Children Department in our district.

Legal Aid-Jeremy Bishko

- Collaborated with SHTA President Dr. John Morris, SHTA Middle School Building Representatives Erika Pfeiffer and John Koppitch and SHTA Professional Rights and Responsibilities Chair Mike Sears about building issues.

Legislative-Dave Klapholz

- If you'd like to feel supported, read the opinion [piece](#) in The Columbus Dispatch that speaks against the bills in the Ohio Legislature that would punish teachers for teaching about race and LGBTQ issues.

- The Plain Dealer is [reporting](#) on a [bill](#) in the Ohio House (“Don’t Say Gay”) that would restrict teaching some issues about sexuality.
- The Ohio Capitol Journal has a [piece](#) on the inquiry by the U.S. House of Representatives into why 1500 books have been banned by school districts.
- If you know of an education issue that is in transition in the legislative world, please let me know about it.

Past President-Becky Thomas

- Going to school board meeting tomorrow virtually
- Can make comments online or in person
- Will attend the finance and audit meeting virtually

Social-Selena Boyer

- Passed out flyers for district recognition reception which will take place Wednesday, May 25th in the high school upper cafeteria.
- Reception will be catered
- Please encourage members to come to reception

Professional Rights and Responsibilities-Mike Sears

- Answered questions about maternity leave
- Assisted members with supplemental contract concerns
- Preparing for a Supplemental Committee meeting on Wednesday April 13th.
- Worked with Legal Aid Chair Jeremy Bishko, SHTA President Dr. John Morris, and Middle School Head Representative Erika Pfeiffer on a Middle School grievance. Grievance hearing was March 23. Moved to a step II grievance on April 7.
Working on scheduling a step II hearing with Human Resources Director Barb Maceyak.
- Spoke to Lisa Hardiman about helping a teacher at a K-4 building with a student discipline matter
- Attended the Executive Board meeting last week

Occupational Health and Safety-James Schmidt

- No report.

Sick Day Transfer-James Schmidt

- Thanks to all of the members who volunteered to donate sick days to our members in need. All of our members who needed sick days at the last pay period were covered by your generous donations.

PAC (at-large)-Cathy Grieshop

- Updated PAC Facebook page
- Reading about HB 327
- Asked if anyone wants to go to Columbus to testify

Old Business - none

New Business-none

Good of the Order-none

Motion to adjourn the meeting was made by Aimee Grey. It was seconded by Jeremy Bishko.

***Respectfully submitted,
Lisa Hardiman***

A More Persuasive Equity

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.

Our Forward Together deliberations offer us a chance to publicly consider the district's direction when it comes to Diversity, Equity and Inclusion. This is particularly important at present because the Forward Together leadership team is using equity to support the proposed concepts for district realignment. I would like to point out some inconsistencies in this current Diversity, Equity, and Inclusion rationale in regards to Concept A which consolidates our district into three buildings. Our superintendent has pointed out that 40% of our elementary school students are bussed, and of those 70% are Black. By closing all of our neighborhood focused schools, the superintendent argues, we are creating a more equitable school system by ensuring there are no more neighborhood schools and therefore *all* elementary students are bussed. I find this line of thinking problematic. This argument infers that bussing and subsequent access to facilities are an institutional hurdle for marginalized students. The conclusion the district has made in this circumstance is that in order to achieve equity, they will make sure to provide this institutional hurdle to *all* our students. Thus, we are left with a concept that reduces access for everyone. I consider this a form of reductive equity, where we find a lowest common denominator that allows us to claim the mantle of equity passively, while ignoring the negative consequences. For those of us who have been paying attention to the district's attempts to remedy historic institutional inequities, this is hardly the equity that former board president Bill Clawson elucidated. Mr. Clawson's metaphor envisioned kids trying to peer over a fence, with the equity effort affording the kids as many milk crates as needed to stand on in order to see over the obstacle. In the district's revised version, we just take away all the milk crates, and while all the kids can no longer see past the obstacle, at least they are all disadvantaged equally. This can't be our foundational equity policy.

Unfortunately, there are many more instances where this philosophy is being used to justify structural changes with dubious effect in our schools. Prior consolidations of the 80's are being bemoaned for the inequitable decisions that closed most of the schools in predominantly black neighborhoods. Concept A further infers, because some of our predominantly black neighborhoods don't have a proximate school, that it is more equitable that no neighborhood should have one. I would counter that true equity would be to return an elementary to the Ludlow neighborhood without reducing the overall number of elementary schools. I cynically suspect that solutions such as this aren't preferred because it doesn't address the district's true goals of downsizing and conservative cost control. I believe the reductive nature of these gestures toward equity have more to do with expedience and rhetoric than they do remedying institutional obstacles. As a longtime community activist, it is hard to hear our historical advocacy twisted in a way that would imply that perhaps just eliminating our neighborhood schools would provide the necessary remedy! This of course ignores the purpose of our past campaigns to acquire more resources, not less. What should we mean by 21st century education? How about smaller class sizes? More manageable class loads? More mental health and social services for students, staff, *and* families?

It can be difficult to parse the district's proposed concepts in their nascent, murky state. Absent the important details and ramifications that these concepts tacitly imply, how do we know if they are a step forward or a step back? Looking at the current state of some of the district's initiatives, it does not inspire confidence that such a radical realignment would end up benefiting classrooms. The ongoing effort of administration and staff to examine our district's institutional barriers has resulted in some potentially valuable reflection and change. However, the reductive nature of some of these efforts threaten the viability of our whole progressive program. When any obstacle to student success or learning is identified as an 'institutional barrier' to be removed, unintended consequences can undermine our purpose. The *laissez faire* policy of our High School is a case in

point. Attendance policy a barrier? Functionally castrate it. Failing student grades an institutional barrier? Institute an anemic grading policy. Punctual work deadlines not equitable? Just eliminate the deadlines. Consequences a barrier? Stop enforcing them. A compelling argument can be made to de-level our coursework, but when it is done without the training, preparation and forethought necessary to address why the levels were there in the first place, the result is mediocrity and dysfunction. Is there data that shows our methods produce Black Excellence? Or any excellence for that matter? I would argue that these suspect efforts veer dangerously close to the old racist tropes concerning the tyranny of low expectations. And just like the specious arguments made about bussing equity, I ask: what will have actually changed for our marginalized students? How are we *actively* helping those in need? Surely, we don't expect these passive measures to do the heavy-equity lifting necessary and obvious to anybody who walks through the hallways of our secondary buildings.

I consider the district's current conceptual philosophy of equity a potential threat to the greater equity program in our district, primarily because we fail the students we are claiming to help and risk sacrificing community support for other important aspects of our equity program in the process. We need to balance our focus on equity of opportunity with equity of outcomes. What favors do we do our children by invoking expectations and enforcing nothing; by claiming rigor, but providing double standards? We need to believe in our students, and aggressively address our student's needs as early as we can get them into our system- preferably with an expanded Pre-K program in a dedicated space. I believe a path to equity is paved through the neighborhood schools. Systematic programming that places collaborative administrative/teacher teams in each building targeted to building relationships with our disenfranchised families and offering help outside of the buildings. Option 4 is currently the only Forward Together proposal that fits that vision by maintaining our neighborhood schools, and doesn't sacrifice our future needs in the name of cost savings and downsizing. We need to put our money where our mouth is. Or just stop pretending.

Tim Kalan
Onaway School & Lomond School Art Teacher
Shaker Graduate
Shaker Parent



The SHTA April Representatives Meeting at Lomond School. The first in-person meeting of the Representatives Council in two years! Thank you Lomond Representatives Jil DiPiero and Steve Smith for hosting.