



Section 220 (7) : Teacher Day

“EI-EI-OHooooooooo”..... no this is not the famous reframe from the “Old McDonald” nursery rhyme, its the moans of the teachers working in the EI (Elementary Initiative) schools, many of whom are working 10 to 12 hours a day and weekends to meet the demands being placed on them as a result of the Elementary Initiative.

On page 25 of the CBA, part 7 Teacher Day, stipulates that, “*the teacher work day is four hundred*

and twenty (420) consecutive minutes per day, including a duty-free lunch period of thirty (30) minutes”. That equates to a 7 hour day, so wouldn't it make good sense to offer an alternative to improving student achievement which could be completed within the contractual guidelines?

The CFT leadership has reviewed the requirements of the Elementary Initiative and has continued to work with administration to adjust some of them, so that teachers can get back to

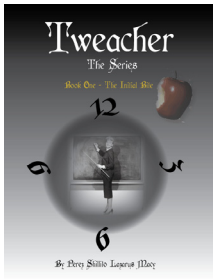
teaching. CFT understands that, as the caring professionals that you are, some extra time will be spent outside of the 420 minutes the CBA stipulates, but we don't encourage the type of hours that have been reported to us. It is our belief that continuing to work the long days will be counter-productive to goal of improving teaching and learning.

As always, thank you for your support and enjoy the holidays!

TWEACHER the Series-- Coming to a School Near You

By Perez Shillito Lazarus Macy

After reviewing the findings and recommendations of the New Teacher Project, I am frightened for the future of public education in Cincinnati. TNTP seems to be using two of the most popular cultural phenomena as their template. One is used to describe what is wrong with teaching in our district, the other as the solution for all that ails us.



Education is failing in Cincinnati because the current teaching staff is inhabited almost completely by Zombies. – the walking undead - We are soulless slow moving monsters that have little concern for our students. We are slow to change and very clumsy when we try to make any alteration in our direction or practices. Look into those eyes of the teacher down the hall.

Now, one would hope if we could just replace these creatures with normal

real people, teaching in our district would improve dramatically.

But no. The findings and recommendations in their report require a different kind of teacher. I call them Twilight Teachers – or TWEACHERS. Like the main characters in the Twilight Saga series of books and movies, Tweachers only need to have been bitten, passing certain powers and beliefs on to their newly uninitiated victims.

First is, they have no need of sleep or rest. Working around the clock is required just to take all the professional development required to get excellent teachers. Because they don't eat, sleep, or drink, any consideration of additional resources to pay them is unnecessary. All these extra responsibilities and duties are free. Only a little beverage is required.

TWEACHERS are also imbued with super teaching powers – each is a super tweacher. Skills are so great that school climate doesn't matter. How well a school is administered doesn't matter; the vitality of the discipline plan is no

concern; the involvement of the student's parents or guardians is meaningless; the economic and educational support students receive and the support of the community don't affect the work they do. They can overcome it all.

“We are tweachers – hear our call. AAWWWUUUUUUU.”

But the truth is, health reform is simple compared to education reform. I can think of no other endeavor that has so many intermingled components, each of which must be positively impacted to make serious sustainable progress. CFT is poised to do as much as we can – as much as is *humanly* possible. We enter into bargaining examining not only the systems that need fixing and that we can impact, but also looking at what we need from the larger community. We cannot do it alone. We are only imperfect mortals, with an altruistic love of students and education and a belief in the perfectibility of society. We are committed to doing good works. But don't forget we need help.

In Memoriam—Steve Kern

Began his service with CPS in 1985 and retired in 2005

Steve will be remembered by all for his tremendous service to the members of the CFT as a Building Rep, Executive Committee member and advocate for the music program at CPS, AMIS and the Itinerant Band program. He also served as a member of the Collective Bargaining team for negotiations for the 2004 contract. He remained an advocate for retirees by keeping the treasurers office up to date on issues that affected the retirement plans. Many of us will remember Steve for his love of life and the great Kentucky Derby parties he hosted in his home. He served as an elected delegate to the OFT conventions and everyone learned to appreciate his love of a fine brandy and a good cigar. I am sure everyone will miss Steve and agree 57 years was too short of a time for him to share his love of life with everyone.

Memorial Services were held on December 12. Send Memorials to Steve Kern Scholarship Fund c/o North College Hill Huntington Bank 7030 Hamilton Ave, Cincinnati, OH 45231

Labor At Large by Robert Sturdevant, Chief Labor Delegate



Unionism 101.

With the recent elections behind us, as a union we must look to the future. That future is the negotiation of our collective bargaining agreement.

When Julie Sellers was elected our president last year, she promised an administration based on educational

reform through a strong collective bargaining agreement. President Sellers has made a commitment to a return to Unionism 101. That commitment is founded on a strong collective bargaining agreement. During contract negotiations it is important that, as a union, we build solidarity in thought and action. To this end, our president has consistently improved communication and transparency to better represent our members. The CFT has a long history of strong and responsive leader-

ship that strength and responsiveness will continue into our contract negotiations. Our bargaining team will negotiate from a position committed to improving salaries and benefits and the continual improvement of student achievement. Our bargaining team is in place and poised to negotiate a contract that builds on the successes of the past and one that will insure the continued vitality of our union. In strength there is unity, in unity there is strength.

Students Left Behind...After the Teacher Day Has Concluded

It has been district policy that when parents fail to pick up their student after the school day has concluded that they be escorted to the building administrator and the administrator then has responsibility to insure the safety of the student. The CBA states "for the protection of both pupils and teachers, there shall be an

administrator or his/her designee present when the building is open" (section 400).

The administrator is responsible for each student from the time they leave their homes in the morning until



the time they return after school is out. Every effort should be made by the teacher to insure that the parent has made arrangements for their student to be picked up whenever a situation arises in which the student may be at school beyond the teachers day, which as stated in an Contract Corner is 7 hours.

CFT/CTU: A People History con't...

1968—In January, CTU's membership exceeded 700. Over 500 teachers struck following breach of an agreement which provided "a 1.28% salary increase for teachers (a CTA item), full payment of a single subscriber contract of hospitalization and medical insurance (CTA CTU item), a free period of at least 15 minutes in the morning and 15 minutes in the afternoon for elementary teachers.

Beginning in September (a CTU Item), and an election (CTA CTU Item) to be held on January 29." Board's Better Schools. The strike went to mediation/arbitration by Judge Simon Leis with "contempt proceedings continued" and teachers returned to schools after four days. When Board representative James Farreti refused to mediate and Leis said he had no authority to enforce the agreement written in his

own hand and attested to by Board representatives, Kiley charged collusion. Leis scheduled the contempt trial, sentenced Kiley to five days in jail and fined all officers \$500 each. Kiley, refusing appeal, served the time, (CTU boycotted the election imposed during its strike, but polled 530 votes anyway.)

TEACHERS AND THEIR UNIONS ARE NOT THE PROBLEM

(American Teacher—December 2009/January 2010)

EDUCATION SECRETARY ARNE DUNCAN this fall called for an end to the demonization of teachers and their unions.

"We have thousands of terrific schools with union teachers and thousands of underperforming schools without them," Duncan pointed out in a Nov. 9 address on education to the U.S. Chamber of Commerce. The AFT welcomed his efforts to set a constructive tone—one that focuses on solutions, rather than scapegoats, in school improvement.

"Secretary Duncan's approach is right on target," AFT president Randi Weingarten said. "It is time to end the finger-pointing, set aside differences and start working together on behalf of our students. When schools work, it is because the entire community—businesses, teachers, their unions, kids and parents—has a stake in that success."

The education secretary has witnessed firsthand, in recent visits across the country, successful schools where there is collaboration, cooperation and a culture that respects teachers' and parents' views. Duncan also has seen AFT local, state and national leaders "not just responding to change but driving it," the AFT president noted. "We are leading change at the local level through new and expanded approaches to collaboration with districts, parents and community organizations."

"In calling on business leaders to view unions as partners rather than scapegoats, Duncan said that today's labor leaders are increasingly aware of their obligation to lead school improvement efforts," Weingarten said.

Classifieds are Back!

Aspiring Leaders Program

Are you an aspiring leader? This January, The Leadership Development Academy (LDA) of the University of Cincinnati, in conjunction with The Mayerson Academy, will be offering a 3 session course for teachers interested in leadership positions. Participants will engage in task groups, in-basket activities, interpersonal communication sessions and interact with practicing teacher leaders and administrators. The course will be held on January 12, 19, and 26, 4:15-5:45 p.m.

Please register on MY/PD Course# 149.1955

After participating in this experience, those interested in further pursuing admission to the Leadership Development Academy will be counseled regarding application procedures.

If further information is needed, contact Melody Dacey at: dacey.melody@mayersonacademy.org

Summer Tutoring Job Opportunity With Whole Again International (a faith based, non-profit)

December 2009

Whole Again International (WAI) is seeking to fill 163 teaching positions during the months June-August 2010 for their Summer Food and Enrichment Program. The focus of the tutoring will be reading enrichment. The program is being developed in partnership with Cincinnati Public Schools.

Contingent on obtaining funding by May 2010, WAI propose to pay teachers ten dollars (\$10) per hour, for a maximum of 3 hours of work per day. You may work any portion of the ten (10) week program that fits your schedule. The program will be provided at 24 churches/centers around Cincinnati.

2009 CFT Bargaining Team

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|-------------------------|---------------------------------|--------------------------------|---------------------------------|
| 1. Katie Hofmann | Bargaining Chairperson | 2. Julie Sellers | CFT Spokesperson |
| 3. Don Luckie | CFT Field Representative | 4. Ed Jaspers | CFT Field Representative |
| 5. Jim Schad | Montessori Teacher | 6. Terri Wessel | High School Teacher |
| 7. Sandy Hawley | Special Ed Teacher | 8. Mary Rutledge | ESP Representative |
| 9. To Be Named | ALTERNATES: | Joyce Johnson Lee Black | |

Cincinnati Federation of Teachers Association of CPS Office Personnel

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