



Established 1959

PACE

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A Publication of Canton Professional Educators' Association

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MISSION STATEMENT: *The Canton Professional Educators' Association initiates and supports positive changes in the public school system, promotes the educational profession, and actively serves as an advocate for its members.*

COMMENTS FROM THE PRESIDENT

TBT: The Sacred Cow

In an unnamed building, Teacher A notices that a student is failing her class. This veteran teacher decides to check with the student's other teacher and discovers that the student is failing all of his core classes. Out of growing concern, Teacher A begins by notifying the struggling student's parent. The parent explains that it is extremely difficult to take off work, and that one week's notice is required at her place of employment. The parent calls and schedules a meeting for Friday, September 25th. Teacher A then notifies Principal X about this invaluable meeting between the group of core teachers and parent.

On September 23rd at approximately 9:00 a.m., Principal X and Senior Administrator/Transformational Specialist Y enter into Teacher A's room and inform Teacher A that she must cancel the meeting with the parent because the meeting conflicts with TBT. Senior Administrator/Transformational Specialist Y advises Teacher A that she could have the meeting with the parent on PR Monday. I guess this is why these senior administrators and principals make the big bucks to micro-manage the TBT schedule.

This policy is extremely troubling! First of all, this policy gives parents plenty of choices to meet with teachers. Parents can meet with the teacher Monday morning, Monday morning, or even Monday morning. How is that for flexibility? For the teacher, it means this: You can meet with parents and accommodate a parent's schedule before or after school on your own time because absolutely nothing could be more important than TBT. This policy, on an even more disturbing level, means that Administration is trapped in a narrow-minded implementation of TBT. Building Principal X believed it to be more important for the teachers to be in TBT for a book study. If TBT is about collaboration to advance student achievement, then what could be more valuable than the intense intervention of a group of teachers to collaborate with a parent, the same parent who holds important pieces of information that are critical in ensuring his/her child's success. But then again, maybe I'm discounting the fact that the knowledge obtained in the TBT book study will translate directly to this particular student by osmosis. Hopefully, Administration realizes how fatally flawed their micro-management of TBT really is.

"The Empty Room"

Across town in another unnamed building, Teacher A and B are given the opportunity to create an art/music room out of an old teacher lounge/storage room. The previous year, Teachers A and B taught music and art off of a cart, going from room to room. Teachers A and B used this occasion to create the most visually stimulating art/music room. The decorum of one wall contains masterpiece replicas of famous paintings, while vivid pictures, posters, musical notes, and song lyrics adorn another wall. In the middle of the room, learning targets are posted on a white board, and a cozy rug is placed in the center of the room as a meeting place for students. Neatly placed tables and chairs throughout the room still leave ample space for student activities. But this room will have no students, and the room has sat empty for seven weeks, left abandoned as if some strange malaise plagued the room.

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During the first week, when the teachers were setting up the room, Teachers A and B notified building principal X that two kitchen-sized refrigerators and a pop machine still remained in the classroom and asked if they could be moved. After all, how safe can refrigerators and pop machines be in a classroom? At the very least, what other teachers in the district have kitchen-sized refrigerators? That would be none.

After five days, these large bulky objects still remained, so Teachers A and B notified the CPEA President and Vice President for assistance in the matter. CPEA Leadership contacted Central Administration Member Y. Said Administrator questioned why Teachers A and B would even contact the Union about this issue. Amazingly then, Teachers A and B are then informed by Building Principal X that since teachers A and B taught on carts last year and since they feel that it is improper to have refrigerators and a pop machine in their room, they can just go back to going room to room on carts.

As we hear over and over, “It’s about the kiddos.” No, it’s about Central Administration’s absolute disdain for the Union. Seven weeks into the school year, the room sits empty. Students robbed of the opportunity to sing in a room with lyrics on the wall and a piano. Students robbed of the opportunity to admire fine art. Students robbed of the opportunity to conduct activities in the expanse of the room. This room will have no laughing children, no voices of excitement. The room will not sit silent, though. It will have the perpetual hum of the refrigerators and pop machine.



ELT VACANCY ELECTION

After the votes were counted on September 30, 2015, Karen Zutali was elected to fill the vacancy on the Executive Leadership Team at the Middle School Level. Congratulations Karen!

SPECIAL LEAVE

Please see page 68 of the contract. The last sentence of Paragraph A, **Special Leave** states, “Except in emergency situations, notification of Special Leave via e-mail or other written communication, shall be made at least 3 working days before the requested leave.”

While I do realize that many members have taken leave without following this protocol, the District is being a stickler for this issue recently. For people who have violated this provision, Human Resources has been docking the member’s pay at the member’s per diem rate.

CPEA SURVEY

In the upcoming weeks, please be on the lookout for the CPEA electronic survey. It is imperative that our membership take the time to complete this survey. The information obtained is necessary to advocate for our membership and to meet the needs of CPEA collectively. Remember, CPEA Leadership and the Negotiating Team are relying on data!

2015-2016 OEA DELEGATES

This year, CPEA is allowed to send 15 delegates to the OEA and ECOEA rep assemblies. Since we had 12 people sign up to be delegates, we didn’t need to hold an election, so the following members will represent CPEA as OEA/ECOEA delegates this year:

May Alayamini	Yvonne Parks
Traci Cottrell	Tina Riley
Bobbie Grimm	Leslie Roteck
Michelle Martin Jones	Patricia Scheetz
Paul Palomba	Greg Soper
Geneva Parker	Lynne Watson



TUITION REIMBURSEMENT AWARDS

Congratulations to everyone who applied for this year’s Tuition Reimbursement. We received a total of 69 applications, and we can award 70, so we did not need to have a drawing, and everyone who applied will receive \$300!

The next award period will be for classes taken between September 1, 2015 and August 31, 2016. The application for this award period will be available beginning February 1, 2016.

