



Established 1959

# PACE

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Issue #3

**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***

### **“But They Put the Bubbles in the Wrong Spot!”**

How absurd would it be if the State Department of Education administered the typical, “test-and-punish” standardized test, and after three years of students filling in too many bubbles in the wrong places, the state would send an Academic Distress Commission to a local school district near you and convert your public schools into private charter schools.

I mean, how could the children do such a thing! And since students are putting bubbles in the wrong place, it's only natural that the state should create a five member panel with the majority of the panel selected by the State Superintendent of Public Instruction. And since it's about the kids, the Academic Distress Commission (ADC) obviously would appoint a CEO who may not be a resident of the school district or who may not even have an educational background. The ADC appointed CEO, who would receive a \$150,000 salary, would render the elected, local school board powerless, granting the CEO the authority to appoint, reassign, or fire any district administrator without a public hearing, and finally, give complete control of district finances to the CEO.

Make sense so far? Remember, though, they did put the bubbles in the wrong spot! So of course, you guessed it . . . the CEO would then have the ability to convert the public schools into privatized charters. Because the meddling teachers are the causes of bubble malfunctions, the CEO shall also have the authority to veto the union contract. That'll learn them teachers! And just for good measure, because it's about the kids and the bubbles, the ADC shall also allow the mayor the ability to appoint local business men to create a “new” school board.

Since the CEO and the local business leaders all went to school, and I even heard some have high school diplomas, that would qualify one to run the entire school district. See what happens when you don't pay attention in school, and you put the bubbles where they don't belong.

In all seriousness, **this is serious**. While the aforementioned statements are satirical in nature, this is real. This is very real. It's called HB 70. **It's actually the law.**

### **HB 70**

While I realize that this is a negotiations year and the process will occupy a fair portion of CPEA Leadership's time, HB 70 is a mammoth obstacle that threatens the very existence of public education, a threat that perhaps is the greatest over-reach to date at the legislative level. Obviously, CPEA and Central Administration must remain united in this endeavor. Our unity is imperative, because ironically, there would be nothing left to argue. The very existence of the school district gone, the community identity gone, the names of the educational icons on the building replaced by catchy school names like Imagine and Life Skills.

### **But It's Complicated . . .**

There is no question that the District and CPEA must join hands to take a stand against HB 70. However, if Administration wants to solve the issue by constant student progress monitoring, forcing teachers into four days of TBT and a pseudo PR Monday, if Administration wants to data track and data track some more to be sure, if the District wants to continue to monopolize teacher planning, and the way teachers plan, then it's a tough

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partnership. If the District wants to continue to chase artificial state mandated benchmarks in an era of “put the bubble where it belongs,” if the District wants to play chase the state cut score, then we can’t follow the District off that cliff. We know what that game means. It means work harder, do more, be better, put more hours in, sacrifice more. We have now had three years of TBT and the data game. We will have given the District over 525 TBT’s at the end of this contract. The data machine has produced burnout and sapped the life and love of teaching out of the workforce.

### **However . . . if the District wants to . . .**

If the District’s three-year plan is to partner together to engage the community and lobby citizen support, CPEA welcomes that endeavor. Can we talk about how bubble tests do not capture the success of our students? Can we talk about how poverty wreaks havoc and hardships on an individual, and sometimes these misfortunes simply prevent education from coming to the forefront of a student’s agenda? Can we talk about the fact that urban districts across the nation share this similar plight and that this is not happenstance? Can we talk about how despite obstacles, our students rise above and display resiliency and perseverance at unparalleled levels? Can we discuss how adaptive, accommodating, and accepting our students are within our diverse community? Can we note that people who have gone on to accomplish elite status all have one thing in common, the ability to grow stronger and overcome great social barriers? When will we discuss how our District is the public safety net that nurtures the child, instills curiosity and a love of learning? When Administration wants to tackle HB 70 in that manner, let’s head down to Columbus.

### **Finally . . .**

We literally have three years until our school system is turned upside down. One thing is certain, we can no longer allow a bubble test to be the catalyst that ignites a string of punitive consequences. We, as a society, cannot allow the state to take the data of a student, and then turn around and punish that very same student for the results of his/her responses. We essentially have three years to expose this vile, thin-veiled, attempt of a hostile state takeover to support the charter agenda, and we must kill it in its tracks, but this battle will not be won by “feeding the data machine,” it will be conquered by educating the community and storming the Statehouse. The voices of CPEA members, the voices of Administration, the voices of the School Board, the voices of our students, and the voices of our parents is the entity that has the power to dissolve this ominous, looming force. It’s time for school districts to stop agreeing to play the “test and punish” game. It is time for the community to demand more.

CPEA would like all members to join **Remind**.

In this negotiations year, it is important to stay informed and up to date on key issues and developments.

To receive messages via text, text @ccsdpk2 (PK – Grade 2 teachers) or @ccsd35 (Grade 3 to 5 teachers) or @ccsdms (Middle School teachers) or @ccsdhs (High School teachers)

**To 81010**

Please refer to the flyer that was sent out with further information regarding **REMIND**.

### **Reminder:**



**CPEA**  
**State of the Union Address**  
**Umstatta Hall**  
**Tuesday,**  
**November 17, 2015**  
**4:30 – 5:00 p.m.**

**All CPEA members are encouraged to attend.  
Our strength is in Solidarity!**

**The Negotiations Team is looking forward to sharing our vision and mission with you.**

### **EXECUTIVE LEADERSHIP TEAM VACANCY**

Due to a vacancy at the Elementary 3-5 level on the ELT, the CPEA Constitution reads that the President may appoint a member to fill the vacancy for 30 days and then hold an election. I have appointed **Tamika Moss**, a 3<sup>rd</sup> Grade Teacher at Youtz and past Building Rep.

The responsibilities of an ELT position at the **elementary 3-5 school level** include:

- 1) Attend two meetings a month (1<sup>st</sup> & 2<sup>nd</sup> Mondays);
- 2) Serve on a committee.

If you would like to run for this position, please contact CPEA (330-455-2158) **by November 30, 2015** to declare your intentions. Voting will take place during the week of December 7, 2015.