

PHILOSOPHY OF EDUCATION
Resolution No. 70-2-47
Adopted by the Board of Education, February 9, 1970

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

- A. All children are entitled to a public education that will encourage the fullest development of their individual talents.
- B. Learning is essential to individual independence and the general welfare of the changing American society.
- C. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
- D. Organized education, a deployment of human and material resources as means toward learning, implies learning for all – students, teachers, administrators – at different levels of understanding and maturity.
- E. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
- F. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
- G. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and to outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

COLLABORATIVE PHILOSOPHY

The Board and the Union recognize the value of educational innovations in best serving the students of the district. New and dynamic techniques and procedures that will enhance the educational opportunities for our students ought to be implemented through collaborative efforts. With such beliefs, the Union and Board support the development of mutually agreed upon labor management committees to address issues which have the potential of enhancing educational opportunities for our students. In all cases, the labor management committees shall take into account state and federal law, Board of Education policy, the collective bargaining agreement and availability of funds.

To promote student achievement, the Board and the Union agree that planning and instruction shall align to State Content Standards. The Board and the Union will collaborate to ensure that access to and support for implementation of the State Content Standards is provided.

**RECOGNITION AGREEMENT
AND
NEGOTIATIONS PROCESS
between
The Cleveland Heights–University Heights Board of Education
and the
Cleveland Heights Teachers Union**

PREAMBLE

1. **WHEREAS**, the parties to these negotiations have a common goal of providing the best possible education for the students of this district: and
2. **WHEREAS**, success of this school district is dependent, among other things, upon the mutual understanding and cooperation between the teachers and the Board; and
3. **WHEREAS:** the Cleveland Heights Teachers Union, hereinafter referred to as the "Union", has been duly elected as the exclusive bargaining representative to represent a unit which is defined as all classroom teachers, guidance counselors, school psychologists, school social workers, certificated/licensed librarians, non-certificated/licensed librarians, ancillaries, media technicians, stage directors, language/speech pathologists, school nurses, Coordinator of Child Attendance and Accounting, Child Services Specialists, Drug and Alcohol Counselor, Multicultural/Staff Development Specialists, Research and Program Development Specialist, Coordinator of Testing, Home/School Liaison, EMIS Student Data Coordinator/Systems Analyst, Career Education Coordinator, Registrar/Assessment Coordinator, Research Assistant Coordinator of IMHOTEK, Guidance Technician, Occupational Therapist, Instructional Coach, short-term, on-call substitute teachers in matters of wages only, and long-term substitute teachers as defined in Section 25.05 and subject to the limitations in Section 25.05, but excluding from all the foregoing, those in administrative positions. In the event that SERB rules any of these positions should be included in another bargaining unit that position will be removed from the bargaining unit immediately. The recognition is for the purpose of discussing with the Board or its representative matters as designated in paragraph 4 hereof.
4. **WHEREAS**, the Board of Education thereafter, on July 7, 1971 adopted the following Resolution:

The Board of Education will discuss with the Cleveland Heights Teachers Union, as the representatives of the teachers on matters concerning salaries and such other matters pertaining to terms and conditions of employment as the Board and the Cleveland Heights Teachers Union, may agree are proper subjects for discussion. This recognition will be continued for a period of two years from the date hereof on condition that the Cleveland Heights Teachers Union represents all the teachers without regard to membership or participation in or association with the activities of any teachers organization.

The Board will reconsider the above Resolution at such time as collective bargaining legislation may become effective in Ohio. At that time the Board may continue the policy set forth in the Resolution, or amend, modify or terminate such policy: and
5. **WHEREAS**, after extended negotiations, the Board and the Union have reached agreement:

Therefore, be it resolved, that the following policies are adopted: