



# PSRP Reporter

THE NATIONAL PUBLICATION OF AFT PARAPROFESSIONALS AND SCHOOL-RELATED PERSONNEL



## work worth fighting for

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## While schools decay, we can't turn away

RANDI WEINGARTEN, AFT President

HERE'S WHAT YOU'LL FIND in too many public schools in America today: "Classrooms" fashioned out of storage rooms, school cafeterias and stages because of school overcrowding. Extreme temperatures in classrooms that require students and staff to wear coats indoors in the winter and to swelter in dangerous heat in warmer months. Bathroom floors slick from toilets that routinely leak. Mold,

layoff of 280,000 teachers, and keep police officers and firefighters on the job. It would provide funding to repair and modernize as many as 35,000 public schools that currently are unsafe, dilapidated or out of date. It would make our roads and bridges safer and more efficient. It would boost the stagnant economy, creating good jobs that allow millions of families to pump money into local

effect of these environments on students' well-being and ability to learn. Indeed, when such conditions existed in many New York City schools, the United Federation of Teachers sued the city to remedy them for our students—and won. All across this country, teachers and school support staff are similarly outraged by the message these conditions send to our kids. When students look at their schools, they learn a lot about the value society places on them and their opportunity to get a good education. These crumbling structures are in effect symbols of the inequality that pervades American society.

When **students** look at their schools, they **learn** a lot about the **value** society places in them.

mouse droppings, falling ceiling tiles, and other unsafe and unacceptable conditions. The message to our kids? You are not worth the effort to fix it.

In September, President Obama sent Congress the American Jobs Act, a bill designed to help alleviate these problems and send a strong message that America is worth fixing. The legislation, if enacted by Congress, would provide a powerful tool for the United States to address the decay of many of our school buildings, roads and bridges; to keep educators in classrooms where their students need them; and to help millions of people whose skills provide great societal benefit get back to work. But initial efforts to move this bold legislation forward were shut down in October, when Senate Republicans voted together to block a vote on the bill.

At a time when our country suffers from a 9 percent unemployment rate, the president's plan would create an estimated 1.9 million jobs over the next two years, without adding a dime to the deficit. It would prevent the

economies. The jobs plan would do all this, if Congress summons the will to pass it this fall.

America's infrastructure crisis is apparent in the condition of many school buildings. The American Society of Civil Engineers in a 2009 report gave the nation's school buildings a grade of D. Inadequate school environments are known to negatively affect student achievement, behavior, attendance and health, as well as teacher recruitment and retention.

The American Federation of Teachers recently asked educators to tell us about the physical conditions of the schools where they work. Their responses reveal appalling conditions in schools across the country. Common problems include severe overcrowding, leaking roofs and ceilings, crumbling drywall, loud noise (from clanging furnaces or outdated air-conditioning units) that makes it difficult to hear classroom discussions, unhealthy air quality, lack of handicap access and inadequate wiring to enable the use of technology.

Educators voiced great concern about the

I spent time in downtown Manhattan recently listening to the protesters who are part of the Occupy Wall Street movement. What I heard repeatedly was their passionate desire to fight growing economic inequities and to enable people—the 99 percent who haven't prospered during the economic downturn—to once again have a shot at the American dream. Their ideals have been ignited, and they show an inspiring belief that steps can and must be taken to redress the wrongs in our society. And that is what each of us, in our own way, must do. America's educators strive every day to make a difference in their students' lives, but they need the conditions and support to help all children reach their potential. The president's jobs plan has a unique ability to strengthen both the economy and our public schools—urgent tasks, since neither can be strong if the other is weak.

We ask Congress not to squander any other opportunity to pass legislation that spurs the country's renewal. Show our children that they are worth it.



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# Union activists win back school custodial, groundskeeping jobs outsourced for five years

'Insourcing' restores reliability, high standard of service

IT TOOK YEARS to pull it off, but members of AFT-Oregon Local 4671 persuaded the Hillsboro School District to restore custodians and groundskeepers to the 1,050-member bargaining unit near Portland.

Back in 2006, over strenuous objections by the local union, the district had outsourced all those jobs—held by more than 50 employees—except the head custodians. Over time, however, district officials discovered that the quality of services plummeted, even as the cost rose. The outsourced custodians, for example, were limited to sanitation and cleaning surfaces, no longer fixing pencil sharpeners, lubricating door hinges, climbing ladders and

employees: They never got to know students or staff, and principals never could be sure if their buildings were open after hours. Cub Scouts would arrive for events and find the building locked, requiring employees to be summoned, chewing up overtime. Plus, the contractor sometimes used subcontractors, which violated the contract, and the district ended up hiring 17 backup substitutes. There were so many complaints from the schools that the district had to hire an overseer.

"It was not a good savings," Collings says. "At the beginning, they saved maybe \$13,000, but later it cost more."

"We never gave up fighting to restore those positions," recalls Linden Becker, a library aide and technician who was local president at the time. As the quality of service dropped, the workload grew for those who remained. "If your employees are being moved from building to building," she says, "they don't have the knowledge or level of commitment that someone employed by the district would have."

Ted Kramer is among those returning to the union as night lead custodian at Century High. Over five years of outsourcing, he never got a raise. "There were a lot of hard feelings when these jobs were contracted out," he says. "Many people gave up and quit, but I'm happy I stuck it out."

The key was realizing that unless everybody acted together, they wouldn't make headway. With the union behind them, they helped the district see how it was being nickel-and-dimed. School officials "worked with us to bring our guys back in-



LEAH NASH

house," Collings says. "They were motivated." All is not perfect, of course. Only 60 of 84 needed positions have been filled. Century High, which opened in 1997 with 13 custodians, now staffs only seven. To troubleshoot problems, the union and the district formed a labor-management committee.

"We all stay late and dedicate a lot of hours," Collings says. "We shouldn't, but we do. Somebody spilled something or threw up. You get a lot of those calls; they come in right at the end of your shift. A light bulb burned out. They need a barbecue set up. You could say, 'Sorry,' but it doesn't really work that way. We all feel dedicated because of the kids. Keep it safe, keep it clean, keep it orderly."

The agreement took effect July 1. "We are thrilled," Becker says. "Students will be served better in a healthier environment. Plus, it's a benefit to our community. These custodians and maintenance employees have a profound impact on our students."

Ted Kramer, left, works as night lead custodian at Century High. Chris Collings is his counterpart by day.

**"We never gave up fighting to restore those positions."**

— LINDEN BECKER, AFT-Oregon Local 4671

changing light bulbs, says Chris Collings, day lead custodian at Century High School.

Another problem arose from the contractor having lowballed the cost of cleaning supplies. For five years, the district repeatedly had to bail out the contractor and buy supplies. And Collings shouldered up to a third more work: "All the head guys did," he says. "They had to clean up the cafeteria after breakfast, and outside after a baseball or football game." The district hadn't thought of that.

In response, the local AFT affiliate held rallies and brought in public speakers to explain how the district was being burned in this misguided attempt to save money. Meantime, turnover ran high among the contractor's

## AFT expands role in combating childhood hunger

Union joins three national partners in helping deliver food to kids and families

BECAUSE FOOD PROGRAMS are under threat of losing federal dollars at the worst possible moment, AFT secretary-treasurer Lorretta Johnson joined U.S. Department of Agriculture officials and other anti-hunger advocates in September for a virtual town hall meeting on how to fight this scourge.

"Hunger is an obstacle that prevents children from doing their best in school," Johnson told 1,800 participants on a call hosted

by Feeding America. One in five American households feels some insecurity about where their next meal is coming from, the USDA reports. What's more, two-thirds of

America's school employees see hungry students every day. School staff typically spend their own money to feed these students, according to the anti-hunger group Share Our Strength. Participants exchanged strategies on combating child hunger, including training staff to recognize hunger, offering

kids options such as grab-and-go meals, Friday backpack programs to tide kids over on weekends, and multiple attempts to secure parental consent forms for meal programs.

Panelists also suggested these resources:

- Go to the USDA's main anti-hunger site at [www.fns.usda.gov/ech](http://www.fns.usda.gov/ech).
- Distribute the national hunger hotline, 866/3-HUNGRY, in your community.
- Take action now to save federal food programs from the chopping block. Go to [www.hungeractioncenter.org](http://www.hungeractioncenter.org).



# work worth fighting for

Members rally behind White House plan for jobs, school modernization



**AS SCHOOL DISTRICTS** grapple with budget shortfalls, one of the responses is to lay off school employees, cut services to students and delay needed repairs to school buildings. The AFT believes this is the wrong approach to addressing the nation's economic crisis and to preparing future generations of Americans to help the nation globally competitive.

Fortunately, the union has a powerful ally: the president of the United States.

In September, President Obama unveiled the American Jobs Act, which puts funding to hire and retain educators, to modernize school buildings and to maintain public services at the heart of a plan to help revive the labor market (details on page 6).

Among the proposals are \$30 billion to prevent 280,000 layoffs of essential staff, including paraprofessionals and literacy coaches; \$30 billion to modernize school buildings; and immediate help for working families through extended payroll tax cuts and mortgages at historically low interest rates.

Urgency underpinned the president's message when he presented the American Jobs Act to Congress in September: "The people who sent us here," he said, "the people who hired us to work for them—they don't

**Funds to employ educators and to renovate schools will send a powerful message to students, say members like Baltimore teacher Terrell Williams.**

PHOTOS BY MICHAEL CAMPBELL

have the luxury of waiting 14 months" for the next election cycle.

No one understands the gravity of the problem, and the

need for action, better than the public education workforce, says AFT president Randi Weingarten. "We have seen a loss of 300,000 education jobs since 2008, as well as long-delayed school repairs and modernization," she warns. "We can't equip our kids for the knowledge economy if we continue to slash education budgets."

Cafeteria manager Marlene Culp describes how paraprofessionals and school-related personnel (PSRPs) at her school district in Cottage Grove, Ore., have endured repeated rounds of job cuts and are trying their utmost to stay on top of doubled and tripled workloads.

"People are doing the best they can, but it's hard when you take pride in the work," says Culp, a chapter leader in the Oregon School Employees Association. "You can't do in four hours what you did in eight." And she adds: "Anything Congress passes this year will help. How can we take more cuts?" If passed, the American Jobs Act would send Oregon more than \$350 million to support about 4,600 jobs for educators and other public employees.

Austin, Texas, teacher Kristin Trotty watched Obama speak to Congress about jobs. She remembers listening and nodding as the president reminded lawmakers how government has a duty to act in dire and uncertain times; how prosperity depends on the nation's ability to deliver a good education to all children; and how that level of education depends on schools that are well supported, well maintained and well staffed.



“This man really gets it,” says Trotty, who taught music for six years at elementary and middle schools in Austin before she was laid off this fall due to budget cuts. Texas unemployment rose to a 24-year high in August, and school layoffs were a big reason why. In that month alone, 9,400 public sector jobs were lost as Texas schools struggle to absorb more than \$5 billion in cuts for fiscal 2012-13.

If enacted, the American Jobs Act will support an estimated 39,500 education and other public employee jobs in Texas.

Congress will act “if enough of us demand to be heard,” says Trotty. Fixing schools and getting educators back on the job will make the difference between “just talking about schools as a national issue and really dealing with them as a national priority.”

### A message that hits home

On the same day that Obama sent the American Jobs Act to Congress, he stood in the White House Rose Garden with AFT members who would be helped by this plan to create jobs and put money back in the hands of middle-class families.

Baltimore special education teacher Terrell Williams, an AFT member at the Rose Garden event, says the plan to modernize schools is especially vital. A member of the Baltimore Teachers Union, Williams carried out his summer school duties at Holabird Middle School without air conditioning—often sweltering in 106-degree heat—and he worries about the message that sends kids.

The American Jobs Act, if it passes, will deliver about \$316 million to help modernize Maryland schools, with most of the funding focused on high-poverty neighborhoods.

Those upgrades would deliver a powerful message to children who are getting mixed signals, Williams says. “We tell kids that education is the key to their future, and then we contradict ourselves by sending them to schools without working fountains or even doors on the stalls” in bathrooms.

It’s not hard to see how that happens, whether you’re talking about schools in Maryland or Oregon.

When Dave Culp started working as a school custodian in 1990, there were six full-time and two part-time custodians, plus a plant manager, at Lincoln Middle School in Cottage Grove, Ore. Today, there are three

**School custodian Dave Culp serves the same number of students with a fraction of the staff, thanks to budget cuts that the jobs bill would ease.**

full-time custodians. Same number of students. Same number of classrooms.

Culp is one of those three remaining custodians. After the latest round of cuts earlier this year, they’ve had to limit their cleaning to floors and sanitation. “A lot of the things we used to do aren’t happening anymore,” he says. That includes washing furniture and windows, testing lights and dusting high fixtures and walls. Culp also has had to absorb some of the plant manager’s tasks, such as processing work orders and time sheets.

He’d like to see some help from Washington, D.C., but not necessarily for the custodial

**The jobs proposal is the difference between “just talking about schools as a national issue and really dealing with them as a national priority.”**

—KRISTIN TROTTY, Education Austin (Texas)

budget, as grim as it’s been—he’d like the funding applied to classrooms and kids first, to reduce class sizes.

### Building for change

AFT members around the country can build grass-roots momentum behind the American Jobs Act by sharing these stories with their congressional representatives as well as with their friends, relatives and neighbors.

*Continued on page 6*



MICHAEL J. LESSNER

**President Obama proposed the American Jobs Act to strengthen our economy and create jobs. How would you like to see the money and resources put to work in your community?**

“Our high school, which is over 80 years old, was originally designed as an elementary school. It is falling apart! The rooms are small and antiquated. There is little educational technology and poor science lab facilities. We need a modern school that will better serve the students.”

**ALLAN FLUHARTY**  
Chicago Teachers Union

“America’s middle class and working poor need a shot in the arm. We have been left behind in this so-called recovery, when we are the ones who create the demand for goods and services. We are the real job creators.”

**MICHAEL SCHMITZ**  
Owens (Ohio) Support Staff Union

“I absolutely feel that all educators need to return to their schools. There have been too many layoffs; class sizes are too large; and the students’ needs are not being met.”

**DIANE SMITH**  
Valley Central (N.Y.) Teachers’ Association

“Funding for education and healthcare is a must. There are more and more children with behavioral, emotional and medical problems.”

**LEIGH SMITH**  
Tangipahoa (La.) Federation of Teachers

“I would like to see the money used to restore full-day prekindergarten, create smaller class sizes and to reinstate full-time librarians, teachers, social workers, psychologists and guidance counselors.”

**KARA POPIEL**  
Yonkers (N.Y.) Federation of Teachers

**What is the most pressing issue facing paraprofessionals who work with students with disabilities?**

**IT’S YOUR VOICE** We want to hear from you on issues throughout the year! Visit [www.aft.org/voices](http://www.aft.org/voices) today, where you can respond to this and other questions.





NORME RINALDI/INUN

## work worth fighting for

*Continued from page 5*

In Wisconsin, AFT member Joanne Johnson-Clauser says “people should absolutely take heart” from the way attacks on government workers sparked a grass-roots response. Recently retired after 27 years as an employment specialist at Milwaukee Technical College, she says the job act’s proposed funding

for school modernization is critically important, as is funding that would help train more than 9,000 youths and adults in high-growth industries. These strategies are needed “to get the United States out of this mess.”

In New Orleans, members of four AFT affiliates—United Teachers of New Orleans, Jefferson Federation of Teachers, St. Tammany Federation of Teachers and School Employees, and the Louisiana Federation of Teachers—marched Oct. 1 in solidarity with workers at Avondale Shipyard, which is threatened with closing. It was a true New Orleans-style parade, with hundreds of workers stepping out behind the Treme Brass Band and marching from the Superdome down Poydras Street for a rally at the federal building (above left).

The children of shipyard workers attend local public schools. Educators already are

seeing the ravages of past rounds of budget cuts. If the shipyards close, this dire situation will become even worse, so AFT members are doing their best to fight for the workers and their families.

Under the jobs legislation, Louisiana employers would be able to cut the payroll tax in half, to 3.1 percent, on the first \$5 million in wages. The plan also would send \$434 million to support the jobs of up to 6,300 Louisiana educators and first responders.

“Many of our members have spouses who worked at the yard and have already been laid off,” says Laura Harper, PSRP chair of the Jefferson federation. “They can’t find other jobs, so they are living on unemployment and the salary of the PSRP member, which tops out, for a paraprofessional, at \$23,500. We need those jobs.”

—MIKE ROSE, ANNETTE LICITRA

## A BOLD NEW PLAN

**THE PRESIDENT** has proposed a plan that will put people back to work, put more money in the pockets of working Americans, help small businesses grow, and rebuild our nation’s infrastructure, including our public schools.

### WHAT WILL THE JOBS PLAN DO?

#### Put Educators Back in the Classroom

- Provide \$30 billion to prevent 280,000 teacher layoffs and allow school districts to hire additional frontline staff.
- Maintain essential education services and preserve or extend the school day by providing funds to allow public schools to retain existing employees, rehire former employees or hire new employees.

#### Rebuild and Modernize Schools

- Provide \$30 billion to modernize, renovate and repair 35,000 elementary and secondary school buildings (one-third of all U.S. public schools).



TONY GUTIERREZ/ASSOCIATED PRESS

- Provide funds that can be used for emergency repair and renovation projects, asbestos abatement, and building new science and computer labs to upgrade technology in our public schools.
- Provide funds that can be used for infrastructure improvements emphasizing green and energy-efficient upgrades.
- Directly target infrastructure funds to the 100 school districts with the largest numbers of children living in poverty, while sending remaining funds to states to be distributed to districts serving high concentrations of disadvantaged students.
- Provide \$5 billion to modernize, renovate or repair community college buildings to ensure that students have quality facilities in the fast-growing fields of technology.

#### Put Americans Back to Work

- Put workers in the building and construction trades back on the job by providing \$50 billion for essential infrastructure improvements to roads, bridges, highways, railways and aviation facilities.
- Add \$5 billion to keep police, firefighters and other first responders on the job.
- Provide \$49 billion to extend emergency benefits to unemployed workers.
- Expand job opportunities for low-income youth by providing \$1.5 billion for summer jobs and year-round employment.
- Provide tax credits for employers that hire unemployed veterans and those wounded in action.

For more information on President Obama’s jobs plan, visit [go.aft.org/JobsAct](http://go.aft.org/JobsAct).

# Taking a stand for families, communities and schools

## Ohio workers and allies are passionate about their fight to repeal the union-busting S.B. 5

TALKING ABOUT OHIO'S Senate Bill 5, Vickie Dengg and Teresa Mitchell speak a similar language. They agree that fighting to repeal the anti-collective bargaining law is about more than their rights as employees. The social workers say it's also about their ability to advocate on behalf of the children they work with every day.

Collective bargaining "gives us a say in our working conditions, and that impacts the delivery of services to children and families," says Dengg, vice president of the AFT-affiliated Federation of Franklin County Children Services Employees. "If caseloads are too high, workers have less time per case," adds Mitchell. Both women say case workers need to be able to negotiate issues like caseloads, working hours and safety.

The two AFT members were among hundreds who helped collect petitions calling for a referendum on S.B. 5. They are now devoting their energy to urge colleagues and other Ohio voters to repeal the anti-collective bargaining law on Nov. 8 by voting "no" on Issue 2. Signed into law by Ohio Gov. John Kasich in March, S.B. 5 limits the bargaining rights of Ohio public employees, including teachers, police officers and firefighters. The law affects more than 350,000 workers statewide.



JEFFREY BATES

Ohio public employees have agreed to pay freezes and unpaid furlough days in recent years that have saved the state \$350 million. These cuts to workers' pay and benefits have come at the same time that Gov. Kasich and the Legislature have given massive tax breaks to corporations. With unemployment increasing in Ohio and more layoffs and cuts expected, S.B. 5 will only worsen the crisis.

The Ohio Federation of Teachers and other members of the We Are Ohio coalition have been encouraging members to talk to people in their communities about the im-

portance of voting to repeal S.B. 5, which, if allowed to become law, would prevent school employees from advocating for things such as smaller class size, stronger discipline policies and the removal of asbestos from schools.

"It's critical that each and every one of our members play a role in the Vote No on Issue 2 campaign to stop S.B. 5," OFT president Sue Taylor says. "They need to talk to their friends, families and neighbors so that they understand what's at stake."

AFT members from Cincinnati and other locals turn out for a We Are Ohio rally and concert.

## Longtime AFT leaders take on new roles

### Lorretta Johnson, Francine Lawrence fill out slots of top three officers

TWO LONGTIME UNION ACTIVISTS and education reformers have taken on new roles in the national union's leadership, AFT president Randi Weingarten announced in September.

Lorretta Johnson, who had been the AFT's executive vice president since 2008 and a leader of paraprofessionals and school-related personnel (PSRPs) for decades, has become AFT secretary-treasurer.

Francine Lawrence, who recently retired after 14 years as president of the Toledo Federation of Teachers, has become AFT executive vice president. Lawrence helped develop Toledo's pioneering Peer Assistance and Review program, in which teachers are coached and evaluated by their peers, as well as an alternative compensation system.

Johnson, who replaces the retiring Antonia Cortese, has been a national voice for

PSRPs for nearly four decades, as president of the Baltimore Teachers Union's paraprofessional chapter for 35 years and president of AFT Maryland for 17 years. Johnson served 30 years as a vice president of the national AFT. The Baltimore native also was elected in August as a vice president of the AFL-CIO.

"Lorretta has been a stalwart leader for education programs that help kids who need the most," Weingarten says. "Her expertise as an educator, union member and labor leader will be invaluable in her new role as secretary-treasurer."

Lawrence, an AFT vice president since 2008, has been involved in groundbreaking programs to raise teacher quality, which have become models for similar programs in school districts across the country.

"Fran has been successful because of her insistence that the only way to achieve sus-



JOHNSON



LAWRENCE

ELLEN BANNER

tainable education reform is for educators and management to collaborate," Weingarten says. "She always has recognized the links between a quality education, a well-trained workforce, strong communities and the voice of workers. Those qualities have made Fran successful in Toledo and Columbus, and will make her a great executive vice president for the AFT."

*This fall, Illinois Federation of Teachers president and AFT vice president Dan Montgomery, at right, shadowed paraprofessionals and school-related personnel (PSRPs) on the job in advance of the state’s PSRP Day on Nov. 16, an annual celebration of school and college support staff. Here’s what he wrote about his experience.*



IFT PHOTO

## My (exhausting, inspiring, unforgettable) ‘day’ as a PSRP

**LET’S FACE IT**, most people are not aware of the work school support staff do. Perhaps that’s because when done well, their work is invisible. We expect kids to learn. We expect the school environment to be friendly and safe. We expect lunchrooms to be clean and the lights to work and the grounds to be free of snow. But what many do not understand is that it takes more than classroom teachers to ensure all those things happen. And without PSRPs, they would not happen at all.

So, I decided to walk in the shoes of a PSRP for a day. Four PSRPs, to be exact—two classroom assistants, a playground supervisor and a lunchroom custodian—at Woodland Elementary School in Gurnee. As an 18-year high school English teacher, I wanted to gain a better understanding for what it means to be a PSRP.

I was charged with helping a half-dozen third-graders learn to write four-digit numbers in expanded form, assisting an 8-year-old with special needs as he connected blocks and discovered that adding three and four makes seven, hustling dozens of rambunctious first- through third-graders into lunch from a raucous playground, sweeping gummi bears and Cheetos off the floor in a loud and lively cafeteria, and then wiping down a huge room full of tables before the next group of kids scrambled in to eat and the cleaning process began again. My shift started at 9:30 a.m. (late, I know) and ended at 12:30 p.m. And in those three short hours, I was toast!

What I learned was eye-opening, inspiring and truly unforgettable. I witnessed the high level of commitment, energy and dedication it takes to support students with learning disorders and physical disabilities. I watched in awe as PSRPs worked in tandem with classroom teachers to teach lessons and supervise and support students—academically, socially and emotionally. And I wondered at their organizational skills and boundless energy as they worked to ensure students were in a happy, safe, clean environment in the building and on the school grounds. As I shadowed these PSRPs and tried to fill their shoes for three short hours, I quickly learned that trying to keep a table of six third-graders on task like classroom assistant Mary Reiling did during a math lesson takes more hands and eyes than I have. I learned that a skilled classroom assistant like Jenny Garza can anticipate a teacher’s every move, helping to enhance the lesson and make it fun. I learned that really good playground supervisors like Julie Snyder know every child by name, pick them up when they fall, protect them from bullying, enforce safety rules, and ensure kids enjoy some play time. And I learned that keeping busy lunchrooms spotless while hundreds of kids are eating is almost impossible, but dedicated custodians like Blanca Gonzales make it look easy.

The level of caring and commitment shown by each of these PSRPs I had the honor to observe and work alongside was nothing less than inspiring. My experience as a PSRP made it clearer to me than ever before that we owe PSRPs our gratitude and respect. And we owe it to our students to educate parents and the public about how these dedicated professionals are vital to kids’ success.

This PSRP Day—and every day—let’s thank PSRPs for all they do for our children, our schools and our communities.

With gratitude to all our PSRPs and in solidarity,

Dan Montgomery  
President, Illinois Federation of Teachers

MORE VALUE FOR YOUR MEMBERSHIP

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+



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