

Chicago

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UNION TEACHER

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We Are One

INSIDE:

Senate Bill 7

Meet the New CEO and
Board of Education

Teach Shakespeare
Without Fear



Together
we
will
overcome
all obstacles

I AM A
TEACHER

UNITED
HE
WE
ARE
ONE

Chicago Union Teacher

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Letter to the Editor

On Teacher Firings

Last winter, an e-mail from a regional Chicago Public School office surfaced that confirmed the suspicions of teachers throughout the system: administrators were being pressured to prepare anecdotal records called E-3 forms that chronicle the incidents with poorly performing teachers. They were expected to do this regularly, and through this process get rid of at least two teachers per year. Some officials have said that the e-mail was poorly worded, but that doesn't dismiss the intent, does it? The intent is to force principals to dismiss teachers by building a case. The idea behind this is to make it easier for principals to rid themselves of liabilities, thereby improving education for the students.

Who could these liabilities be? Veteran teachers who cost more because of experience and credentials? The union representative of the school who may file grievances and counsel teachers about their rights? The new teacher who hasn't hit her stride in two years? Outspoken teachers? The nice teacher who seems like a pushover? The teacher who is pursuing an advanced degree? The teacher who has disagreed with a student or parent? Someone whose room isn't decorated perfectly? What's more, does it follow that in every case, every building, someone is a horrible teacher?

A very smart person I will refer to as "Mr. T." once explained to me, "Some time ago in the Prussian Army, there was a practice they called 'decimation.' The generals would round their soldiers up and count off ten. The tenth man would get his head blown off. After a few times of doing this, the soldiers would straighten up to a man. Who would be insubordinate and question his superiors then, huh?"

Go to ctunet.com/letters to continue reading.

~ Kimberly I. Bowsky
Seward Elementary

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President's Message

A torrential downpour with little sunlight

“Stormy” best describes the current political and legislative climate facing Chicago Teachers Union members. Why should we be any different than union workers all across the country, right?

Chicago's new school administrative leadership and the system's projected \$720 million budget deficit are top concerns. Also on the front burner are our Illinois state legislative agenda and threats both to our profession and school improvement.

With all of this we must be vigilant and proactive while we represent teachers and paraprofessionals who have the experience and demonstrated commitment to advocate for children.



In Chicago

As a rule we'd eagerly welcome new participants to join us in pursuit of the goal to deliver the best education possible for Chicago's public school children. However, many of the people recently nominated to lead the Board come to the job with backgrounds that raise serious doubt about their commitment to publicly funded public education.

Mayor Emanuel's leadership picks include turnaround mavens who promote policies which disrupt neighborhoods and disproportionately attack veteran teachers, paraprofessionals, and staff with strong ties to their school community. For a long time we've pushed for smaller class sizes and a rich school curriculum with art, music, and recess for every child. Yet, our first questions for the new school administration revolve around how any of that could happen without a resolve to seek adequate funding to pay for any of it.

In Springfield

Literally thousands of hours have been invested in recent months by union members like you and our staff to fight powerful forces seeking to diminish our union rights under the guise of improving classroom education. SB7 has language to which we did not agree. We are organizing a trailer bill to clean that up.

Several members have commented that they “would have never agreed to a 75% vote of the membership to strike.” Let's be crystal clear about our recent negotiations with the state legislature. The alternative was NO STRIKE, with the de-certification of the union if we did take that job action. Teacher strikes are not allowed in 35 states, and that was on the table. The people who wanted to take our right to strike away are terrified of this Union and had a laser-like focus on that issue. Initially, they refused to agree to the bill if we were allowed to strike. That is how powerful this Union is perceived and how much I believe in our members' ability to organize. We expect to face more legislative hurdles in the weeks ahead, including a new attack on current employee pension funding, retiree health benefits protection, opposition to school vouchers, and charter expansion.

What's happening here is happening across the country. We are in a perfect storm of anti-union animus, financial priorities that reward the haves and devastate the have-nots, and a public relations machine designed to demoralize all of us. This is where our strength and resiliency as unionists will shine. We will never win by playing by other people's rules. Our power is in our unity. So if you see a member struggling – don't join in on the “bashing.” Help that person. Sometimes, simply a moment of your time can change an attitude, a mood, or a classroom.

Working together, we can build strong schools where we don't cower in fear of principal abuse. There will be gloomy days ahead before we see the sunlight of real school reform – where students, parents, and all of us who do the real work of education are treated with the respect we have earned and deserve.

In Solidarity,

A handwritten signature in black ink that reads "Karen GJ Lewis, NBCCT". The signature is stylized and cursive.

Karen GJ Lewis, NBCCT

Senate Bill 7

CTU President Karen Lewis and Illinois Federation of Teachers (IFT) President Dan Montgomery testified on May 11 before the House Elementary and Secondary Education Committee. They asked that a last minute amendment to Section 12(b) that was never discussed, much less agreed upon, be removed.

On May 12, 2011 the Illinois House passed Senate Bill 7 with all language intact by a vote of 112-1-1. A month earlier, the bill passed the Senate by a unanimous vote and now heads to the governor's desk. The lone vote against the bill came from Chicago Democrat and former educator Rep. Monique Davis who said, "I am not going to be a union-buster, especially starting with my own city."

Rep. Davis was referring to section 12(b) of the bill, which takes away the jurisdiction of the Illinois Education Labor Relations Board (IELRB) over "permissive" bargaining issues. This would essentially give CPS the ability to make unilateral changes to teaching and learning conditions. Another provision of the bill requires 75% of all CPS employees eligible to join CTU to vote for a strike, which includes agency fee members.

Rep. Barbara Flynn-Currie and Rep. Davis have expressed support for a trailer bill to fix these provisions. A trailer bill is a separate piece of legislation that is passed to fix or amend a previous bill passed into law. CTU, IFT and Illinois Education Association (IEA) have drafted language for the bill. They need your help. Every CTU member and those they serve – parents, students and entire communities – should contact their State Senators and Representatives immediately to support this trailer bill.

Leaders of all three state teachers unions have been working tirelessly since

December to fight off union-busting language in Springfield. In December, the Illinois General Assembly created the "Special Committee on Education Reform" that adopted a legislative platform crafted by Stand for Children (Stand) and adopted by Advance Illinois (AI). The platform was called "Performance Counts," which was an attempt to turn teaching into a low-wage, high-turnover job. The original bill called for a complete ban on Chicago teacher strikes.

For talking points and a link to search for your representative, go to <http://www.ctunet.com/blog/sb7trailer>.

Take Action Today!

Please contact your elected officials immediately and ask them:

1. Don't cut education funding.
2. Support a trailer bill on SB7 to protect our collective bargaining rights.
3. Vote no on SB512 to secure existing pensions.
4. Support SB620 for safe schools.

For details, visit ctunet.com/legislative

SAVE THE DATE

June 26th, 2011: Chicago Pride Parade

For details, contact Dennis Bales, Chair of the Gay, Lesbian, Bisexual, and Transgender (GLBT) Rights Committee.
dennisbales@hotmail.com



Labor and Community Allies Tell Corporate Bosses, “We Are One!”

By Lance Cohn, Retired from O’Toole Elementary School, Longtime CTU delegate and activist

“We – Are – One” was the rallying cry chanted by over 10,000 Union members and their supporters who gathered at the Daley Center on Saturday, April 9th. The diverse crowd included parents, students, teachers, unionists, and the faith community. Supporters marched with the same goals in mind: to stop the attack on public sector unions and to prevent an attack on collective bargaining in Illinois similar to the one in Wisconsin.

In Chicago, “astroturf” groups like Stand for Children and Advance Illinois are working overtime to take away the collective bargaining rights of 30,000 Chicago Teachers Union members with the alleged goal of “school improvement.” During her speech at the Daley Center, Jennifer Johnson, history teacher from Lincoln Park High School, dispelled the myth that teacher collective bargaining is bad for children by describing the CTU school improvement proposal to restore school recess as a “simple solution that can be reached through bargaining.”

CTU teamed up with UNITE-HERE, Local 1 to rally at Penny Pritzker’s Hyatt Regency Hotel, 151 E. Wacker Dr., a hotel known for its deplorable working conditions. Pritzker was a major funder of Stand for Children and Mayor-elect Rahm Emanuel’s election campaign. The heiress was recently named by Emanuel to be a member of his Board of Education. CTU and UNITE-HERE marched in solidarity from the hotel to the Daley Center to hear Johnson and other supporters address the crowd.

There were many inspiring and militant speakers at the Daley Center. William McNary, director of Citizens Action /Illinois, said “the most successful anti-poverty program in the history of this Country is the labor movement.”



Wisconsin Fire Fighters President Mahlon Mitchell said “the attacks on Wisconsin public employees are attacks on all working families. We can’t wait for a hero to save us; we are the heroes!” Bill Lucy, retired International Secretary Treasurer of American Federation of State, County and Municipal Employees (AFSCME) was with Dr. King in 1968 when he marched in support of the striking sanitation workers in Memphis. He told the crowd, “It doesn’t matter what ship you came to this country on, we’re all in the same boat now.”

CTU members marched with members of other Illinois Federation of Teachers (IFT) locals. A number of CTU members expressed their thoughts about being a part of this historic demonstration.

Joseph McDermott, CTU Municipal Coordinator, who brought his family to the rally remarked that, “an attack on teachers is really an attack on the labor movement. I am proud to be part of this movement.”

Al Ramirez, Delegate from Ruiz Elementary and CTU Trustee, said, “This rally is one of the most inspiring things that I have seen in a long time. I feel like a proud union member.”

Bonnie R. Johnson, CTU District Supervisor, described her feelings and her sense of purpose by saying “I felt the energy in the air... we are coming together with a vision that we are fighting for our lives.”



Mayor-elect Emanuel Announces J.C. Brizard as His Choice for CEO

The appointment of the embattled superintendent shows growing need for an elected school board.



J.C. Brizard

In just over two years, CPS will have installed four different men as Chief Executive Officer (CEO). The fifth CEO, Jean-Claude Brizard, was announced by Mayor-elect Mayor Rahm Emanuel at a press conference at Kelly High School over spring break 2011. The choice of Brizard, who left his position as Rochester Public Schools' superintendent in a flurry of controversy over alleged discrimination and a questionable record, forces Chicagoans to reevaluate the State law that gives the Mayor of Chicago unlimited power to appoint the CEO and the Board of Education (Board) for the 410,000 student-strong district.

This appointment is another example of why CTU is working with community partners on a campaign for an elected school board that would put a check on the powers of the Mayor and CEO. According to a Tribune/WGN-TV poll conducted in January, 77% of respondents said the school board should be elected, while only 17 percent said members should still be appointed.

In the past, Mayor Daley has appointed non-educators as CEO and to the Board. Brizard is slightly different than his predecessors as he has education experience. However Brizard's policies align with those of his corporate-reform contemporaries, most of whom do not share his classroom experience. Brizard is a proponent of merit pay, increasing charters, and describes hiring based on seniority and academic credentials as "archaic" practices. He espoused these views in a piece he cosigned in 2010 with other schools bosses like Ron Huberman, Joel Klein (New York City), Illinois U-46's José M. Torres, Rockford's LaVonne Sheffield, and former D.C. Chancellor Michelle Rhee entitled "How to fix our schools: A manifesto by Joel Klein, Michelle Rhee and other education leaders."

Brizard, much like Rhee, left his district under scrutiny from the community, media, and the Union. "He did things to us not with us," said Adam Urbanski, Rochester

Teachers Association President (AFT Local). "And although he claims improvement in test scores or graduation rates, those were marginal at best. Mr. Brizard lost an opportunity for genuine long-lasting school improvement due to lack of cooperation with teachers and parents."

Amisha Patel, Executive Director of Grassroots Collaborative (a CTU partner), said in a CTU press conference, "Schools are not corporations and the corporate approach to education is not what's best for children. It is time Chicago Public Schools respects the voice of parents, students, and teachers. We need a democratic process to elect the leaders of our schools."

This concern was echoed by education activist Mike Klonsky (<http://michaelklonsky.blogspot.com>) who wrote in the Huffington Post,

When big-city mayors are given complete control of the schools and can hand-pick their school boards and name their school chiefs, they will inevitably do so based primarily on political fidelity to themselves and to their corporate patrons. Turning the school system into a wing of City Hall almost always leads to bad decisions where the interests of schools, children and their teachers are concerned.

Since the State's passage of the 1995 "Amendatory Act" the Mayor of Chicago has held the power to appoint CEOs, with no requirement for community input or education experience or credentials. This has led to a string of non-educators who made decisions based on business interests and not always what is best for children. Brizard is expected to be sworn-in by a school board appointed by the Mayor, leaving little chance for dissent.

Mayor Richard Daley appointed his first CEO in 1995, the pro-privatization, business-friendly Paul Vallas who had no education credentials and no classroom experience. The lack of education experience was also the case with his successors: current Secretary of Education Arne Duncan and former CTA boss Ron Huberman. □

Board of Education

School Turnaround Groups, Investment Banks, and Charter Schools are big winners in Rahm's new Board of Education.



Noemi Donoso, Chief Education Officer

- Director of Denver's Office of School Reform and Innovation
- Former chief academic officer for a California charter network
- Former turnaround principal in Los Angeles and Harlem



Henry Bienen, Board Member

- Independent Director of Gleacher and Company (investment bank)
- President emeritus of Northwestern University
- Champion of for-profit colleges
- Former Bear Stearns Board Member



Elizabeth Swanson, Mayoral Deputy Chief of Staff for Education

- Budget director under former Schools CEO Arne Duncan
- Executive director of The Pritzker-Traubert Family Foundation



Dr. Mahalia Hines, Board Member

- CPS Principal and teacher
- Former Marketing Manager



Tim Cawley, Chief Operating Officer

- Managing director for Finance and Administration at the Academy for Urban School Leadership (Turnaround School Management Company)
- Former Brand manager Proctor and Gamble
- Former International President-Ameritech
- Former Senior VP Motorola



Penny Pritzker, Board Member

- Chairman of the Board of TransUnion (credit reporting agency)
- Prominent member of Chicago's Civic Committee (anti-teacher pension and pro-turnaround group)
- Owner of Hyatt Hotels
- Major contributor to Stand for Children and Renaissance Schools Fund



David Vitale, Board of Education President

- Former CEO of the Chicago Board of Trade
- Vice Chairman and Director of Bank One
- Chairman of AUSL-Non-profit contracted to manage CPS "Turnaround Schools"
- Former chief administrative officer under former CEO Arne Duncan



Rod Sierra, Board Member

- Former Deputy Press Secretary to Mayor Daley
- Press Secretary for Integrys Energy Group, parent company of People's Gas



Jesse Ruiz, Board of Education Vice-President

- Chairman of the Illinois State Board of Education
- Partner at the law firm of Drinker Biddle & Reath (corporate firm representing banking, insurance, and pharmaceutical companies)
- Chief legal counsel to the Illinois Legislative Latino Caucus and the Illinois Legislative Latino Caucus Foundation



Andrea Zopp, Board Member

- President and CEO of the Chicago Urban League
- Former general counsel for Sears Holdings Corporation and Exelon
- Former First Assistant State's Attorney for Cook County.

Where the money is: a lesson from CTU's founders

By Curtis Black, *Newstips.org*

Margaret Haley and Catherine Goggin were two Chicago teachers who founded a federation in the 1890s which grew into the first teachers union in the nation and ultimately the Chicago Teachers Union. (For more information, read <http://dirtiggersdigest.org/archives/1936>)

When the board of education used a purported fiscal crisis to demand reductions in teachers' salaries, Haley and Goggin "launched an intensive investigation of tax dodging by some of the largest corporations in the city, finding that property tax underpayments amounted to some \$4 million a year." That was a lot of money in 1890.

In Wisconsin, Governor Scott Walker is demanding that teachers and other public employees surrender not just pay and benefits, but their right to collective bargaining. This would allow Walker and other officials to dictate terms of employment.

He says this is needed to meet a budget gap projected at \$3.6 billion over the next

few years. But his recent enactment of \$140 million in business tax breaks give credence to charges that his real agenda is destroying public employee unions.

This turns out to be a pattern around the nation — in states with Republican governors. In Michigan, Rick Snyder has demanded \$180 million in concessions from public workers and a billion dollars in cuts to schools, universities and local governments; he's also pushing \$1.8 billion in corporate tax cuts.

In Arizona, Jan Brewer passed \$535 billion in corporate tax cuts, and now plans to kick a quarter of a million people off Medicaid. In Florida Rick Scott is cutting essential services to pay for \$4 billion in corporate and property tax cuts.

Closing deficits is not these folks' top priority.

Two-thirds of corporations in Wisconsin pay no taxes, and the corporate share of tax revenue has fallen in half since 1981, according to the state's revenue bureau.

Addressing the rhetoric of "shared sacrifice" coming from Walker, Real News Network's Paul Jay points out that Wisconsin's billionaires have seen their wealth continue to grow while everyone else suffers. He says that restoring the state's estate tax — which has brought in nothing for two years — to 2008 levels would raise \$158 million a year. Restoring it to its 2001 level, and

throwing in a million-dollar exemption, would solve the state's budget problems neatly.

Corporate tax avoidance is the target of US Uncut, a new group modeled on a movement in Great Britain. They protested this weekend at Bank of America, which paid zero taxes [in 2009] and made over \$10 billion in profits last year.

According to the Guardian, a GAO report found that 83 of the top 100 publicly-traded corporations in the U.S. use corporate tax havens to minimize their tax bills. US Uncut says that big corporations dodge up to \$100 billion in US taxes every year.

That's a lot of money, even in 2011. By coincidence, it's the same amount that Republicans in Congress promised to cut from the federal budget.

In Chicago, CPS faces huge deficits, more school closings are promised, and state legislation backed by the mayor and his successor would take away teachers' collective bargaining rights. Meanwhile a new analysis shows that half of TIF subsidies have gone to the city's most profitable corporations, with much of the rest going to developers of high-cost housing. Expect that program to come under increasing scrutiny. ☐

New Teacher Evaluation System Coming Soon

By Carol Caref, *Quest Center Coordinator*

In January 2010, the State of Illinois passed the Performance Evaluation Review Act (PERA). This Act mandates certain changes in the way districts evaluate teachers and principals across the state. By September 2012, 300 CPS schools need to have the new evaluation system in place and by 2013, the remainder of the CPS schools must comply.

PERA requires that all evaluators complete training designed by the State and that all principals and teachers be regularly evaluated using the ratings "excellent," "proficient," "needs improvement," and "unsatisfactory." Student growth, classroom observations, teacher attendance, planning, classroom management and subject matter competency are all factors to be considered in the evaluation. School districts and the unions that represent education workers (in our case, CPS and CTU) are to negotiate the details.

CPS successfully lobbied to exempt itself from many of the law's requirements for the rest of the state. Unlike other districts:

- CPS is allowed to use only one student growth measure, the state annual assessment (ISAT or PSAE); other districts must use multiple measures. One measure will rarely give a true picture of students' growth.
- CPS and CTU have 90 days from the start of negotiating teacher evaluation to come to a decision; other districts have 180 days. Although CTU has requested that preliminary discussions (not part of the 90 days) begin, CPS has not yet agreed to do so.
- If CPS and CTU do not reach agreement, CPS may impose its evaluation plan; other districts are required to use the state's default model plan if they don't reach agreement.

These exceptions for CPS became law under previous CTU leadership. Current leadership is seeking to minimize the impact.

The CTU teacher evaluation committee has met regularly this year. In March, we released our position paper, Promoting Instructional Quality: Teacher Evaluation or Teacher Collaboration? (PDF available at ctunet.com) This paper explains that teacher-led, collaborative professional development is a proven method for enhancing teaching and learning. On the other hand, teacher evaluation systems focused on ranking, sorting, and dismissing will diminish educational quality by creating instability and discouraging collaboration.

By the end of May, CTU expects to have its proposal ready. It will include a strong emphasis on professional development, the use of a valid and reliable tool for teacher observation and reflection, and a strong appeals process to guard against vindictive principals.

The committee welcomes additional members. Please contact Carol Caref, CarolCaref@ctuLocal1.com if you would like to participate. ☐

Special Education Teacher's Fight to Teach

by Joseph McDermott, High School Member Services Coordinator

On June 3rd, 2010, the Chicago Board of Education (Board) began implementing a new practice of labeling untenured teachers' personnel files "Do Not Hire" (DNH) after receiving two non-renewals or one unsatisfactory rating. This was during the last month of the previous CTU administration, when the Board alleges that they, "Notified the Union" and, "The Union should have attempted to engage the Board in bargaining the topic shortly after." Although the Board maintains this stance, CTU has filed grievances for individual teachers affected by the DNH, as well as class action grievances against the Board for such a policy.

One of those teachers was Clato Smalling, who started his teaching career in 2008 at age 41 as a special education teacher at John Hope High School. His first year was a bit of a shock, as he struggled with the demands of the first year where he often felt a bit alone and, "out on an island." He was assigned a mentor who had different planning periods, making meetings impossible. That was the first year CPS required the use of electronic IEPs (Individualized Education Programs). The transition to the new system was difficult and time consuming for many experienced special education teachers, and particularly difficult for first-year teachers. Smalling offered to work from home to keep up with the demands, but the electronic IEP software did not work from an off-site computer.

During his first year teaching at Hope, Smalling often felt that so much of his day was filled with paperwork, he didn't have time to focus on refining his skills as a teacher. His principal evaluated him as "unsatisfactory" for that year of service. Last May, a month before the new practice was implemented, Smalling found out that he was not being rehired for the following school year.

Smalling does not blame his principal for the situation and claims that he "left the door open to the possibility that he could be brought back." Smalling said, "I know there were mistakes I made. I had struggles my first year. But I think my principal saw some improvement in me and saw some promise."

Clato took his dismissal in stride and went looking for work last summer. He was hired to work in September. During his second week on the job he was called into the principal's office. He was told that he could not be staffed in his position, due to being labeled "Do Not Hire" by central office. His career at the Chicago Public Schools had ended.

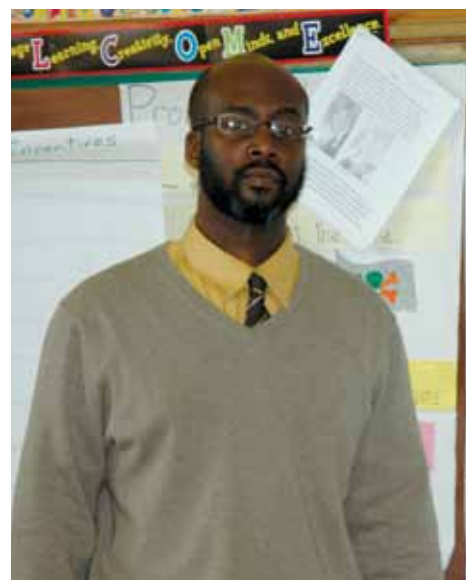
"I was really hurt and devastated," recounted Smalling, "I went to school, put my life on hold going to Milwaukee for a year [for a teaching internship], and then I was fired and never allowed to work for CPS again. I wanted to be a teacher so I could come back to CPS."

Clato is a proud graduate of the CPS. He is an active alumnus of Lindblom High School (Class of '83) and plays in the annual alumni basketball game. It was the experiences of community, friendship and his great teachers that inspired Smalling to make a mid-life career change to come back to CPS.

He began working for CPS as an auditor fresh out of college. He also established his own business, a janitorial service. Smalling understood the values of hard work, honesty and friendly service as a businessman. He also understood the challenges of working for such a large system like the Chicago Public Schools from his time as an auditor for the Board.

Nearly two decades later, Smalling made the decision to give back by becoming a teacher. He completed an intensive year of study as part of an alternative certification program, which was followed by a year-long internship with the Milwaukee Public Schools. He completed his internship program in 2007, excited to teach, inspired to make a difference in students' lives the same way his teachers at Lindblom did for him.

Even in the face of such intense adversity, Smalling continues fighting to teach. During the dismissal process, Smalling contacted me as his member service coordinator. His case is now pending an arbitration hearing and CTU hopes to get the DNH removed and get Smalling his career back with CPS. Smalling is the victim of a Board policy that



Clato Smalling

never established any procedural safeguards to protect against future decisions inconsistent with the policy.

As he fights, Smalling continues to teach. However, he had to look outside CPS for opportunities. He wanted to stay in the city and work in his own community. He was able to find a job at a Union charter school. He notes that even though the staff belongs to a Union, the school still has huge issues with high staff turnover. "My first weeks at the school we took a picture of the entire staff. Today, a quarter of those people are not here anymore."

Smalling says that he appreciates the smaller size of the school, which he believes allows the staff to, "Work as more of a team, especially in the preparation of IEP's." He said the hours and workload are higher at the charter school, and the duties and preparation periods are less clearly defined. He laments that the pay is less.

When asked if he regrets his choice to go back to school Clato pauses. "I feel like I am not getting a return on my investment, both financially and intellectually. I have no hard feelings toward my principal at Hope and I still hope that teaching will have more than this to offer me." □

Four Schools Saved from Consolidation Despite Undemocratic Process

Community outcry derails Daley-picked Board's plans

Last year, school communities were furious about the way that parents and teachers were ignored as CPS made plans to close, consolidate and turnaround neighborhood schools. Due to the outcry, CEO Ron Huberman promised to reach out to school communities the summer prior to taking any school actions. This consideration would give the community time to organize and conduct their own investigations on the need for a closing, consolidation, phase-out or turnaround. However, that promise was not delivered by interim chief Terry Mazany and the Board of Education (Board) after they announced 16 school consolidations in late March, 2011, for an April 27th Board vote.

School communities immediately organized and mobilized to protect their students' rights with the little time given to them by the Board. Mobilizations, meetings, and organizing at schools led to four elementary schools being taken off the initial list. CPS' Jose Alvarez opened two of the hearings with a message from the interim CEO stating that those consolidations would not proceed due to "community input." Tilton Elementary School will not be consolidated into Marconi and Ward Schools; Beidler will not be consolidated into Cather School—and Beidler's building and planned campus park will not be given to Urban Prep Charter School.

Tilton's LSC President, Jacqueline Brumfield, responded to the announcement with joy. "I'm very happy about the decision made and I hope it's definitely off the table and that it doesn't come up again for 2011-2012. We're going work with the other schools in the area to make sure that it doesn't come up again. We're asking CPS for better resources: for more teachers to be in our schools so our kids can have smaller class sizes."

However, the Board voted to go ahead with the consolidation of 12 schools despite criticism from students, parents, teachers and elected officials regarding the fly-by-night process.



CTU President Karen Lewis

"I am disturbed by the process that CPS has undertaken to make these school closing recommendations; telling families so late in the year, expecting families to walk nearly a mile to another school without any community input," said First Ward Alderman Proco "Joe" Moreno. The First Ward is home to Andersen and Schneider Schools, which will both be consolidated into other schools. Moreno spoke to concerned CTU members and members of the affected school communities before giving testimony at the Schneider consolidation hearing, which was held at 8:00 PM on a Friday at the CPS central office downtown. Moreno opined that the time and place of the hearing, "...is beyond inconsiderate of the families, students and staff." 28th Ward Alderman Jason Ervin and 27th Ward Alderman Walter Burnett also spoke against this process at earlier hearings. Alderman Ervin told the hearing officer that unless the process changes, "We'll be back here with the same argument, doing the same thing."

The original list proposed by the Board:

- Consolidation of New Millennium, BEST, Chicago Discovery and Global Visions High Schools (small schools) into New Millennium High School (Bowen Campus)
- Consolidation of Hans Christian Andersen into LaSalle II School
- Phaseout of Tilton Elementary and reassignment of kindergarten boundary of George W. Tilton to Guglielmo Marconi and Laura S Ward Schools
- Consolidation of Philo Carpenter into Mancel Talcott School
- Consolidation of George Schneider into Friedrich Ludwig Jahn School
- Consolidation of Jacob Beidler into Willa Cather School
- Consolidation of Avondale into Logandale School



One of the keys to the success at saving the four neighborhood schools was the strong partnership with community groups, clergy, parents, teachers and PSRPs. Parents and community members repeatedly insisted that, yes, they were the experts on what was good for their children. Another strong set of allies were leaders of the Chicago Educational Facilities Task Force, who had been researching best practice in facilities planning, and were able to show how flawed and closed the CPS decisionmaking practices have been. Spurred by these latest consolidations, legislation has been drafted, passed in the Illinois Senate, and is currently under consideration in the Illinois House, to require an open process for important school facilities decisions (SB620—maybe you can link it).

Support Senate Bill 620

Put Educators & Community in Charge of School Improvement

By Xian Barrett, CTU Political Activities

Times are hard for educators, students and parents legislatively across the country. In Ohio, Florida, Indiana, Missouri, Idaho, and of course Wisconsin, the basic rights that allow us to best teach and serve students have suffered critical attacks. Here in Illinois, all across the state we have seen the same corrosive “reforms” injuring working educators and welfare of students.

However, we also have some hope. The fruition of a decade of community activism is at the doorstep. As of May 16, 2011, SB620 is stuck in executive committee. The bill would create an independent commission to ensure that any major facilities decision is in the educational interests of the students; not the political interests of the Mayor. Also, it would require that CPS publicly release a Facilities Master Plan so the process is transparent. They already have paid millions of dollars for this very purpose, but their contractors have produced nothing publicly.

Over the last decade, rank-and-file members of CTU have joined with community groups to fight unjust school closings and major facilities decisions. These decisions have been made by CPS bureaucrats with no care for community sentiment or educator expertise. The list of atrocities is lengthy: high-performing neighborhood schools closed down for underenrollment to open a lower performing charter with fewer students, co-sharing arrangements where charter or affluent schools receive far more resources and better facilities in the same building, redrawing of attendance boundaries to exclude impoverished students or students of color, sweetheart hundred million dollar contracts awarded to connected developers even as student in another neighborhood have rain or asbestos falling on their heads.

Based on this community unrest, last session Rep. Cynthia Soto sponsored a bill HB363 that would have placed a moratorium on all school closings. Mayor Daley’s operatives strongly opposed it, while CTU members, parents and community activists lobbied in its favor. After the dust had settled, the bill was amended to create the Chicago Educational Facilities Task Force and passed both chambers unanimously.

As I member of the task force, I had the pleasure to witness firsthand the historic process. The task force worked for a year with community members, educators and legislators to identify possible improvements and CPS representatives were in attendance at all meetings and pledged to cooperate with the task force. They did not. Instead they established a more oppressive system and continued to consolidate schools against students’ interest. As a result, the task force has introduced new legislation to hold CPS honest.

Please do all you can to support SB620, and report any facilities violations at your school. Together we can take back our schools! ☒



Alderman Proco “Joe” Moreno



Lisa Dimberg, Carpenter School



Art Teachers Redefined

CPS Displaced Art Teachers Fight Against Unfair Labor Practices

Art Teachers Redefined is an evolving show featuring art that depicts the pain of being “redefined,” a CPS classification used when the Board fires an educator and denies them access to reassignment pool, leaving them without salary or benefits for no fault of their own. The show was organized by CPS teachers who had been redefined and made its debut at the Chicago Teachers Union office in early February.

The show has been brought back by popular demand and will be housed at The Chicago Temple (77 W. Washington) May 15th through June 26th. The gallery hours are officially 10:00 - 4:00 on days when the temple is open (www.chicagotemple.com).

The story started in the summer of 2010, when Chicago Public Schools (CPS), under the leadership of CEO Ron Huberman, gave local principals the unlimited power to dismiss 1300 teachers and 500 PSRPs without due process. Despite the fact that most of the teachers had previously received “excellent” or “superior” ratings, many of them felt that they were painted with the broad brush of “unsatisfactory”.

Carmela Rago was one of the organizers of the event. She taught art at Schmid Elementary before she was non-renewed Spring 2010. In the February art show, she presented an installation entitled “She Gave Me Wings to Fly,” where she expressed her ability to make beautiful art and find grace in spite of the way she was treated

by CPS. She credits the show with her ability to display her art again. Rago stated that after losing her position, “My life has opened up in different ways. It’s opened me up. It’s made me see things, opened up my perceptions.

Rago feels fortunate for having art as an outlet, which she feels is an opportunity denied many students in CPS. She said, “Students are becoming illiterate in the arts...it’s been neglected in the system for so long, many principals also don’t even know how much supplies cost and don’t budget appropriately for arts programs.” She said that art promotes cooperative learning, discussion, vocabulary building, and the skills needed to be self-reflective.

Rago looked for places to connect with other educators who shared her concerns. She became familiar with the stories of Lourdes Guerrero, Mike Quigley and Sunny Neater-DuBow after the Chicago Reader’s Ben Joravsky wrote a story on their “honorable terminations” from CPS (<http://bit.ly/axN7hC>). She found them on Facebook and a group started meeting for coffee every two weeks. At one of those meetings, they decided to organize an art show and reach out to CTU for support.

Some of the teachers who showcased their art in February’s show were: Francisco Mendoza, noted Pilsen community muralist and teacher, Sunny Neater-Dubow, Multicultural Arts High School, Lourdes Guerrero, Von Steuben High



Reflection by Daniela Veljkovic, a piece from the Art Teachers Redefined exhibit presented by Chicago Teachers Union.

School, Daniela Veljkovic, Lloyd School, Gina Baruch, Northwest Middle School, Summer Kee, Chicago Discovery Academy, and Chris Busse, Tanner School.

Cezar Simeon was the event’s main organizer and felt that the show was a success, “I believe that our show achieved many goals in its production. It provided an opportunity to tap the rich talents of the art teachers who participated. It also provided an outlet for these terminated teachers to voice their outrage at a system that has lost its educational mission. Finally, it provided a vehicle to convey our message to an audience that may not be familiar with, nor entrenched, in the public debate of educational reform.” □

Seizing the “Teachable Moment”

By Lourdes Guerrero, Art Teacher, “Redefined”, Von Steuben H.S.



Lourdes S. Guerrero and a piece from the Art Teachers Redefined exhibit presented by Chicago Teachers Union.

A “teachable” moment is one in which a teacher seizes an opportunity to provide a valuable life lesson from which the entire class can benefit. These opportunities arise from something a student says or does in class, a news item, or another common experience. Educators use this moment and deliberately modify planned lessons despite pressure to stick to the “common curriculum.” Using these moments effectively models lifelong learning and fill the gaps left by textbooks and “canned curricula” mandated by CPS.

Wilfredo Santana, (18 year veteran teacher with CPS, 11 yrs at Von Steuben HS; seven years as a bilingual elementary school teacher), recently found a teachable moment in his American Government class. He was preparing his students for the required Consumer Education test, which requires students to learn about personal finances.

His students arrive at answers to questions like: “What jobs would you qualify for in the real world? How much would you make? How would you budget your income? What expenditures are negotiable? Which aren’t?”

After the test was completed, Santana’s class studied the many roles of the President of the United States, particularly as chief administrator and legislator. The teachable moment came when Santana realized that President Obama’s budget speech would illustrate the very issues they had discussed. He prepared them by providing the following questions:

- What challenges/problems does the president identify in the economy?
- What solutions does he say are necessary?
- What does the president say will bring in more revenue?
- What might curb spending in government to prevent these from happening again?

At the end of the speech the class wrote a short essay addressing these questions comparing the nation’s budget to a typical family budget. The change in lesson provided the connection to what was learned in class to the world at large. This was a moment that complemented the teacher’s arsenal of ideas and provided real-world relevance students never forget. This is transformational learning in the teachable moment. □

Eileen Lynch, PSRP, Prosser High School, School/Community Representative Functional Vice President



In her 16 years at Prosser Career Academy, Eileen Lynch has worn many hats. She has worked in the attendance office, guidance department and currently in the main office. Her duties have ranged from coordinating the free and reduced lunch program to working directly with students. She credits her volunteerism with inspiring her to become a PSRP.

“When my children were young, I volunteered quite a bit at their school, recounts Lynch, “It was wonderful and rewarding to work with children and they enriched my day. I realized then that I wanted to work in a school so I could contribute whatever I could to help each student be a success and maybe in some small way make a difference.”

Although she admits that there are many challenges working with teenagers, she said, “Watching them cross the stage at graduation is the biggest reward for them and for me.”

Lynch is very much involved in her school community. When the PSRP position was added to the Local School Council, she knew she had to run. “I feel that this opportunity is an important step for PSRPs, and allows us a voice on the LSC. This is beneficial for the entire school,” said Lynch. She was excited to hear that she won.

Lynch meets regularly with PSRPs to get a sense of which issues to bring to the table. Lynch explains, “PSRPs have little job security or opportunity for advancement. Many PSRPs would like tuition reimbursement to encourage higher learning and incentives to attain bachelor’s degrees while working. Retirees are concerned about healthcare costs.”

Lynch looks at the new role with optimism, “I want to contribute in any way I can to continue moving our school in a positive, forward direction. I feel being given the opportunity to be a member of the LSC gives PSRPs a voice for the first time. We are able to address issues we have to help us be as productive as possible and be able to contribute to the well being of the students and the school in the best way possible.”

Have No Fear in Teaching Shakespeare

Chicago Shakespeare Theater Accepting Applications for “Bard Core 2011-12”

*By Marilyn Halperin, Education Outreach Manager,
Chicago Shakespeare Theater*

Teaching Shakespeare continues to be one of the most challenging assignments facing educators. Chicago Shakespeare Theater on Navy Pier wants to help and is accepting applications for its 2011-12 professional development program, “Bard Core Curriculum: Reading into Shakespeare”—a 30-hour, lane credit-approved seminar addressing the particular needs and challenges of urban high school teachers teaching Shakespeare and other challenging texts. The free course earns CPDUs and is offered to CPS high school English, Reading, ESL and Special Education Teachers.

The program employs active, drama-infused, literacy-based strategies to equip teachers tackling Shakespeare’s works. The activities are steeped in student-centered, creative learning.

The seminar begins in summer for five consecutive mornings, July 25-29, and concludes with three Saturday mornings on September 24, December 3 and February 25. In the summer, teachers will learn and practice text work, scene work, arts-integrated writing and active reading strategies; Saturdays will bridge Bard Core lessons with participants’ classroom experiences. Each teacher completing the seminar receives 20 free tickets to a student matinee of Chicago Shakespeare’s abridged *The Taming of the Shrew* in March 2012.



To be eligible, teachers must send in an application and participate in a brief phone interview. A \$50 deposit is required and returned on the seminar’s first day. Teachers are encouraged to participate with a colleague from their school, but to foster service to schools across the city, no more than two teachers per school are accepted.

Now entering its eighth successful year, the program has served more than 130 teachers in 50 CPS high schools across the city. According to Kenzo Shibata, *Chicago Union Teacher* Editor—and a 2007 Bard Core graduate—“Bard Core made me a better teacher and I would love to see more great teachers take on the program.” ☐

For an application, call 312.595.5678 or e-mail jharrington@chicagoshakes.com.



Nurse's Note

Why Do Students Need Health Examinations?

By Denise Racky RN, MSN, Ma.Ed

Certified School Nurse

The primary mission of schools is to educate students. School readiness and health are intertwined and promote educational success. To help ensure success, students must meet health examination and immunization requirements as mandated by the Illinois School Code, Section 105 ILCS 5/27-8.1.

School nurses work diligently with teachers and administrators to ensure that correct health and immunization information is disseminated, returned, reviewed, and entered into IMPACT. At least 90 percent compliance is required each year or CPS loses state funding. Follow-up by nurses of any health problem identified in the data is crucial to children's health.

You can view the Illinois Certificate of Child Health Examination form at http://www.idph.state.il.us/pdf/cert_child_health05.pdf. The first page shows immunizations with dates of specific vaccines and doses. Alternative proof of immunity such as history of a disease or lab test results is also acceptable.

The last section of the first page is for hearing and vision screening results. These screenings are not always done by the health care

provider. Children depend on CPS audiometric and vision technicians for most screenings and they enter hearing and vision screening results into IMPACT.

The first section on the back of the form is a health history for the parent/guardian to complete and sign. Allergies and medications are also listed here.

The second section is the actual health examination to be completed by the health care provider. It includes the physical exam, height, weight, BMI (Body Mass Index), blood pressure (B/P), diabetes screening, lead risk questionnaire, TB (tuberculosis) skin test, lab test results and a body system review. There is space for the provider to list any special needs or modifications, special instructions, and any special devices such as a prosthesis. Mental health concerns, emergency actions needed, or any special dietary needs should also be listed. Ability to participate in the physical education program and in interscholastic sports (for one year) is last on the list. The signature of the health care provider is required at the bottom.

This last section packs a lot of information in a small section. If you receive a form and have a question or concern, please flag it and bring to the attention of your school nurse.

The physician might indicate a service such as speech therapy is needed. This is an example of an area of concern needing further workup and evaluation. Your school nurse is the best person to clarify any questions that you may have about results on this health exam form.

TEACHERS AND EDUCATIONAL SUPPORT PERSONNEL

The Chicago Teachers Union would like to acknowledge its members who have ended or will end their careers in education during the 2010-2011 school year. Please join us at a luncheon to show our appreciation for your service and commitment to the children of Chicago.

Date: Saturday, June 25, 2011
Place: Maggiano's Little Italy, 516 N. Clark Street
Time: Social Hour 11:30 a.m. – Luncheon 12:30 p.m.
Parking: Valet Parking - \$10.00

RSVP by Tuesday, June 14th - due to space limitations reservations will be accepted on a first received basis. Phone reservations will not be accepted. Faxed reservations will not be accepted after June 14th.

.....

Name _____

Home Address _____ Home # _____

City _____ State _____ Zip _____ Guest name _____

Job Classification _____ School _____ Yrs. of Service _____

Return this form along with payment for your guest to Carolyn Fulton, Chicago Teachers Union, 222 Merchandise Mart Plaza, Chgo., IL 60654. Retiring members attend free, one guest per retiring member may attend at a cost of \$35, checks should be made payable to Chicago Teachers Union). **You may fax your reservation to 312.329-2513 if you are not bringing a guest.** A letter confirming your attendance will be sent after the registration deadline. For additional information call 312.329-6213.

In Memoriam



March 2011

Dorothea J. Stinn	12th	Schurz HS
Harriet T. Olson	18th	Budlong
Hazel M. Jones	20th	Sherman
Kathryn S. Sidwell	23rd	Schurz HS
Clare A. Shea	25th	Peirce
Raphael Sullivan	25th	Westinghouse HS
Jack W. Klaus	28th	Hubbard HS
Maryetta Taylor	28th	Fuller
Jerry L. Archie	30th	Jefferson
William N. Nielsen	31st	Tonti

April 2011

Lorraine M Hills	4th	Smyser
William A. Larides	4th	Foreman HS
Grace A. Matthews	4th	Dumas
Bette J. Reid	6th	Parkside
Cecily K. Schilling	7th	Kennedy HS
Huie L. Griffith	8th	Kelvyn Park HS
Kenneth P. Musial	8th	Phillips HS
Bernice Stevenson	8th	Altgeld
Bobbie J. Caldwell	10th	Hirsch HS
Paul I. Hanson	11th	Hanson Park
Joyce B. Rogers	13th	Spaulding HS
George J. Patka	15th	Gage Park
Lois Dale Krause	16th	Bateman
Margarette C. Murphy	17th	Harlan HS
Elmer B. Kostka	19th	Steinmetz HS
Anne S. Fina	20th	Avondale
Mary Jane Leverenz	20th	Sayre
Gladys Stachyra	21st	Hughes
Lois E. Rezeau	23rd	Bateman
Rosemary English	27th	Owen
David T. Hajek	28th	Earle

Editor's Note: Lists of deceased members of the Chicago Teachers Union are provided to the Chicago Union Teacher by the office of the Chicago Teachers Pension Fund and are printed as received. If you notice an error or omission, please contact the editor at 312-329-6252 so a correction may be made in a subsequent edition.

**DOES YOUR TEACHING
CERTIFICATE EXPIRE
IN JUNE?**

**YOUR JOB IS AT
RISK!**

GOTO WWW.ISBE.NET/ECS

If your certificate expires in June, *START THE RENEWAL PROCESS NOW*. CPS has warned us that they *will not hesitate to fire* teachers whose certification lapses. The process can take months and involves several steps.

All questions: Go to isbe.net/ecs to e-mail the Illinois State Board of Education!

"I'm asking my students **more open-ended questions**, not just about stories but about experiences in general."

—Veronica Diaz, Curtis Elementary

"Having time to **interact with other teachers** and hear what everyone does with their reading sessions gives me ideas of what I can bring back to my classroom."

—Martha Hurtado, Rachel Carson Elementary

"My students are not afforded many family outings. StoryBus opens the door to a **true literacy-sharing parent-child activity**. Bringing StoryBus to those families helps them gain new understanding of books and reading and vocabulary development."

—Deborah Domain, Haugan School

**All this plus Chicago's only
children's museum on wheels!**



**To bring StoryBus to your school,
contact Lou Bank at (847) 201-6476 or lou@dkf.org**

DELEGATES NOT PRESENT AT THE APRIL 2011 HOUSE OF DELEGATES MEETING WEDNESDAY, APRIL 13, 2011

ELEMENTARY TEACHERS

Anderson, Grace A.
Anderson, Mahiri L.
Andersons, Helen N.
Anglin, Adrienne R.
Archibald, Anita E.
Arroyo, Victor
Askounis, Katherine G.
Axell, Alexandra R.
Baime, Sylvia R.
Balark, Lawrence
Bastek, Kirk J.
Bates, Barbara J.
Batman, Curtis J.
Benavides, Angela Maria
Bergstrom, Erika L.
Berry, Tamica L.
Biancalana, Jodi L.
Billingham, Joan M.
Bivens, Sherrilyn
Blackmon, Yvonne W.
Bonds, Pamela W.
Bravo, Laura G.
Brenna, Jennifer L.
Brogan, Karen E.
Brown, Tradonna M.
Bruehl, Steven C.
Bruno, Elda
Butler-Mitchell, Paulette B.
Byrd, Marcie A.
Calderon, Cindy M.
Caldwell, Jean
Carde, Carmen
Caref, Melissa M.
Carey, Lula A.
Carreon, Maria D.
Carrethers, Loreal S.
Carter, Dorothy M.
Casaday, Dawn M.
Castro, Hector
Chavez, Lisa B.
Chavez, Marlene
Clancy, Patrick A.
Cline, Veronica
Coburn, Everett W.
Cohen, Marlene G.
Coleman, Angela K.
Coleman-Beckam, Valerie D.
Colon, Angela G.
Corona, Rosa N.
Coulter, Mark S.
Craig, Sharion D.
Cunningham, Helen C.
Daniel, Diane M.
Dasilva, Robin K.
Davis, Amanda B.

Davis-Williams, Stephanie A.
Dupartida, Guadalupe M.
Diaz, Guadalupe A.
Dismuke, Kenge E.
Dragos, Luminita
Duncan, Libra L.
Durrach, Vickie S.
Ebstein, Jody
Erzrumly, Layla
Eskridge, Lisa A.
Eubanks, Lorraine I.
Feeney, Charles L.
Fischer, Janice L.
Fleming, Susan J.
Foley, John K.
Foster, Thomas E.
Foster-Demers, Tanya A.
Fragoso, Miguel
Garcia, Marc
Garrett, Maurey V.
Geddes, Linda M.
Gharashor, Narineh
Gilmore, Jacqueline
Goins, La Barbara
Gonzalez, Christina A.
Gonzalez, Jennifer
Gonzalez, William
Graves, Kenneth R.
Greco-Serwa, Sandra
Green-Gates, Darlene
Hampton, Audrey D.
Hanyzewski, Gerald
Haritos, Penelope
Harper, Carla T.
Harper, Janelle I.
Hassan, Zahirah
Hatfield, Paula L.
Hearrin, James A.
Heckmann, David
Herndon, Joyce M.
Hester, Kamau L.
Hicks, David L.
Hidalgo, Eva
Hinton, Michael D.
Hopkins, Anne
Hozian, William P.
Hudson, Jessie J.
Jackson, Amir
Jancaric, Lucille A.
Jason, Lisa L.
Jenkins, Charlotte
Josephs, Donyielle A.
Juracka, Danielle M.
Kearns, Donald E.
Keller, Kristina C.
Kelly, Deanna L.
Kelly, Mary E.
Khou, Carol S.
King, Latia M.
Kite, Cindy C.
Kizart, Camille A.
Kosek, Suzanne D.
Kovach, Gerard J.
Krenn, Karen A.
Lewandowski, Kevin B.
Liakopoulos, Niki
Lopatka, Marcia J.
Luna, Maureen J.
Mallory, Latasha I.
Margotte, Glory A.
Martinez, Laura M.
Martinez, Xavier F.
Mays, Alison G.
McAllister, Kathryn M.
McClintock, Amanda R.
McConnell, Katherine S.
McGinty, John B.
McGowan, Cherice M.
McMahon, Mary L.
Meenaghan, Christopher J.
Middleton, Gladys C.
Miller, Patricia K.
Miller, Tommy
Miller, Wesley
Mitchell, Angeleta M.
Monarrez, Diana M.
Moore, Katherine A.
Morganstein, Arthur
Morris, Valerie L.
Morrison, Cynthia
Moss, Crystal
Muhammad, Haneefa R.
Muhammad, Maria M.
Murphy, Patricia W.
Nach, Tracy N.
Neely, Dwight C.
Nze, Christian E.
O'Gara, Laura E.
Ogrady, Rose E.
Okabuonye, Linda Y.
Olsen Smarz, Carolyn O.
Papadogi, Mark-Anthony P.
Parker, Kathleen C.
Parks, Nettie M.
Pattis, Wendy R.
Paz-Bustos, Maria T.
Peck, Barbara J.
Pickens, Tori A.
Pierce, Frankie
Pinal, Wendy G.
Porter, Shay
Poy, Paulette
Pryor, Toya S.
Pugh, Anthony R.
Raymond, Melzine
Reese-Clark, Vanessa B.

Rivera, Anna M.
Robertson, Kirkland D.
Robinson, Jacqueline
Robinson, Lorna R.
Robinson, Terri A.
Ross, Pamela M.
Rushdan, Syvilla N.
Salazar, Natalie
Salisbury, Kate N.
Sanchez, Juan F.
Sands, Judith A.
Sawchuk, Michael J.
Sessler, Susan K.
Shanovich, Katie M.
Sharp, Daisy L.
Sharrieff, Aisha J.
Shere, Nicole R.
Silva, Soila R.
Simmons, Cynthia F.
Smith, Lisa L.
Smith, Tanya Y.
Stasiak, Robert S.
Stephanos, Peter
Sticca Jacquelyn A.
Sullivan, John N.
Tanner, Catherine E.
Taylor, Dionne A.
Taylor, Rozlyn
Taylor, Terral L.
Thomas, Christina J.
Thomas, Judy A.
Threlkeld, Selena M.
Tofilski, Mary
Tovar, Claudia K.
Townsel, Jennifer R.
Traxler, Noreen A.
Trentham, April L.
Tulacz, Anthony J.
Vacco, Angela L.
Vail, Dennis M.
Veugeler, Paul M.
Walker, Joseph
Walsh, Patti A.
Warren, Lynn
Washington, Darlene
Watson, Joyce
Weingarten, Wendy J.
Wendorf, Lori S.
Williams, Rosetta
Wimby, Yoko
Woodfork, Maria A.
Wyatt-Gilmore, Oteal R.
Wynn, Ola
Zaker, Michael D.
Zehren, Linda L.

HIGH SCHOOL TEACHERS

Ainsworth, Mark J.
Balcazar, Cesar A.
Bartlette, Evan A.
Bateman, Benjamin G.
Beavin, James H.
Boby, David
Broderick, Peggy B.
Chapman, Cristen M.
Ciesielski, Danielle K.
Ciscneros, Edward
Cosby, Kassandra J.
Dangerfield-Nunn, Annette
Demski, Alan J.
Difrancesco, Gregory T.
Dobert, Kenneth G.
Dziemiela, Brian J.
Eichhorn, Alison M.
Feltes, Emily A.
Fitzgerald, James B.
Gentile, William D.
Gomez, Nhora E.
Gonzalez-Reyes, Efrain F.
Gooden, Amy
Grays, Angela M.
Greenberry, Sarai D.
Hease, Paul J.
Hough, Kevin M.
Jones, Jennifer D.
Jones-Chaney, Joni A.
Knowles-West, Kristine E.
Lombardo, Martin R.
Lynch, Deborah M.
Ma, Amy
Mayes-Askew, Evelyn
McIntosh, James E.
Mead, Thomas C.
Miller, Martin
Monroe, Sandra T.
Murray, Patrick B.
Naselli, Jullanar N.
Ness, William G.
Newcomb, Bernard C.
Nguyen, Quang V.
Pardys, Sandra L.
Parnell-Booth, Ruby S.
Perry, Donna M.
Pincham, Robert E.
Plum, Keith R.
Randolph, Ian C.
Rau, Jay P.
Rembert, Mable L.
Robbins, Elizabeth
Robinson, Annette M.
Ross, Mary K.
Sabo, Jason

Sager, Daniel H.
Saqri, Ahmed A.
Skinner, Jerry D.
Steward, Drunita
Tennison, Brian C.
Topel, Scott G.
Wagner, Eric S.
Ward, Rachel
Waterman, Tory L.
Zehnder, John M.

CITY-WIDE TEACHERS

Anderson, Karen M.
Arnieri, Betty J.
Brumfield, Michelle C.
Butron, Isaac
Dandele, Debra J.
Feeley, Thomas M.
Fisher, Marlene R.
Gipson, Anitra M.
Heath, Howard L.
Henry, Dorothy
Javaras, Barbara K.
Kedvesh, John A.
Kelly, Ellen R.
Korach, Albert
Kreinik, Karen L.
Lewis, John W.
Magee, Phyllis
Matthews, Sheresa L.
McMiller, Mable H.
Nijim, Majd W.
Oesterreicher, Jay S.
Ortiz-Kenny, Elsa
Pisano, Angela M.
Pyster, Marianne L.
Roselles, Sandra K.
Santiago, Maria
Starnicky, Thomas J.
Swanson-Lagesse, Nancy A.
Swift, Maureen C.
Tuite, Jacquelyn L.
Wallace, Marion S.
White, Norma J.
Wilson, Melvin
Wright, Donna D.

CITY-WIDE CAREER SERVICE

Aviles, Gladys M.
Bonet, Damaris
Brent, Charlotte
Bullocks, Latonya N.
Butler, Lynne M.
Calderon, Iris M.
Carey, Patricia A.
Cruz, Griselda
Faulkner, Robert D.
Fells, Denise M.
Hampton, Vermie L.
Hearrin, Jane E.
Hill, Delphine
Johnson, Joy M.
Johnson, Kareem J.
Jones, Jean D.
Palmer, Cecelia L.
Piggee, Marilyn
Ramsey, Barbara
Robinson, Helena M.
Rosenberger, Janice R.
Shaw, Despina A.
Silva, Rosa G.
Sled, Donna J.
Stewart, Gloria J.
Taylor, Marilyn A.
Tirado, Roberto E.
Trotter-Harris, Denise
Vivians, Sheila
Washington, Ruth
Williams, Arlene
Wittleder, Socorro A.
Wright, Valarie A.

CTU Consolidated Financial Report

Years Ended June 30, 2010 and 2009

BANSLEY AND KIENER, L.L.P.
 CERTIFIED PUBLIC ACCOUNTANTS
 O HARE PLAZA
 8745 WEST HIGGINS ROAD, SUITE 200
 CHICAGO, ILLINOIS 60631
 AREA CODE 312 263.2700

INDEPENDENT AUDITOR'S REPORT

Chicago Teachers Union
 Chicago, Illinois

We have audited the accompanying consolidated statements of financial position of the Chicago Teachers Union as of June 30, 2010 and 2009, and the related consolidated statements of activities and cash flows for the years then ended. These consolidated financial statements are the responsibility of the Union's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the consolidated financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Chicago Teachers Union as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Bansley and Kiener, L.L.P.

Certified Public Accountants

April 13, 2011

CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2010 AND 2009

	2010	2009
<u>A S S E T S</u>		
CURRENT ASSETS		
Cash and cash equivalents	\$ 8,787,928	\$ 8,268,662
Certificates of deposit	427,741	424,586
Receivables		
Due from affiliates	431,760	762,286
Other receivables	188,716	143,626
Rent abatements and leasehold improvement allowance	557,361	975,854
Prepaid expenses and other current assets	318,063	108,507
Total current assets	10,711,569	10,681,521
PROPERTY AND EQUIPMENT, net	1,491,437	1,355,687
Total	<u>\$12,203,006</u>	<u>\$12,037,208</u>
<u>LIABILITIES AND NET ASSETS</u>		
CURRENT LIABILITIES		
Current maturities of note payable	\$ 731,436	\$ 2,175,000
Current maturities of capital lease obligations	99,558	119,369
Accounts payable	1,670,172	1,623,079
Due to granting agencies	197,862	23,444
Accrued expenses	1,963,041	2,210,342
Deferred income	-	5,115
Deferred grant revenue	-	54,869
Total current liabilities	4,662,069	6,211,018
LONG-TERM LIABILITIES		
Note payable, less current maturities	693,564	-
Capital lease obligations, less current maturities	298,357	104,419
Deferred rent	2,577,340	2,563,108
Total long-term liabilities	3,569,261	2,667,527
NET ASSETS		
Unrestricted	118,217	167,137
Designated	3,446,248	2,660,306
Undesignated	405,211	329,220
Temporarily restricted	-	-
Permanently restricted	2,000	2,000
Total net assets	3,971,676	3,158,663
Total	<u>\$12,203,006</u>	<u>\$12,037,208</u>

The accompanying notes are an integral part of the consolidated financial statements.

CTU Consolidated Financial Report

Years Ended June 30, 2010 and 2009

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CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF CASH FLOWS YEARS ENDED JUNE 30, 2010 AND 2009

	2010	2009
Cash flows from operating activities:		
Increase in net assets	\$ 813,013	\$ 2,290,695
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	196,524	236,957
Loss on disposal of fixed assets	22,794	-
Rent abatements	416,483	-
Deferred rent	14,232	944,993
Changes in assets and liabilities:		
(Increase) decrease in:		
Dues receivable	-	5,711,113
Due from affiliates	330,526	(476,211)
Other receivables	(45,090)	(942,505)
Prepaid expenses and other current assets	(211,566)	81,331
Increase (decrease) in:		
Accounts payable	47,093	(236,512)
Due to granting agencies	174,418	-
Accrued expenses	(247,301)	30,499
Deferred income	(5,115)	5,115
Deferred grant revenue	(64,669)	17,098
Total adjustments	640,349	5,372,876
Net cash provided by operating activities	1,453,362	7,663,573
Cash flows from investing activities:		
Purchase of property and equipment	(78,345)	(43,256)
Current receivable of long-term note	-	104,768
Purchase of certificates of deposit	(645,770)	(2,729,403)
Proceeds from maturities of certificates of deposit	542,615	3,368,692
Net cash provided by (used in) investing activities	(81,500)	690,801
Cash flows from financing activities:		
Decrease in advance payable	(750,000)	(92,095)
Repayment of note payable	(102,566)	(750,727)
Reduction of capital lease obligations	-	(110,456)
Net cash used in financing activities	(852,566)	(953,308)
Net increase in cash and cash equivalents	519,266	7,401,066
Cash and cash equivalents		
Beginning of year	8,268,662	867,596
End of year	\$ 8,787,928	\$ 2,268,662
Supplemental disclosures of cash flow information		
Cash payment for:		
Interest	\$ 99,811	\$ 151,130
Non-cash investing and financing activities:		
Obligations under capital lease for the acquisition of property and equipment	\$ 403,472	\$ -
Termination of capital lease	\$ 126,749	\$ -

The accompanying notes are an integral part of the consolidated financial statements.

CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF ACTIVITIES YEARS ENDED JUNE 30, 2010 AND 2009

	2010				2009			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUE								
Support and revenue								
Dues and fees	\$ 26,167,591	\$ -	\$ -	\$ 26,167,591	\$ 25,142,857	\$ -	\$ -	\$ 25,142,857
IFT organizational and other assistance	3,043,053	369,596	-	3,412,649	2,873,868	446,993	-	3,320,861
AFT legal fee reimbursement	129,816	-	-	129,816	124,824	-	-	124,824
AFT special assistance program	97,920	-	-	97,920	92,160	-	-	92,160
Contributions	-	155,673	-	155,673	2,500	232,767	-	235,267
Interest	16,360	12,235	-	28,595	40,115	6,606	-	46,721
Loss on disposal of fixed assets	(22,794)	-	-	(22,794)	-	-	-	-
Grant revenue	-	502,411	-	502,411	-	445,502	-	445,502
Reimbursed expenses	-	3,675	-	3,675	-	-	-	-
Tuition	-	129,547	-	129,547	-	17,918	-	17,918
Other	1,405	6,816	-	8,221	390	14,415	-	14,805
Net assets released from restrictions	1,103,962	(1,103,962)	-	-	1,048,375	(1,048,375)	-	-
Total support and revenue	30,537,313	75,991	-	30,613,304	29,325,109	115,826	-	29,440,935
EXPENSES								
Affiliations	13,323,221	-	-	13,323,221	13,044,911	-	-	13,044,911
Program services								
Salaries	3,101,781	-	-	3,101,781	2,780,469	-	-	2,780,469
Employee benefits	1,684,168	-	-	1,684,168	1,254,693	-	-	1,254,693
Travel and staff expenses	590,083	-	-	590,083	485,576	-	-	485,576
Collective bargaining	11,313	-	-	11,313	-	-	-	-
Meetings	331,453	-	-	331,453	303,378	-	-	303,378
Defense	1,390,116	-	-	1,390,116	1,287,264	-	-	1,287,264
Publications	609,594	-	-	609,594	544,942	-	-	544,942
Death benefits	25,800	-	-	25,800	26,200	-	-	26,200
Quest center expenses	721,491	-	-	721,491	576,255	-	-	576,255
All other	670,401	-	-	670,401	698,192	-	-	698,192
Total program services	9,136,200	-	-	9,136,200	7,956,969	-	-	7,956,969
Administrative and general								
Salaries	2,698,204	-	-	2,698,204	2,354,011	-	-	2,354,011
Employee benefits	1,339,292	-	-	1,339,292	972,299	-	-	972,299
Travel and staff expenses	217,810	-	-	217,810	246,953	-	-	246,953
Rent and utilities	1,097,994	-	-	1,097,994	1,034,799	-	-	1,034,799
Telephone	79,617	-	-	79,617	80,704	-	-	80,704
Office supplies and expense	415,250	-	-	415,250	617,128	-	-	617,128
Depreciation and amortization	190,944	-	-	190,944	232,977	-	-	232,977
Conventions and conferences	169,127	-	-	169,127	154,284	-	-	154,284
Executive board	39,937	-	-	39,937	46,022	-	-	46,022
Election expenses	672,693	-	-	672,693	3,055	-	-	3,055
Professional fees	257,678	-	-	257,678	223,065	-	-	223,065
Interest expense	136,542	-	-	136,542	151,130	-	-	151,130
Insurance	25,682	-	-	25,682	31,933	-	-	31,933
Total administrative and general	7,340,870	-	-	7,340,870	6,148,360	-	-	6,148,360
Total expense	29,800,291	-	-	29,800,291	27,150,240	-	-	27,150,240
Increase in net assets	737,022	75,991	-	813,013	2,174,869	115,826	-	2,290,695
Net assets, beginning of year	2,827,443	329,220	2,000	3,158,663	652,574	213,394	2,000	867,968
Net assets end of year	\$ 3,564,465	\$ 405,211	\$ 2,000	\$ 3,971,676	\$ 2,827,443	\$ 329,220	\$ 2,000	\$ 3,158,663

The accompanying notes are an integral part of the consolidated financial statements.

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CTU Consolidated Financial Report

Years Ended June 30, 2010 and 2009

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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 1 – Nature of Activities and Significant Accounting Policies

Nature of Activities

The Chicago Teachers Union ("Union") is an organization whose objective is to improve the status of teachers, educational workers and other workers in the City of Chicago.

The Chicago Teachers Union Political Action Committee (Committee) was organized on January 4, 1975. The Committee is comprised of the officers and a trustee of the Union. Contributions to the Committee are voluntary from Union members.

Principles of Consolidation

The consolidated financial statements include the accounts of the Union and the Committee after elimination of all significant interfund balances and transactions.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, the Union considers all cash accounts, which are not subject to withdrawal restrictions or penalties, and all money market funds to be cash equivalents.

Promises to Give

Conditional promises to give are recognized when the conditions on which they depend are substantially met.

Property and Depreciation

Depreciation of property and equipment is computed principally on the straight-line method over the following estimated useful lives:

	<u>Years</u>
Office equipment	5-7
Leasehold improvements	15

Maintenance and repairs of property and equipment are charged to operations and major improvements are capitalized. When assets are sold, retired or otherwise disposed of, the cost and accumulated depreciation are removed from the accounts and any resulting gain or loss is included in income.

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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 1 – Nature of Activities and Significant Accounting Policies (Continued)

Restricted and Unrestricted Revenue and Support

Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Death Benefits

The Union provides a discretionary death benefit for beneficiaries of individuals who are Union members at the time of death. The benefit is a one-time payment ranging from \$300 to \$1,000 based on the individual's length of membership. The Union's policy is to expense these benefits as they are incurred. Death benefit expense for the years ended June 30, 2010 and 2009 was \$25,800 and \$26,200, respectively.

Income Tax Status

The Union is exempt from federal income taxes under Section 501(c)(5) of the Internal Revenue Code. The Chicago Teachers Union Political Action Committee, as a political organization under Section 527 of the Internal Revenue Code, is exempt from income taxes with the exception of its net investment income. No provision for income taxes was required for 2010 or 2009.

Evaluation of Subsequent Events

Management has evaluated subsequent events through April 13, 2011, the date the financial statements were available to be issued.

Reclassification

Certain reclassifications have been made in the prior year financial statements to conform with current year presentation.

Note 2 – Cash and Certificates of Deposit Concentration

The Union maintains cash balances and certificates of deposit at several banks. Accounts at these institutions may from time to time exceed amounts insured by the Federal Deposit Insurance Corporation.

Note 3 – Property and Equipment

Property and equipment at June 30, 2010 and 2009 consist of the following:

	<u>2010</u>	<u>2009</u>
Office equipment	\$4,906,717	\$4,839,967
Office equipment held under capital lease	538,152	542,191
Leasehold improvements	1,332,771	1,321,177
	<u>6,777,640</u>	<u>6,703,335</u>
Less accumulated depreciation and amortization	<u>5,286,203</u>	<u>5,347,648</u>
	<u>\$1,491,437</u>	<u>\$1,355,687</u>

CTU Consolidated Financial Report

Years Ended June 30, 2010 and 2009

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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 4 – Note Payable

During 2008, the Union entered into a note payable agreement with a bank at a variable interest rate of 667 percentage points over the lender's prime rate. It is secured by the general assets of the Union and is guaranteed by the American Federation of Teachers. The note matured on June 17, 2010 and was extended to June 17, 2012 with the same terms. The note is payable in 23 monthly principal installments of \$60,953 plus a final principal payment of \$23,081. The principal balance due on this note is \$1,425,000 and \$2,175,000 at June 30, 2010 and 2009, respectively.

Following are maturities of long-term debt for the next two years and in the aggregate:

Year Ending June 30,	Amount
2011	\$ 731,436
2012	<u>693,564</u>
Total long-term debt payments	<u>\$1,425,000</u>

Note 5 – Leases

Operating Leases

During May, 2009, the Union renegotiated its lease agreement for office space which, among other matters, extended the expiration date from October 31, 2014 to October 31, 2021. As an inducement, the lessor agreed to provide the Union an allowance of \$975,854 to be used for leasehold improvements and monthly rental payments as detailed in the lease agreement. The monthly rent abatements totaling \$559,874 began on October 1, 2009 and continue through September 30, 2010. The allowance for leasehold improvements totaling \$415,980 must be utilized before the end of the term of the lease. Rent abatements totaling \$418,493 have been utilized during the current year ending June 30, 2010.

The operating lease agreement for office space provides that the lessee pay its proportionate share of the operating costs plus a base rental amount. In conformity with accounting requirements, the Union is recognizing the prior deferred rent credit over the combined period of the remainder of the original lease term plus the extended lease term. The Union is recognizing office rent expense on a straight-line basis over the lease term.

The Union also entered into various non-cancelable operating lease agreements for the rental of office equipment expiring in various years.

Minimum future rental payments under non-cancelable operating leases having remaining terms in excess of one year as of June 30, 2010, for each of the next five years and thereafter is as follows:

Year Ending June 30,	Amount
2011	\$ 1,006,169
2012	1,176,322
2013	1,205,683
2014	1,235,946
2015	1,297,026
Thereafter	<u>9,174,477</u>
Total minimum future rental payments	<u>\$15,095,623</u>

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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 5 – Leases (Continued)

Rent expense under these operating leases was \$1,062,125 in 2010 and \$1,000,135 in 2009, net of rental payments received under sublease rental agreements.

The Union subleases office space to the Illinois Federation of Teachers and the Chicago Teachers Union Tower Corporation at a total annual rental of \$65,385 in 2010 and \$65,160 in 2009. This sublease agreement extends for the term of the Union's operating lease agreement.

Capital Leases

The Union leases office equipment under contracts qualifying as capital leases. Such contracts have original terms between four and six years. One of the contracts qualifying as a capital lease contains a bargain purchase option.

The capitalized leased assets included in office equipment at June 30, 2010 are detailed as follows:

Office equipment	\$538,152
Less: accumulated depreciation	<u>161,559</u>
	<u>\$376,593</u>

Minimum future rental payments under capital leases having remaining terms in excess of one year as of June 30, 2010, for each of the next five years and in the aggregate are:

Year Ending June 30,	Amount
2011	\$133,697
2012	103,704
2013	103,704
2014	96,106
2015	47,432
Total minimum lease payments	<u>486,643</u>
Less amount representing interest	<u>88,728</u>
Present value of net minimum capital lease payments	397,915
Less current portion of obligations under capital leases	<u>99,558</u>
Obligations under capital leases, excluding current portion	<u>\$298,357</u>

Note 6 – Pension Plans

The Union contributes to various defined contribution pension plans that cover substantially all of the Union's employees. Contribution expense for the years ended June 30, 2010 and 2009, amounted to \$2,012,806 and \$1,191,697, respectively, and is based on a percentage of each participating employee's salary. During the year ended June 30, 2010, it was determined that the Union had inadvertently discontinued remitting pension contributions for former employees of Chicago Public Schools who currently work at the Union. The total amount due to the Public School Teachers' Pension Fund for the period of July 1, 2004 through June 30, 2010 was \$770,730.

CTU Consolidated Financial Report

Years Ended June 30, 2010 and 2009

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CHICAGO TEACHERS UNION
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 9 – Temporarily Restricted Net Assets

A summary of temporarily restricted net assets and net assets released from temporary restriction for the years ended June 30, 2010 and 2009 follows:

	2010		
	Beginning Balance	Additions	Net Assets Released Ending Balance
RAPP Memorial	\$ 9,519	\$ -	\$ 9,519
Financial assistance grants	185,362	654,676	685,533
Political action committee	127,771	525,270	415,929
Thomas H. Reece Scholarship Fund	6,568	7	2,500
	<u>\$329,220</u>	<u>\$1,179,953</u>	<u>\$1,103,982</u>
			<u>\$405,211</u>

	2009		
	Beginning Balance	Additions	Net Assets Released Ending Balance
RAPP Memorial	\$ 9,163	\$ 356	\$ 9,519
Financial assistance grants	232,645	484,071	531,354
Political action committee	(36,469)	679,761	515,521
Thomas H. Reece Scholarship Fund	8,055	13	1,500
	<u>\$213,394</u>	<u>\$1,164,201</u>	<u>\$1,048,375</u>
			<u>\$329,220</u>

Net assets are released from donor restrictions when the Union incurs expenses satisfying the restricted purposes, or by occurrence of other events specified by the donors.

Following is a summary of temporarily restricted net assets:

RAPP Memorial	- accumulated earnings, which may be used for the benefit of deaf and hard of hearing children attending the public schools of Chicago.
Financial assistance grants	- contributions which have been received from various private foundations to be used by the Union to train teams of educators in fashioning restructured approaches to learning and instruction.
Political action committee	- contributions which have been received from Union members on a voluntary basis to be used by the Union to support candidates in state and local governmental elections.
Thomas H. Reece Scholarship Fund	- contributions which were received from an affiliate to be used by the Union to pay scholarships.

The grant program is subject to certain requirements of the grantor. The Union's compliance with applicable grant requirements will be established at some future date.

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CHICAGO TEACHERS UNION
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 7 – Affiliations

The Union is affiliated with the American Federation of Teachers ("AFT") and the Illinois Federation of Teachers ("IFT"). Major transactions with these affiliates include receipt of organizational assistance funds and COPE reimbursements from IFT, special assistance and legal fee reimbursements from AFT. The Union is also required to pay fees to both IFT and AFT based on the number of Union members. The amounts due from affiliates are reflected on the consolidated statement of financial position at June 30, 2010 and 2009.

Note 8 – Designation of Unrestricted Net Assets

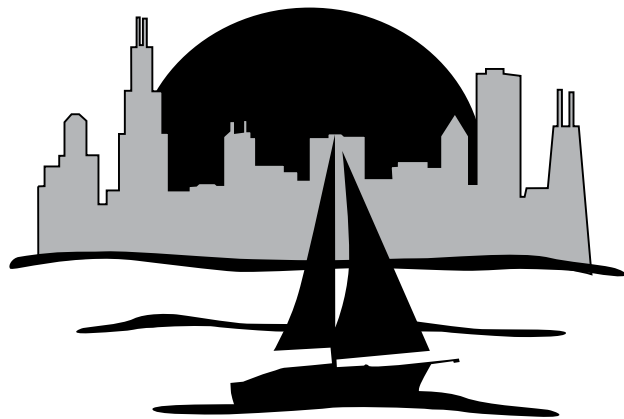
As of June 30, 2010 and 2009, the executive committee of the Union had designated \$118,217 and \$167,137, respectively, of unrestricted net assets for selected purposes. Since that amount resulted from an internal designation and is not donor-restricted, it is classified and reported as unrestricted net assets. Designated unrestricted net assets are held in certificates of deposit and money market accounts. Due to the nature of these types of accounts, an investment policy has not been adopted. The following is a summary of activity in designated accounts for the years ended June 30, 2010 and 2009:

	2010			2009		
	Building	Special Loan	Deaf and Hard of Hearing Student Special Assistance Total	Building	Special Loan	Deaf and Hard of Hearing Student Special Assistance Total
Balance, beginning of year	\$104,614	\$21,790	\$97,660	\$104,614	\$21,790	\$97,660
Contributions	2,065	16	421	3,383	33	1,605
Interest	-	-	3,120	-	-	1,191
Expenses	-	-	-	-	-	-
Balance, end of year	<u>\$106,679</u>	<u>\$21,806</u>	<u>\$94,961</u>	<u>\$104,614</u>	<u>\$21,790</u>	<u>\$97,660</u>

Balance, beginning of year	\$101,231	\$21,767	\$97,246	\$101,231	\$21,767	\$97,246
Contributions	3,383	33	1,605	3,383	33	1,605
Interest	-	-	3,120	-	-	1,191
Expenses	-	-	-	-	-	-
Balance, end of year	<u>\$104,614</u>	<u>\$21,790</u>	<u>\$97,660</u>	<u>\$104,614</u>	<u>\$21,790</u>	<u>\$97,660</u>

CTU Consolidated Financial Report

Years Ended June 30, 2010 and 2009



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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 10 -- Permanently Restricted Net Assets

Permanently restricted net assets in the possession of the Union at June 30, 2010 and 2009 consist of the following:

	2010	2009
RAPP Memorial - earnings on the fund may be used to benefit the deaf and hard of hearing children attending the Chicago public schools	\$2,000	\$2,000

Note 11 -- Conditional Promises to Give

Conditional promises to give at June 30, 2010 consist of promises to support direct and allocated costs under the Nurturing Teachers Leadership Program and the Continuous Professional Learning Program totaling \$200,000 which are contingent on the successful completion of the contract and acceptance by the grantor organizations.

Note 12 -- Functional Allocation of Expenses

The costs of providing the various programs and activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.



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- ▶ Assertive grievance handling.
- ▶ Workers centers and non-traditional organizing.
- ▶ Advancing progressive politics in Chicago... and more.

Keynote Speaker: Karen Lewis, President, Chicago Teachers Union.

Saturday, May 21
Arturo Velasquez Institute
2800 S. Western Ave., Chicago

Coffee/refreshments: 9-10am

School: 10am to 4:00pm

Conference Information: labornotes.org/chicago



Golf Outing

Monday, June 27, 2011
Silver Lake Country Club

147th Street & 82nd Avenue, Orland Park

We can accommodate 288 Golfers & Large Groups • Golfer's Check-In 8 a.m.

Continental Breakfast Provided • Proceeds benefit Student Special Assistance Fund North & South Course Shotgun Start: 9 a.m.

Course assignments based on first-come/first-served reservations

Prizes will be awarded based on the Peoria Scoring System

- Prizes for Women's and Men's Divisions
- Prizes for longest drive, closest to the pin, and lowest scores
- Plus, fabulous golf and door prizes!

Cocktails/Open Bar 3-5 p.m. • Dinner Banquet 5 p.m.

Golf Participants \$110 includes greens fees, cart, half-way stand & dinner (no refunds)
Dinner Banquet \$45 (Dinner reservations must be pre-paid - no refunds)

To register, visit: <http://www.ctunet.com/for-members/golf>