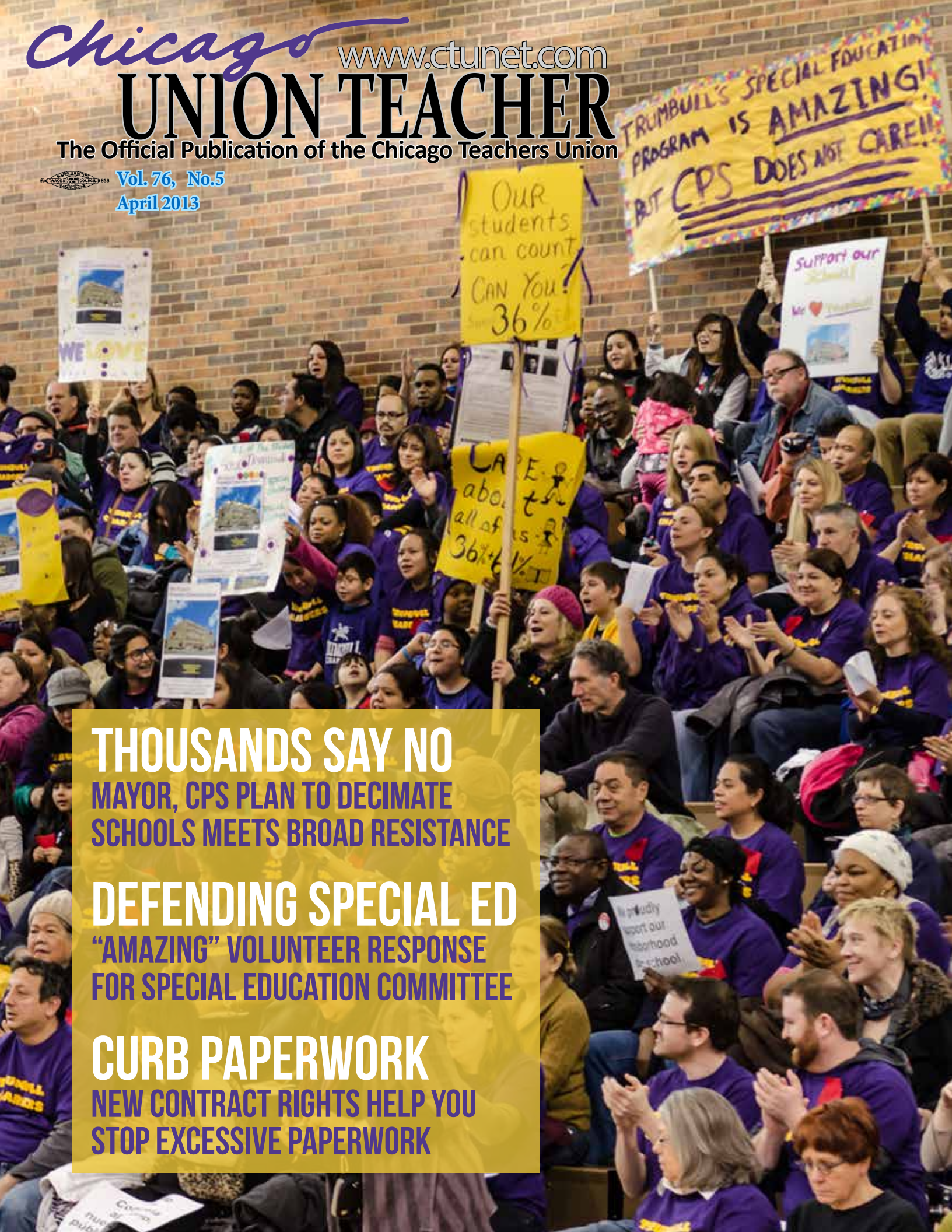


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THOUSANDS SAY NO
MAYOR, CPS PLAN TO DECIMATE
SCHOOLS MEETS BROAD RESISTANCE

DEFENDING SPECIAL ED
“AMAZING” VOLUNTEER RESPONSE
FOR SPECIAL EDUCATION COMMITTEE

CURB PAPERWORK
NEW CONTRACT RIGHTS HELP YOU
STOP EXCESSIVE PAPERWORK



CTU Vice President Jesse Sharkey and CTU District Supervisor Finola Burrell join 125 other educators, parents and community activists in civil disobedience at the March 27th rally against CPS's proposed school closures and turn-arounds. Photo: Ronnie Reese

COVER: School communities in the Ravenswood-Ridge network jam the February 16th network meeting to oppose school closing proposals. Photo: Sarah Jane Rhee

EDITOR-IN-CHIEF

Stephanie A. Gadlin

ASSOCIATE EDITOR

Ronnie Reese

EDITORIAL ASSISTANT

Trisha Raymond

CONTRIBUTING WRITERS

Patricia Boughton, Michael Brunson,
Thaddeus Goodchild, Drew Heiserman, Pavlyn Jankov,
Dr. John Kugler, Kristine Mayle, Jackson Potter,
Ronnie Reese, Renee T. Riley, Kenzo Shibata

ADVERTISING MANAGER

April Stigger

GRAPHIC DESIGN

Nathan Goldbaum

PRODUCTION

Nathan Goldbaum
Progress Printing, Inc.

OFFICERS

Karen Lewis, President
Jesse Sharkey, Vice President
Kristine Mayle, Financial Secretary
Michael Brunson, Recording Secretary

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**222 MERCHANDISE MART PLAZA • SUITE 400
CHICAGO, IL 60654-1016**

312-329-9100 • Switchboard
312-329-6251 • Newspaper Office

E-mail: KenzoShibata@ctulocal1.com
NathanGoldbaum@ctulocal1.com
AprilStigger@ctulocal1.com

Web Site: www.ctunet.com



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Reporters interview CTU Organizer Christel Williams as she leads them on a walk past abandoned buildings and drug dealing, which plague the West Garfield Park neighborhood where schools are slated for closure. Read the story on page 8. Photo: Ronnie Reese

Brothers and Sisters:

When we started as rank and file members, coming out of the classroom into union leadership, we inherited a wealth of tasks and responsibilities. There were so many more items on our to-do lists than we could realistically tackle, so we began to ask ourselves, as a guiding principle, “Will this unite our union?” This was a question we addressed every step of the way—“Is this going to unite us?”

Even when we had great ideas, if they didn't bring us together, they became lesser priorities. We focused on what made us stronger and what built our power. Thirty thousand people in the streets of Chicago last fall built our power. You built our power.

We continue to call for a moratorium on all school closings, part of a crippling plan that would affect nearly 50,000 children and threaten the employment of approximately 1,300 teachers, clinicians and para-professionals. While the mayor's office stubbornly states that school closing negotiations are over—yet continues to hold community “hearings”—and CPS pulls cruel and devious tactics such as rescinding a number of International Baccalaureate teaching positions months after the positions were offered, we must consider real strategy, action and tactics. We recently released an in-depth study on the effects of closure on two elementary schools, Simon Guggenheim in Englewood and Jacob Beidler in East Garfield Park, and launched a comprehensive citywide voter registration and education program.

If we cannot trust our current elected officials to act honestly and diligently on our behalf, then it is our responsibility to seek out those who will.


We must continue to show the power of our 30,000-strong membership, because the real problems we face are the narratives and the lies that are told which subvert true education. And as educators and education professionals, we know the truth. So whatever decisions you make in this struggle, brothers and sisters, please ask yourself three things:

1. Does this unite us?
1. Does this make us stronger?
2. Does this build our power?

When these criteria are met, we have achieved our full strength—strength that is needed to carry us through our current battles and into the future of preserving our union and improving 21st century education and the lives of Chicago's children and families.



In Solidarity,


Karen GJ Lewis, NBCT



Letters to the editor

WOMEN'S RIGHTS TO PARTNER WITH NEW HEALTH CARE CAUSE AFTER Y-ME CLOSES

I wish to thank all the CTU members, active and retired, who have contributed to the annual Y-Me race against breast cancer. CTU participated in the walk/race every Mother's Day since 1994 when the race was dedicated to CTU President Jacqueline B. Vaughn, who lost her battle with breast cancer that year.

Like many others, I was shocked and dismayed when Y-Me suddenly closed its doors in 2012. Y-Me was founded in the Chicago area in 1978 and was the first organization devoted to helping women with breast cancer. It provided 24-hour peer support, education, advocacy and empowerment. Y-Me's goal was to assure that no woman faced breast cancer alone.

The CTU Women's Rights Committee became involved in fighting this disease in the 1980s when a government study revealed that teachers were dying of breast cancer at a higher rate than women in almost every other occupation. We began an awareness campaign and fought for insurance coverage for screening mammograms. Teachers no longer die of this disease at a higher rate than women in any other occupation, but the incidence and mortality rate of breast cancer continues to be unacceptably high. We continue to emphasize regular screenings, early diagnosis, appropriate treatment and insurance coverage for these services.

The Women's Rights Committee is proud of the support CTU provided to help fight breast cancer. At this time, under the leadership of Jacqueline Ward, CTU Women's Rights chair, and staff liaison Debby Pope, the committee will develop a new project to partner with another health organization in the 2013-14 school year.

Helen Ramirez-Odell
Retiree Delegate
Former Women's Rights Committee Chair

AN OPEN LETTER TO ARNE DUNCAN, U.S. SECRETARY OF EDUCATION

Dear Secretary Duncan:

Children gleefully line wooden blocks end to end on a rug to measure its area; two girls huddle over a water table experimenting with liquid capacity; and several students use clay-making sculptures to refine their small motor skills. This is the picture of a preschool where any of us would want to send our children.

As an early childhood educator, I was thrilled to hear President Barack Obama's strong focus on pre-school education in his February State of the Union address. We have a preponderance of research evidence that tells us quality early childhood education makes a difference in the learning lives of children and that providing expanded opportunities for parents and children is a step in the right direction, yet there are many concerns as this policy unfolds.

It is understandable that when the government spends money on a program, there should be accountability to the public. It is a grave concern, however, when the policy created uses standardized testing as the measure of success in education. A regimen of intensive testing is counterproductive and against developmentally appropriate early childhood practice. Children do not need to experience their first feelings of defeat at the hands of a test when they are 3 years old.

On the other hand, we have plenty of well-researched claims that can judge the quality of early childhood programs. The National Association for the Education of Young Children developed guidelines for accreditation that could easily be transformed into assessment of quality. I urge you, Secretary Duncan, to evaluate programs—not children.

Another concern is that the U.S. Department of Education promotes the use of testing data to drive instruction. Early childhood educators do not use standardized tests to guide our teaching. We use a wealth of well-founded knowledge of child development that we have accumulated over the years through highly respected psychologists and educators such as Montessori, Piaget, Erikson and Dewey. We do not need tests to drive instruction. Our instruction is driven by knowledge of childhood.

We also need to realize that high-quality early childhood education does not "just happen." It takes skilled educators who fully understand child development and the needs of the whole child—social and emotional as well as academic. Please make sure that any government-funded program insists on certified early childhood educators. Pre-school should not be like elementary school for a reason; it needs to be implemented by educators with specialized knowledge of young children.

I am sure you remember visiting your children's pre-school. Did it feel like the opening scenario of this letter? Were children joyfully playing and creating under the guidance and care of knowledgeable educators? This is the pre-school we want for our nation's children.

Michelle Strater Gunderson
Teacher at Nettelhorst Elementary School
CTU Early Childhood Committee Chair

***The Letters to the Editor section
continues on page 20.***

IT'S TIME FOR A FINANCIAL TRANSACTIONS TAX

By Michael Brunson,
CTU Recording Secretary

"In the weeks and months to come, countless advocacy groups and special interests will try mightily through expensive, dramatic, and heart-wrenching media assaults to exempt themselves from shared sacrifice and common purpose. The national interest, not special interests, must prevail.

~ The Moment of Truth: Report of the National Commission on Fiscal Responsibility and Reform, December 2010

We are in the midst of a perfect storm. On the global level there are "austerity" budgets being imposed on entire countries. On the national level there is a "sequester" that will cut billions from sorely needed educational, medical and social services. On the state level there is the threat of pension "reform" and cuts to the education budget. On the local level there is the threat of school closings. On all levels it is basically the same cry: "Debt! Deficit! Cut! Shut!"

The White House report cited above includes grave pronouncements like, "If we do not put our house in order, the reckoning will be sure and the devastation more severe." Unfortunately, contrary to all the noble intentions and high rhetoric, the remedies proposed to the public fall far short of any criteria of "shared sacrifice and common purpose."

When a house burns, no sooner than the blaze is extinguished, when the investigator seeks to answer the question, "What caused the fire?" And if we ask this question of the current global conflagration, the response immediately points to the economic meltdown in 2007-2008 that burned at international, national and local levels—now known as "the Great Recession." The quick story is that sub-prime mortgages sparked the problem, but that's a bit like saying "the dry wood burned down the house." It does not get to the root of the problem. That explanation plays well, however, because it blames the victim. This is a strategy that Chicago Teachers Union members find quite familiar,

Nothing is stronger than an idea whose time has come.

~ Victor Hugo

yet further investigation finds plenty more blame to go around, starting with the mortgage lenders and ending on Wall Street.

There have been a slew of books, articles, and tweets written to diagnose the problem and its many and various technical explanations. Most eventually point to the banks, the mortgage lenders and Wall Street, which is why it is timely to go to the source. Those who caused the problem, or had a great bit to do with it, should not be a given free pass to do it again. They should pay. Some would even go so far as to say that whomever is found to be an arsonist should be jailed.

There is a much better remedy than budget deficits, program cuts and school closures. It is called, by various names, a financial transaction tax, a financial speculation tax, a speculation sales tax, or simply put, a Robin Hood tax. Here's how it works:

Each financial transaction in categories such as stocks, futures, options and derivatives are charged 0.01 percent for each transaction. This does not include securities held in a retirement account or transactions involving mutual funds (and definitely not your ATM transactions). That works out to a penny for every \$100. It's really not asking too much of the traders, but with the amount of trades going on each minute of the day on a financial market, the revenue capture adds up to billions of dollars a year!

This is revenue that will be used to strengthen financial security and expand opportunity for low and moderate-income families. This includes strengthening the safety net, improving Medicare, Medicaid and Social Security and investing in such things as

- Public education
- Student debt relief
- Public sector jobs
- Job training
- Housing assistance



An additional benefit from a financial transaction tax is a reduction in the amount of high frequency trading. This is a practice used by huge financial firms to trade stocks in nanoseconds. Such short-term trading adds nothing to the economy and contributes to rapid price fluctuations in the market and an inefficient use of resources. This type of trading played a key role in the creation of the 2007 economic crisis and also massive fluctuations in oil prices.

HOUSE BILL 1554: FINANCIAL TRANSACTION TAX

U.S. Representative for Minnesota Keith Elulison has proposed a financial tax at the national level. The bill is H.R. 6411, the "Inclusive Prosperity Act," and popularly known as the Robin Hood tax. At the January 2013 CTU House of Delegates meeting, a resolution was unanimously passed to add the CTU to the list of supporters and promoters of this bill. A month later, Illinois Representative Mary Flowers (D-31st District) proposed House Bill 1554 at the state level, known as the "Financial Transaction Tax Act." This tax will apply at such entities as the Chicago Mercantile Exchange, the Chicago Stock Exchange, the Chicago Board of Trade and the Chicago Board Options Exchange.

A state financial transaction tax is just what's needed to resolve public pension, educational funding, infrastructure and social safety net issues in Illinois and a financial transaction tax bill is a key step towards a fair tax that will be directed to where it is most needed.

It's time we change the terms of the fiscal debate. ■

MAYOR EMANUEL, CPS WANT TO DECIMATE SCHOOL DISTRICT

UNPRECEDENTED SCHOOL CLOSINGS PROPOSAL CHALLENGED BY THOUSANDS

By Ronnie Reese



Tears well up in the eyes of Jasmin Murphy, 12, as she recounts the impact on her life of the Guggenheim school closing. Murphy spoke to political leaders and press on the CTU's April 4th school closings bus tour. Photo: Ronnie Reese

54 SCHOOLS WILL BE SLATED FOR CLOSURE. MORE THAN 120 SCHOOLS ARE AFFECTED BY PLANS.

AS MANY AS 50,000 STUDENTS AND 1,300 CTU MEMBERS WILL HAVE THEIR LIVES DISRUPTED.

A LOSS OF \$250 MILLION IN REVENUE FOR CHICAGO WILL RESULT. STUDENTS COULD LOSE 6 MONTHS OF LEARNING.

Mayor Rahm Emanuel and Chicago Public Schools CEO Barbara Byrd-Bennett are planning to close 54 Chicago public schools and disrupt the lives of more than 1,000 teachers and nearly 50,000 students. The mayor has gone on record in saying that the time for negotiation is over. The Chicago Teachers Union says otherwise.

We have proven that CPS's budget and "underutilization" numbers don't add up. The district seeks to close a record number of public schools while simultaneously planning to open 60 new charter operations. Their goal is corporate privatization, with leaders in education who have never stepped foot in a public school classroom. School closings, the mayor and the CPS CEO claim, are difficult decisions to make, but this is not true. It's an easy decision to make when the outcome doesn't affect you. It's an easy decision to make when you don't have to worry about the safety of your own child. It's an easy decision to make when your loved ones aren't the ones whose livelihoods are threatened by poverty and unemployment.

Closing schools in poor neighborhoods where people do not have political clout is an easy short-term decision to make by those who may be long gone by the time the consequences come to bear. But the rest of us must live in the here and now and fight for our lives. As the campaign against school closings intensifies, CTU efforts are steamrolling in advance of the final closings vote at the May 22 Chicago Board of Education meeting—and beyond.

MARCH AND RALLY TO SAVE CHICAGO SCHOOLS

A massive rally and downtown march sponsored by CTU, UNITE HERE Local 1, SEIU Local 1 and the Grassroots Education Movement took place on March 27, in Daley Plaza where close to 7,000 protesters called on the City of Chicago and its Board

of Education to stop school closings and slow the expansion of the charter system in order to focus investment in our public school children, working families and our city's struggling neighborhoods. The rally united people across the city who oppose plans to eliminate good middle class jobs by closing schools and creating scenarios that not only put students at risk for bad educational outcomes and increased exposure to violence, but devastate thousands of workers and their families.

SCHOOL CLOSINGS BUS TOUR

The Chicago Teachers Union on April 4 led nearly 100 parents, education activists, elected officials and reporters on a bus tour of South and West side neighborhoods and schools targeted for closure by CPS. As the district and the mayor's office continue their



After Attucks Elementary students and staff were removed from their building at 39th and Dearborn into a new building, CPS failed to secure the facility. Today it is filled with trash, gang graffiti and empty beer cans. Closing these schools does not save resources, it wastes them. Photo: Nathan Goldbaum

march toward the further decimation and destabilization of minority communities in Chicago, the CTU took tour members through the areas where the impact of school closings will be felt the most to show first-hand the lost comfort and looming danger of loitering, abandoned property, drug dealing and gang violence that will threaten thousands of children this fall.

"This is the same old story...different players, different actors, but the same old story," said U.S. Rep. Bobby Rush, who was among

a number of local politicians on the bus. "It's devastation of communities by design."

STRONG SCHOOLS, STRONG NEIGHBORHOODS: UNITING TO PROTECT CHICAGO'S PUBLIC SCHOOL CHILDREN

Leaders and members from three unions represented at Chicago Public Schools—the Chicago Teachers Union, SEIU Local 1 and UNITE HERE Local 1—released a joint report on April 9, Strong Schools, Strong Neighborhoods, calling on the Board, CPS and the mayor to work with them to protect CPS families. The report by the three unions, whose members' households make up 15 percent of the city's population and close to 20 percent of the CPS student body, criticizes the city's plan to close schools, expand charters and eliminate jobs in neighborhoods already mired in crime and poverty.

Point your web browser to ctunet.com/strong to download the full article.

Our work is far from over. As we continue the month of April and enter May, the struggle continues. Visit ctunet.com/closings and sign up to stand with a threatened school by attending one of the three hearings mandated by law. Lift your voices, and let them ring out for our brothers, sisters and children in need.

Says our president, Karen Lewis: "Do not let this moment pass you by." ■

GATES FOUNDATION PROMOTES INVALID MEASURES

“MET” PROJECT SAYS VALUE-ADDED SHOULD JUDGE TEACHING

By Pavlyn Jankov, CTU Researcher

For the past three years, the Gates Foundation has published research on teacher evaluation under the auspices of their Measuring Teacher Effectiveness (MET) Project. They have recently completed the final part of their project. The Chicago Tribune hailed their findings, saying, “The Gates study should give Illinois educators confidence to accelerate progress and set these gold-standard evaluation systems in place. We know how to identify and reward the best teachers. And we know the result: Kids learn.” Not so fast.

The MET project uses the concept of “value added modeling” (VAM) to support its findings that metrics based on student test scores are a valid measure of true teacher effectiveness. This is the project’s central fault. Study after study has exposed the unreliability of VAM when used to evaluate individual teachers. VAM is a statistical measure which is supposed to determine how much “value” a teacher adds to students’ test score growth. It is supposed to take into account the factors that influence learning that are outside of a teacher’s control, including students’ beginning-of-year test score as well as various demographic factors and then attribute the rest of the difference between beginning and end-of-year scores to the teacher.

The MET project’s conclusions, that the most reliable evaluation system would weigh value-added equally with observation scores and student survey results, are based on the assumption that any indicator of good teaching practice or of student learning is valid only if it aligns with future value-added. That is, a statistical model that estimates the impact of teachers on student gains on standardized test scores is assumed to be the true measure of good and socially-desirable teaching. A far more socially useful research project would be a critical examination of the connection

between snapshot measures of teaching and learning, and the capacities of students to engage in challenging subject-specific tasks, active learning and demonstrated knowledge. Those are the true indicators of learning against which any ‘measures of effective teaching’ ought to be validated.

Decades of research have assailed standardized tests, both for their insufficiency in measuring broad content and critical thinking, and for their impact on eroding teaching practices, and subsequently, student learning itself. More importantly, we don’t yet know how high-stakes environments where firing, layoffs, demotions and pay predicated on VAM will influence learning and its measurement. These environments are increasingly becoming the reality across school districts—spearheaded and motivated in part by the Gates Foundation.

WITHOUT THE PRESSURES FROM THINK TANKS, HEDGE FUND MANAGERS AND BILLIONAIRE PHILANTHROPISTS, VALUE-ADDED WOULD NOT EXIST AS ANYTHING OTHER THAN A TOOL FOR RESEARCHERS.

The instances where the MET project does look at measures other than state standardized tests gives us pause about the integrity of the study’s conclusions. Not surprisingly, value-added scores were the best predictors of future value-added, and classroom observation measures were the best predictor of future observation scores. But MET found that value-added measures based on state assessments had low correlations with classroom observations, and these measures, individually or in a composite form, were not very good predictors of student gains on more rigorous assessments, such as content-based



math assessments and open-ended short-form writing exams.

Such contradictions are not particularly surprising. Observation rubrics such as the Charlotte Danielson framework or the math/science specific UTeach Observation Protocol (UTOP) identify the presence of teaching practices and classroom conditions that are associated with development of content knowledge. Performance on state assessments could reflect a wide array of individual student circumstances or simply teaching to the test. What the MET study really shows is that measures of teaching cannot be objectively reconciled into a formulaic metric to identify ‘truly effective’ teaching.

Without the pressures from think tanks, hedge fund managers and billionaire philanthropists, value-added would not exist as anything other than a tool for researchers. Value-added is worthless for improving teaching and learning because it does nothing to inform teachers about their practice, development and delivery of standards, and coverage of subject matter. Nor can it serve as guidance to help administrators target supports for teachers, because they’ll have no idea what supports, if any, that a teacher may need.

It can only serve as a crude tool with a semblance of truth for districts to hire, fire, demerit and differentiate.

Negative feedback that is unconstructive and summative in nature can dampen the self-efficacy of teachers and demoralize them. Only when the components of teacher evaluation reflect a teacher’s performance across a range of demonstrably valid practices can teacher evaluations operate as high-quality formative assessments that improve a teacher’s craft and subsequently student outcomes. ■

CTU MEMBERS ORGANIZE TO DEFEND SPECIAL EDUCATION

TASK FORCES CREATED IN RESPONSE TO OVERWHELMING MEMBER INTEREST

By Kristine Mayle,
CTU Financial Secretary

Throughout the year, the Chicago Teachers Union's Special Education Committee has been hard at work, trying to tackle the many issues that have existed in special education for years, along with numerous new mandates and changes being imposed by the Chicago Public Schools Office of Special Education and Supports (OSSES) this year. In January, the CTU hosted a meeting with OSSES leaders to discuss evaluation for special education teachers. The meeting was a huge success, drawing more than 180 teachers who challenged CPS about not only the evaluation process, but also the many factors that prevent the district from providing the services our students so desperately need and deserve. Some of the questions and concerns can be found at the ctunet.com/SpecialEd web page.

Due to the overwhelming amount of participation, the Special Education Committee has decided to expand by forming a series of task forces where special educators and others can work on targeted issues. Along with leaders from the Special Education Committee, we want to recruit members interested in the following topics to join us and help create solutions to some of the problems plaguing special education in CPS. If you are interested in joining any of these task forces, please send an e-mail to info@ctunet.com and you will be sent a notice to attend the first meeting.

The task forces are:

SPECIAL EDUCATION STUDENT ASSESSMENT

Given the preponderance of tests being given this year, teachers have expressed concern about students missing class time and Individualized Education Program (IEP) minutes for testing, not being granted accommodations and modifications from their IEPs, and experiencing undue stress and pressure to take tests that are inappropriate and for special education students. This taskforce will seek creative solutions to these issues and will research possible violations of the Individuals with Disabilities Education Act which this rash of testing may be violating.

SPECIAL EDUCATION TEACHER EVALUATION

CPS currently does not have a functional plan on how to evaluate special education teachers that takes into account the unique and diverse needs of our students, the techniques and methods we use in our classrooms and the variety of additional responsibilities placed on special education teachers. This task force will seek to develop a plan that is fair to our teachers and doesn't rely on inappropriate test scores to evaluate our members.



and advice for dealing with a variety of issues and situations that arise as a result of being on an IEP team.

PARENT AND COMMUNITY PARTNERSHIPS

School budget, staffing and facilities constraints often put us in precarious positions of defending special education placements and practices that don't always comply with what we think is advisable for our students. This places us in conflict with those that should be our biggest allies—the parents of the students we serve. This task force will find ways to challenge harmful CPS policies, create fact sheets for parents about their rights, plan events and outreach activities with parents of special education students and mobilize to help fight together with parents on issues like the Illinois State Board of Education's current threat to end special education class size restrictions. ■

PROFESSIONAL RESPONSIBILITIES OF SPECIAL EDUCATION TEAM MEMBERS

With the massive amount of turnover at central office and within the group of Specialize Services Administrators (SSAs), roles that were once consistent from school to school and across the city seem to be changing rapidly. Some SSAs expect teachers to write entire IEPs and schedule meetings, some do not think that paraprofessionals that work with special education students on a daily basis should be invited to IEP meetings and IEP teams are often given conflicting information about processes that should be followed. The people in the schools know how to best function as a team and what works and doesn't work. This task force will be an opportunity for members playing different roles on IEP teams to work together to develop a consistent and fair set of protocols for IEP teams. This task force will consist of special education teachers and paraprofessionals working with special education students, clinicians and case managers, and will work to establish and describe best practices for special education teams. The task force will also create a series of easy to read documents to inform members about recommended standards and roles for IEP teams and protocols for different meetings, and will compile recommendations

DISASTER CAPITALISM IN THE CHICAGO PUBLIC SCHOOLS

By Kenzo Shibata

In public policy circles, crises are called “focusing events”—bringing to light a particular failing in government policy. They require government agencies to switch rapidly into crisis mode to implement solutions. Creating the crisis itself is more novel.

The right-wing, free market vision of University of Chicago economist Milton Friedman informed the blueprint for the rapid privatization of municipal services throughout the world due in no small part to what author Naomi Klein calls “disaster capitalism.” Friedman wrote in his 1982 treatise “Capitalism and Freedom,” “When [a] crisis occurs, the actions that are taken depend on the ideas that are lying around.”

In Klein’s book “The Shock Doctrine,” she explains how immediately after Hurricane Katrina, Friedman used the decimation of New Orleans’ infrastructure to push for charter schools, a market-based policy preference of Friedman acolytes. Secretary of Education Arne Duncan was the CEO of Chicago Public Schools at the time, and later described Hurricane Katrina as “the best thing that happened to the education system in New Orleans.” Duncan is of the liberal wing of the free market project and a major supporter of charter schools.

There aren’t any hurricanes in the Midwest, so how can proponents of school privatization like Mayor Rahm Emanuel sell off schools to the highest bidder?

They create a crisis.

Each year, Chicago Public Schools (CPS) projects a billion dollar deficit. The announcement grabs headlines and the Board of Education announces that they must make serious cuts. These cutbacks are never at the top. The Board cuts education programs, after-school activities, and forces more classroom costs onto its employees.

School closings are announced tangentially to the deficit announcement. In years past, the manufactured budget crisis was used as an excuse to lay off teachers. People were fired, class

sizes swelled to epic proportions and—the budget was reconciled—CPS miraculously found a surplus. This past year’s final audited budget showed a surplus of \$344 million.

The Chicago Board of Education announced that it must close “underutilized” schools and consolidate students into “receiving schools” to save the district from the projected deficit. The Board argues that some schools simply do not enroll enough students to stay open. A local teacher and parent published ten questions to Chicago Public Schools regarding how much can actually be saved by closing these schools. The Board’s responses revolved around the idea that previous administrations have let the problem get so bad they must act fast and close these schools or else the district will fall over a fiscal cliff—sorry wrong manufactured crisis—but you get the idea.

So now we have a crisis. Schools closed and students shifted around the city. Many of them may have to cross gang territories to get to their receiving schools. School violence spikes. As Rahm Emanuel said in 2008, “You never want a good crisis to go to waste.”

If only there were a solution “lying around” to attach to this crisis.

At the end of 2012, the Chicago Board of Education approved additional charter schools. The Walton Family Foundation provided seed money for some of these schools. Charter school proliferation can take part of the blame for schools being “underutilized,” as they draw students from other schools, but the Board’s metric for calculating utilization is also suspect.

Charter schools become the “solution” lying around for parents who want to keep their students close to home in a school that will not be closed the following year. Many charter schools have been infused with additional resources, making their facilities look shiny and new. Parents, through the market-based

“choice” system (which is revered by Friedmannites) may enroll their children in these new schools. That is unless their children have special needs, are learning English, or are simply bad at taking tests. Reuters recently published a report that showed how charter schools “cream” students to get the kids they want.

Charter schools invest heavily in public relations campaigns and receive positive press, but when stacked against magnet schools, which are public schools (staffed by union teachers) with barriers to access, they do not outperform.

Students with special needs, limited English proficiency, or without a regular place to call home are forced to fight over limited resources in the public schools.

This scene is playing out at school closing hearings held by CPS, underwritten by the Walton Family Foundation. School communities are forced to make the case for keeping their schools open. At a recent meeting on Chicago’s north side, schools that take in homeless students from the blighted Uptown community were pitted against schools with programs that address special needs. Some

observers likened the scene to the young adult novel-turned film “The Hunger Games,” where children are forced to fight to the death for the amusement of the 1 percent.

**WITHOUT A HURRICANE,
HOW CAN THE MAYOR
SELL OFF SCHOOLS TO
THE HIGHEST BIDDER?**

CREATE A CRISIS.

In real-life, our rulers don’t bother to stick around and watch the fruits of their policy. But they’re more than

happy to benefit. The Chicago elites’ charter schools are self-perpetuating gifts. The recent UNO Charter School Scandal shows how people connected to charters can dole out contracts to friends and family. The UNO network was the recent recipient of \$98 million in state aid to build more schools.

The head of UNO, Juan Rangel, was co-chair of Chicago Mayor Rahm Emanuel’s election campaign. Members of Rangel’s organization are now in the business of installing Illinois state

IN THE SPIRIT OF WILLIE LYNCH

By Renee T. Riley

representatives, the very people who hold the purse strings of these state grants. This is the face of the new municipal political machine.

Charter operators push back on any efforts of their staffs to unionize. When public schools close and charters open, teachers unions become weaker. Teachers unions are democratic institutions with ties to the communities they serve. When the public is disempowered, the small patronage army of the mayor becomes more entrenched.

The sale of public schools to charter operators cannot be done slowly. The fast pace of crisis management obscures the graft from the public. UNO specifically needs to operate under these crisis management conditions.

UNO operates under \$67,800,000 in outstanding debt. The \$98 million state gift cannot be used to pay back this debt because it has been earmarked for capital projects, namely building or improving schools. The only way to keep the UNO patronage train rolling is by continuously expanding and opening schools, with construction contractors serving as potential allies come election time.

The free-market think tank American Enterprise Institute recently praised this particular brand of charter school. The use of patronage in government hiring was a major argument Friedmanites used for privatizing public services. AEI praises UNO's "assimilationist" philosophy of teaching immigrant youth so perhaps AEI finds more merit in diluting non-European cultures than in ending patronage. I'm not exactly sure where that fits into the free market orthodoxy, but then again the contradictions in the philosophy far from end there.

Friedmanites often criticize redistributive policies as "picking winners and losers." From the manufactured schools crisis to the market-based solution of charter schools, it appears that the "free market" model picks winners and losers; the winners being the politically connected and the losers being the rest of us. ■

I had an opportunity to attend two school closing meetings where parents, teachers and community members had a chance to speak in support of keeping their particular school open. As I witnessed speaker after speaker give their spiel as to why their school should remain open, it became apparent to me that Chicago Public Schools officials had created a type of hunger game scenario in which school communities are pitted against each other in a desperate attempt to survive. It is interesting to note that Mayor Rahm Emanuel and CPS CEO Barbara Byrd-Bennett decided to give their dirty work of selecting which schools to close to the various school communities. As the meetings dragged on, I could not help but notice a very familiar haunting feeling that emerged from the pit of my stomach.

I began to think of the Willie Lynch letter that was read to the slave owners on the bank of the James River in 1712. As you may know, Lynch was brought to the U.S. from the West Indies to provide training to the slave owners of the Colony of Virginia. In his speech and letter, described a combination of modern and ancient methods of slave control. He described a method that placed emphasis on the differences among the slaves. He pointed out that by stressing the differences in intelligence, size, sex, skin color, hair texture and plantation status, slave owners could create a climate of fear, distrust, envy and resentment. He told them that this strategy would keep the slaves divided, enabling them to be controlled by their slave owners.

That same old divisive strategy is being used today in all of the school closing meetings in which teachers, students and parents approach the microphone in a desperate attempt to appeal to the senses of Chicago Board of Education members. The speakers carried large, elaborate posters with fancy letters complete with glitter and glam all in an attempt to outshine the other schools listed for closure. Parents spoke of their struggles to raise children in crime-infested neighborhoods and teachers boasted of test scores they were able to increase in spite of



the lack of instructional materials. Lastly, there were very articulate students selected to read their well-written essays on why their particular school should remain open.

So everyone wanted their school to dodge the bullet, but what about the least of them? What about the children who attend the so called "under-performing"/"underutilized" schools? What about the child that already has to walk past an abandoned school building through neighborhood blight and crime? Nine out of ten children affected by school closings will be African-American. Other minority children will be affected. What about them? What about the mothers who have no vehicles and few resources? How will their children attend school when our Chicago weather gets rough? Can we feel comfortable turning our backs on the least of them? Are they not our brothers and sisters too?

It's time to stand together as one undivided people. Rahm Emanuel must not be allowed to use Willie Lynch tactics to pit schools against schools in order to carry out his plan for a "clean," global city. We must be concerned about all of the Chicago public schools, not just the ones our children attend or the ones in which we teach. We must not allow ourselves to participate in these strategically designed hunger games that will ultimately make it impossible for the middle class and poor to live in this city. We must stand together in complete and total unity and demand a moratorium on school closures, because, to close one school is to close one school too many. ■

Renee T. Riley is a retired CTU member and works part-time in the CTU Grievance Dept.



KNOW YOUR RIGHTS: EXCESSIVE PAPERWORK

By Jackson Potter

In Article 44-2, we have new contract language that limits the ability of principals, network administrators and district officials to pile on additional paperwork requirements beyond what we currently receive. Specifically, our contract stipulates that if we are asked to “complete any additional paperwork on a regular basis” not required by the law, then the Chicago Board of Education must “mitigate” or reduce other clerical work and paperwork for our members.

If you are experiencing increasing paperwork requirements without any reduction in your other paperwork duties, you should immediately engage your Professional Problems Committee to bring the problem to the attention of the principal and request that there is a contractually required reduction. If that doesn't work, please contact your field representative and organizer to help you develop a strategy to fight back.

Another paperwork provision in Article 44 relates to lesson plans. We get to determine the “organization, format, notation and other physical aspects of the lesson plan.” If the

Board requires that we work with a template, it must conform to Article 44-21 above.

One example of our members fighting back against excessive paper-work occurred at Saucedo Elementary School, a member describes their strategy below:

“Our school is one of the 23 in the Network that take the ANET assessment every six weeks. When we were told we needed to analyze our students' data and create an action plan, which would require additional paper work, we immediately brought it up to the PPC. We negotiated to reduce paper work by eliminating weekly lesson plans in exchange for this action plan. The principal agreed and just requested self-contained [classroom] teachers to turn in the daily teaching points for Language Arts and Mathematics. For departmental teachers, they were required to do the same in their subject area.

“In our PPC monthly meetings we discuss, argue, vent, and brainstorm ideas and possible solutions before going to the principal. We never disagree among each other in front of her. We stand our ground and justify our

requests. When we meet we meet as a whole team, usually in the morning before school or immediately after school. We come prepared with facts and paper work to support our findings. Many things get resolved as soon as we send the agenda to the principal.”

We have also attached a workload survey that can be used to help you and your staff track and document paperwork demands to present to the administration when it might be useful. Also attached is a grievance template that can be used at the school level if you are unable to resolve the problem through the PPC. ■

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CPS STUDENTS CREATE FIRST CROWD-SOURCED NOVEL BY HIGH SCHOOLERS

WHITNEY YOUNG HS CLASS COMBINES WRITING OF 30 STUDENTS IN ONE PUBLISHED NOVEL

High school seniors at Whitney M. Young Magnet High School just finished what appears to be the world's first crowd-sourced novel created by students. The novel "30 Days to Empathy" features individual chapters written by 30 Chicago public high school students in English teacher Jay Rehak's senior class.

Based on an idea from Rehak, a National Board Certified teacher, the 240-page novel tells the story of an arrogant high school senior who has little respect for his classmates until he mysteriously finds himself living one day in each of their lives.

"It was such a genius idea to make a novel in which each student's voice can be heard," said co-author Sydney Burdin, a senior in Rehak's English class. "Seeing all our lives chapter by chapter is really quite interesting."

The e-book of "30 Days to Empathy" for Amazon's Kindle was released on March 12, 2013. While each student retains the copyright on the respective chapters he wrote and receives an equal portion of the proceeds, Rehak will donate his portion to a college scholarship fund for graduating seniors.

Rehak, who wrote a book of grammar with his students during the 2005-2006 school year, thought of writing this crowd-sourced novel a while ago, but needed current technology to complete the composition.

"We used Google Docs to organize the book and bypassed the traditional publishing process with Amazon's CreateSpace. We also used Twitter, Facebook and YouTube to enhance marketing efforts," he said. "Without 21st century technology, '30 Days to Empathy' never would have happened."

Patryk Lipski, another co-author in Rehak's class, noted, "Reading others' chapters, glimpsing into their lives, I feel we learned more about each other than most classmates. When we got the proofs, it was almost unreal seeing our work in a fully functional book. It's a good book, too. We've got some talent."

The students plan to create and publish an audiobook of "30 Days to Empathy" on Amazon.com before they graduate in June.

The novel is available for purchase at Amazon.com. The first chapter, "Why Isn't the World More Like Me?," is available on the "30 Days to Empathy" blog at <http://30daystoempathy.blogspot.com>.

ABOUT "30 DAYS TO EMPATHY"

Arrogant high school senior Jake Holomann is one month away from graduating a semester early. From his point of view, Jake can't get away from his school and his classmates fast enough. When Ms. Julie Glass, his English teacher, suggests he might have more to learn before heading off to an Ivy League college, Holomann scoffs at the idea but accepts her strange homework assignment. Her month-long task for Jake to learn the meaning of "empathy" turns into a journey he never could have imagined—Jake mysteriously spends one day living the life of each of his classmates.

Sometimes humorous, sometimes harrowing, "30 Days to Empathy" is a novel that provides a window into the daily lives of young people from every neighborhood in present day Chicago. This 240-page coming of age story represents the voices of 30 students and their instructor from Whitney M. Young Magnet High School, one of Chicago's premier public secondary schools. It is the world's first crowd-sourced high school novel ever published. ■

Facebook page:
<http://www.facebook.com/Official30Days>

Twitter: @official30days
(<http://www.twitter.com/official30days>)

YouTube Book Trailer:
https://youtube.com/watch?v=O-i20zD_k4

Jay Rehak is a teacher at Whitney Young HS. He is also the current president of the Chicago Teachers' Pension Fund.



Whitney Young HS students—the authors of 30 Days to Empathy—gather at their book release party. Photos: Melvin Soto



HOW WE STARTED THE PPLC AT HARLAN HIGH SCHOOL

By Patricia Boughton

I responded to President Lewis' call for delegates to set up Professional Personnel Leadership Committees (PPLCs) in their buildings as a means for teachers gaining control over what they needed to know to do their jobs. Many times, our staff developments were driven by Network and administrative objectives, and teachers had little or no input in them.

When I first proposed setting up a PPLC at my school, I was met with resistance in some quarters and confusion in others. Many of our staff members did not understand the difference between the functions of the Professional Problems Committee (PPC) and the PPLC. The first thing that had to be done was to educate the members on the functions of the two groups. There was also the fear that no one would want to participate. There were others who did not understand why we just couldn't continue with the Instructional Leadership Teams (ILTs). As delegate, it was my responsibility to answer all of these concerns and to convince our members that this could be done and done well.

My associate delegate and I began by explaining to our members that the PPLC was established

by state law and that every other district in the state was obligated to have a PPLC. I explained that CPS established ILTs as a means to circumvent the law. I posed the question, "Why should CPS be allowed to pick and choose which laws it will obey?" I told them that one obvious intention of this law was to give teachers a voice in what they would learn in staff development. I pointed out that ILTs are selected by the administration and their primary function is to advance network objectives regardless of whether or not they meet the needs of teachers, while PPLCs are elected democratically by the membership and their primary purpose is to design

staff development that would meet teachers' needs. There would be much more buy-in with school-wide initiatives when the members have a stake in what they are learning. As professionals, we understand what our needs are and how to best meet them.

Some members wanted to know whether ILTs and PPLCs could coexist. "Why can't we have both?" they asked. I answered them with another question: "Why wouldn't the principal be able to work with a PPLC?" There would be nothing to prevent ILT members from also serving on a PPLC if they are elected.

I placed literature from the Chicago Teachers Union concerning the functions of PPCs and PPLCs in the members' mailboxes. The asso-

ciate delegate, PPC members and other supportive faculty began to talk to the ones who were hesitant or still unsure about the advantages of having a PPLC. I visited as many members personally as I could on my lunch periods to gauge the interest in participating in a PPLC. I was pleasantly surprised. I didn't get to speak to everyone, but all of those I spoke to expressed an interest in serving on the PPLC. Not only that, but our new teachers were very enthusiastic about serving. I was so happy and proud of them.

Convincing the administration proved to be a far more difficult matter. Principal Reginald E. Evans stated from the outset that he was not supportive of a PPLC. He expressed the belief that staff members were not going to want to participate in something that required extra work on their part and for which they would not be paid. He wanted me to make this clear to the members.

At the grievance meeting, attended by myself, our union field representative, Joseph

McDermott, and our CTU Recording Secretary Michael Brunson, Principal Evans once again reiterated his opposition to forming a PPLC. I felt that he was underestimating his staff. I was convinced that we would have people who would be interested in serving on a PPLC. I mentioned that the buy-in that would come from a PPLC would be invaluable in achieving school-wide goals and initiatives. Still, he was unconvinced. There would be no alternative but to take the matter further.

During the ensuing weeks, I continued my lobbying efforts on behalf of a PPLC. I had a list of 13 interested candidates, and Ms. Allums, a PPC member, had several more. We filed a grievance and awaited the results.

Several weeks later, Principal Evans informed me that he would be setting a date for the elections. Ms. Henry, our LSC representative, would be responsible for conducting the election. The names of certificated personnel and copies of the rules were placed in the main office. In the meantime, our field rep McDermott attended a monthly union meeting at our school in which he informed the members that because of my grievance, CPS had issued a directive to all of the principals in the district to arrange for PPLC elections in their buildings. We had won.

We had our election on the Feb. 1 Staff Development day. Despite being told that, "this position was only advisory and that the principal was under no obligation to implement your plans," and other continued admonitions, 16 people stood for election. Seven were voted in. The matter was settled. Our members had stood up for their rights.

The Harlan PPLC had its first meeting two weeks ago. Even some of the skeptics admitted that the meeting was productive and that some good ideas emerged. We are looking forward to great things in the future. A Chinese proverb says that, "a journey of a thousand miles begins with a single step." We have begun our journey and we won't turn back. ■



Patricia Boughton is a delegate at Harlan HS and a CTU District Supervisor. Photo: Nathan Goldbaum

COMMITTEE PROFILE: COMMUNICATIONS AND PUBLIC RELATIONS

By Drew Heiserman



The Communications & Public Relations committee is currently in the middle of conducting media trainings, specifically concerning social media. Our Truth Squad and other CTU supporters, led by New Media Coordinator Kenzo Shibata, combatted the lies that Rahm Emanuel and the Board of Education were trying to push during the strike, and in an analysis of social media during the strike, WBEZ ran a story titled “Social media acts as megaphone and sword in CTU strike,” in which they lauded our work.

We ran circles around the Board’s team of flaks in September, and that effort continues. Anyone wanting to learn more or join our team should contact Drew Heiserman, the committee chair or Kenzo Shibata, the CTU liaison.

Hear the WBEZ report at:
<http://www.wbez.org/blogs/bez/2012-09/social-media-acts-megaphone-and-sword-ctu-strike-102437>

Drew Heiserman is chair of the CTU Communications & Public Relations Committee

COMMITTEE PROFILE: ARBITRATION REVIEW

By Thaddeus Goodchild

In September 2012, the Chicago Teachers Union established an Arbitration Review Committee. The committee was established to review grievances that the Chicago Board of Education had denied at the first two steps of the grievance procedure under the collective bargaining agreement.

The basic purpose of the committee is two-fold: (1) to make certain that meritorious grievances in which the CTU has high likelihood of success in arbitration in fact move forward to arbitration; and (2) to make certain that the CTU efficiently uses its resources by pursuing grievances where the beneficial results—and the likelihood of achieving them—outweigh the likely precedential and monetary costs to the CTU membership of arbitrating the case.

In making a determination whether an individual grievance advances to arbitration, the committee considers the following factors: (1) the probable outcome in light of the strengths and weaknesses of the case; (2) the resources required to arbitrate the case; (3) the nature of the remedy requested; (4) when compared to the costs of arbitration, whether a favorable outcome would have a significant positive effect on the bargaining unit as a whole; and (5) an historical analysis of arbitration awards in similar cases.

Members are notified of the committee’s recommendation in their cases shortly after the meeting at which their grievance file is reviewed.

The Arbitration Review Committee members are Sara Echevarria, CTU Grievance Department Director; Robert Bloch, CTU General Counsel; CTU in-house attorneys Graham Hill and Thad Goodchild; one CTU Field Representative on a rotating basis; one rank-and-file CTU member by invitation; the CTU Staff Coordinator by invitation; and a CTU Officer by invitation.

The Committee meets no less than once a month.

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LIFEBLOOD OF THE UNION!**

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CTU GRIEVANCE AND LABOR VICTORIES

A ROUNDUP OF RECENT VICTORIES FOR MEMBERS

By Dr. John Kugler and Ronnie Reese

FALSE CLAIMS

A general verdict of \$225,000 was awarded against a retired Chicago Board of Education principal on claims of defamation, republication and intentional interference with a prospective business relationship after Sara Meegan, probationary assigned teacher and Chicago Teachers Union member, was not renewed in her position at one Chicago public high school and denied employment at another high school. The principal claimed the teacher was habitually tardy, absent and failed to turn in lesson plans, used these claims to justify non-renewal and shared them with a principal where the PAT interviewed for another position. All of the claims turned out to be false, so congrats to Sara as truth won out in the end.

“This case and others should highlight the importance of resolving these matters fairly so situations don’t come to this,” said Meegan’s attorney, Jack Moran.

YEARS OF SERVICE

Chicago Public Schools would not give teacher Kathleen McGarry credit for seven years of employment as a substitute teacher and informed her that her years of service would only add up to 28 years—short of what she required for retirement. A grievance was filed by the CTU, which McGarry won. She will be compensated for the loss of salary as result of incorrect years of service and will have \$28, 207.91 placed into an annuity. This was an inspiring win for many CTU members nearing retirement.

RESIDENCY QUESTIONS

A Recommended Order from hearing officer Lawrence M. Cohen was issued Feb. 19 recommending reinstatement and a make whole remedy for Patrick Tilford, whom the Board sought to discharge for violation of its residency policy. Mr. Cohen found that the Board failed to meet its burden of proof that Tilford intended to establish residency outside Chicago, even though he was living in



Evergreen Park when his case was brought to the attention of CPS officials. The union is very pleased for Mr. Tilford in this victory.

Cohen accepted the union’s argument that he should apply the standard set by the Illinois Supreme Court in the Rahm Emanuel residency challenge, which includes the finding that once an individual establishes residency in Chicago, he or she can be physically absent from that residence for months or years without abandoning it if he or she intends to return to the original Chicago residence. Cohen also adopted the reasoning, contrary to CPS residency policy, that “once a residency has been established, the presumption is that it continues, and the burden of proof is on the contesting party to show that it has been abandoned.”

LABOR BOARD RULING

An Illinois Educational Labor Relations Board ruling against Chicago Public Schools (Case # 2011-CA-0091-C) for failure to arbitrate cases compels the Board to arbitrate CTU cases filed for arbitration. The IELRB ordered CPS to cease and desist from refusing to engage in arbitration on four specific grievances, and stop interfering in the right of the union to resolve issues through

the grievance process. Instead of the Board following the ruling and the contractual obligation to arbitrate cases, they have chosen to appeal this case to the courts, wasting valuable money on an issue explicitly stated in the 2012-2015 by the something that is on the contract. (Robert Bloch Attorney)

SAFETY CITATIONS

The Illinois Department of Labor has issued seven citations against the Board (Case No. 316325117) for violations of the Illinois Safety Inspection and Education Act and Health and Safety Act. The violations stem from the Board’s failure to properly train, notify and prepare for the Bloodborne Pathogen Standard under federal OSHA regulations. The citations are under review for further enforcement to see if CPS is compliant with the federal standards. ■

Chicago Teachers Union College Scholarship Awards

In Honor of

Jacqueline B. Vaughn
John M. Fewkes
Jonathan G. Kotsakis
Robert M. Healey
Charles E. Usher

Mary J. Herrick
Ernestine Cain Brown
David M. Peterson
John E. Desmond
William "Bill" Buchanan
Glendis Hambrick

Awards

The Chicago Teachers Union shall present regular, vocational and special education awards each in the amount of \$1,000. Students will receive \$500 each semester and will need to provide proof of enrollment.

Eligibility

The applicant must be a son or daughter of a currently employed, active member in good standing of the Chicago Teachers Union, or a son or daughter of a deceased member who was in good standing with the Chicago Teachers Union at the time of death, and a high school senior who will graduate this year before August 31, 2013. Students applying for a special education scholarship must be presently enrolled in a special education school, class or program for students designated as EM H, TM H, blind, deaf, emotionally

disturbed, speech impaired, or physically handicapped. The awards are entirely unrestricted as to race, religion, political affiliation, or choice of accredited college, university, business, trade, or vocational school.

How to apply

Visit CTU.net/Scholarships

INCOMPLETE INFORMATION WILL BE CAUSE FOR REJECTION

The application must be postmarked or delivered to the CTU office **before 5:00 p.m., May 3, 2013.**

The completed forms should be mailed to:

Scholarship Committee
Chicago Teachers Union
222 Merchandise Mart Plaza, Suite 400
Chicago Illinois 60654-1016.

All winners will be notified by letter of the committee's decision by May 20, 2013. A list of the winners will be published in the Chicago Union Teacher. The material received by the committee will become the property of the committee and will not be returned.

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Evergreen Park, IL 60805-2788
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GOOD PARENT, BAD PARENT— SHALL A GIFT CARD DECIDE?

Mayor Rahm Emanuel's recent characterization of Chicago parents as "bad" and his push for parent involvement in schools by using incentives such as gift cards for report card pick-up has been met with sharp criticism. Many people are outright insulted, while others view the move as a noble attempt at parent involvement, and others see the need to include threats and force. I view this as another desperate attempt at solving Chicago's educational crisis, which is especially prevalent in the black community.

I caution those who are quick to use the label of "bad parents." Who is qualified to decide what standard to use, and how to measure what constitutes a good or bad parent? By a different standard, many of us are not good parents. For that poor mother who did not know how she was going to feed her children, securing a meal for that night may have been the greatest example of parent involvement possible.

In the 1980s researcher Joyce Epstein coined "parenting" as a type of parent involvement that includes feeding, clothing, provision of housing and health care. The widening gulf between home, school and parent is a consequence of educators, schools and politicians overlooking and failing to acknowledge this type of parent involvement.

Parents desire involvement, and research proves that despite poverty and/or race, with the proper approach, their involvement can help close the achievement gap. Four years ago, I developed a response to the achievement gap that fuses parent involvement with early education and results in accountability and achievement. The Instructional At-Home Plan (IAHP)®, was born out of a passion and knowledge that parents can have a positive impact in ensuring student academic competency, and entails a close working relationship and commitment between the teacher and parent with the shared goal being a child's academic success.

Prior to the use of the IAHP strategy in an Austin community school where the parents are black and the school poverty level averages 98 percent, 52 percent of students left kindergarten at or above grade level in literacy. With the IAHP use, each of the past three years resulted in more than 80 percent

of kindergarten students leaving at/or significantly above grade level. This is definitely the result of parental diligence. We currently experience 100 percent parent participation.

Threatening and demeaning parents does not help this situation. What can you take from someone who already has lost hope, dreams and a sense of self-worth? Sure, we can force a report card pick-up or give a \$25 gift card, but we cannot force them to understand that report card, or even have a desire to improve it. This is the real goal!

The stark realities for many black families in Chicago are lower educational levels, poverty, unemployment, poor working wages, perpetual violence and inadequate living conditions overall. There must be an improvement in living conditions, employment and working wages. There must be a plan of action in this city that promotes awareness and understanding of the power of education, recognizes parent strengths, views parents as valuable partners in the educational well-being of their children and invites them to share in the responsibility and success of their children.

Dr. Tanya Foster-DeMers is a member of the Chicago Teachers Union Black Caucus and the president of TAF Educational LLC.

WRITE US!



*Send your correspondence to
The CUT, 222 Merchandise
Mart Plaza, Suite 400,
Chicago, IL 60654 or via email:
leadership@ctulocal1.com.
Letters may be edited for clarity
and space purposes. We reserve
the right to reject submissions.*



REVISED

Teacher Certificate Renewal Reminder

June 30, 2013

Initial, Standard and Master Certificates

- ☐ Check your renewal date.

If it's time:

- ☐ Visit ctunet.com/renewal for detailed instructions-ISBE/CPS
- ☐ Enter all completed professional development activities in the Educator Certification System (ECS) at www.isbe.net/ecs, as each activity is completed, but by May 31, 2013, to ensure processing by the deadline date (June 30, 2013).
- ☐ Maintain a portfolio of your professional development, required by Illinois State Law.
- ☐ Make sure you pay the fee and register.
- ☐ Please be advised that pursuant to PA 97-0607 signed on August 26, 2011, educator certification fees increased on January 1, 2012. The new fees are as follows:

\$75 application fee for each educator certificate

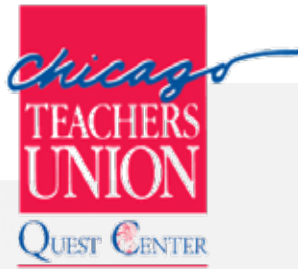
\$50 for each subsequent endorsement application

\$10 per year registration fee for the course of the validity cycle*

*The registration fee must be paid in its entirety. For example, registration fee for a certificate with a five-year validity cycle would be \$50. (All fee information is from the ISBE website.)

NOTE: If you have been teaching for 4 years or less, you cannot renew until April 1, 2013.

All questions: Email the Illinois State Board of Education at isbe.net/ecs - select ISBE Information (located on left side of page.) Scroll down to ISBE Web Site and select "email us." Type in pertinent information and your question. All emails are checked and answered daily!



Presents

Summer 2013 Professional Learning

All Quest Center courses are suitable to meet the ISBE 20% requirements for regular education teachers of students with specialized needs and are aligned to the CPS Framework for Teaching and the Common Core State Standards.

Integrating Chicago's Visual Culture into the Curriculum

(2 CPS Lane Placement Credits/30 CPDUs)

This course will expose teachers to the professional development support resources of the Chicago cultural institutions. Teachers will uncover the authentic uses of museums as sites for extended teaching and learning experiences. Teachers will create a presentation highlighting their visits and the resources found during the visit. This course is designed to support teachers in meeting requirements for state and professional standards, and for the CPS Framework for Teaching: Domain 3, Components A, B, C, D (Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction). The first and final sessions will be held at the CTU Quest Center, 222 Merchandise Mart Plaza #400, Chicago, IL 60654, 3:30 - 6:30 p.m. on July 1 and July 17. All other sessions will be held at museums from 1:30 - 4:30 p.m. Course dates: July 1, 2, 8, 9, 10, 11, 12, 15, 16, 17, 2013. The locations for the museum visits will be distributed at the first session, July 1, 2013. Linda Comminos, NBCT, instructor. **Tuition: members - \$130 (non-members \$160).** Register online at ctunet.com/pd. **Course Registration Deadline: Thursday, June 20, 2013.**

Mathematical Reasoning

(3 CPS Lane Placement Credits/45 CPDUs)

This course will provide K-12 teachers with a deep understanding of lesson design to engage their students in mathematical reasoning. The course will be driven by the Common Core State Standards for Mathematics (K-12 content standards and the 8 standards for Mathematical Practice) that contribute to the teachers' daily instruction. This course is designed to support teachers in meeting requirements for state and professional standards, and for the CPS Framework for Teaching: Domain 1, Components A and D (Demonstrating Knowledge of Content and Pedagogy, and Designing Coherent Instruction), and Domain 3, Components B, C, and D, and (Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction.) Participants must be currently teaching math in Kdg. through 12th grade. A book is required for this course. The location of the course TBD. Course dates: July 1, 2, 8, 9, 10, 11, 12, 2013 - 9 a.m. - 4:00 p.m. Michael Moriarty, NBCT, instructor. **Tuition: members - \$195 (non-members \$225).** Register online at ctunet.com/pd - **Course Registration Deadline: Thursday, June 20, 2013.**

Brown line comes to the Mart. \$14.00 parking after 3:00 p.m. at MartParc located on the northeast corner of Kinzie and Wells. No parking validation available.

The CTU Quest Center reserves the right to cancel course due to low enrollment. **Refunds for participant cancellation will be issued up to one week before the course begins.**



Presents

Common Core State Standards Summer 2013 Professional Learning

All Quest Center courses are suitable to meet the ISBE 20% requirements for regular education teachers of students with specialized needs and are aligned to the CPS Framework for Teaching and the Common Core State Standards.

Common Core in the Primary Classroom (3 CPS Lane Placement Credits/45 CPDUs)

This course will focus on issues in implementation of the English language arts Common Core State Standards affecting all K-2nd grade teachers. Participants will study the shifts in focus, close reading, and instructional design. The CPS Framework for Teaching's Domain 1, Components A, C, and D (Demonstrating Knowledge of Content and Pedagogy, Selecting Instructional Outcomes, and Designing Coherent Instruction) will be addressed. The course will be held at the CTU Quest Center, 222 Merchandise Mart Plaza #400, Chicago, IL 60654. Course dates: July 29, 30, 31, Aug. 1, 2, 5, 6, 2013. 9 a.m. - 4:00 p.m. Keshanna Milsap, NBCT, Kelly McCann, NBCT, instructors.

Common Core in the Elementary Classroom (3 CPS Lane Placement Credits/45 CPDUs)

This course will address issues in implementation of Common Core State Standards required of all 3rd - 8th grade teachers. Participants will study the shifts in focus, instructional design, and assessment in mathematics and language arts. The CPS Framework for Teaching Domain 1, Components A, C, D, and E (Demonstrating Knowledge of Content and Pedagogy, Selecting Instructional Outcomes, Designing Coherent Instruction, and Designing Student Assessments) and Domain 4, Component A (Reflecting on Teaching and Learning) will be addressed. The course will be held at the CTU Quest Center, 222 Merchandise Mart Plaza #400, Chicago, IL 60654. Course dates: August 7, 8, 9, 12, 13, 14, 15, 2013. 9 a.m. - 4:00 p.m. Michelle Nash, NBCT, instructor.

Course Registration Deadline: Thursday, July 19, 2013.

Tuition: members - \$195 (non-members \$225). Register online at ctunet.com/pd

LCD: oteg-743-dp

Brown line comes to the Merchandise Mart.
\$14.00 parking after 3:00 p.m. at MartParc located on the northeast corner of Kinzie and Wells. No parking validation available.

The CTU Quest Center reserves the right to cancel a course due to low enrollment. **Refunds for participant cancellation will be issued up to one week before the course begins.**



NURTURING TEACHER LEADERSHIP

A Proven National Board Certification Support Program

Accepting applications for 2013/14 school year.

Apply now while state scholarships are still available.

ATTEND OUR INFORMATIONAL MEETING

Monday, May 13th, 2013

4:30 p.m. – 8:00 p.m.

Chicago Teachers Union

Quest Center

222 Merchandise Mart Plaza, Suite 400

Find out about pursuing National Board Certification, Illinois Master Teacher Certification, and the role of the Quest Center in supporting Chicago Public School teachers through the process.

Requirements:

- 3 years teaching at current certificate level
- 2 years commitment to teaching in CPS after certification
- Successful completion of professional profile



Register Online:

at ctunet.com under the "Quest Center" tab

Transportation:

Brown Line comes into the 2nd floor of the Merchandise Mart

Parking: Parking at the MartParc garage, corner of Kinzie and Wells, is \$14.00 after 3:00 p.m.



For more information on Nurturing Teacher Leadership, or to register for the informational meeting, visit us online at www.ctunet.com/ed or contact Lynn Cherkasky-Davis at (312) 329-6274 or LynnCherkasky-Davis@ctunet.org.

What is Nurturing Teacher Leadership?

Nurturing Teacher Leadership is an 11 month program of weekly professional development and candidate support that prepares teachers for National Board for Professional Teaching Standards (NBPTS) certification. It includes:

- ✓ Small group facilitation
- ✓ Weekly professional development
- ✓ Collaboration with a cohort of other CPS teachers going through the certification process – professional learning community
- ✓ Technical support
- ✓ Assessment Center preparation simulations
- ✓ Individual mentoring
- ✓ Professional lending library
- ✓ Rigorous weekly professional development
- ✓ Computer lab access
- ✓ Professional leave days with substitute teacher coverage
- ✓ Weekend retreat

Why We Are Special

The Chicago Teachers Union Quest Center's Nurturing Teacher Leadership (NTL) program offers a small supportive group setting in which National Board Certification (NBC) candidates work collaboratively and are mentored by National Board Certified Teachers. We read, study and discuss literature and research on current issues and concepts in education, applying our new or refined insights to our teaching practice. We provide multiple resources, support, and incentives. Our focus is on developing, improving, and validating teaching, thereby increasing student achievement.

During weekly meetings, successful teaching practices are recognized and shared. NTL facilitates all aspects of the 11 month intensive NBC process. We assist teachers with descriptive, analytical, interpretative, and reflective writing required for the National Board portfolio. We provide technical assistance for required documentation of your work, facilitation with analyzing student work, individual coaching and mentoring, and preparation for the rigorous Assessment Center exercises. NTL supports teachers throughout the entire certification process, providing technical, professional, intellectual and moral support. After achieving National Board Certification, opportunities are available for you to support others—at a professional wage. The CTU Quest Center is *teachers working for teachers* to improve the achievement of Chicago's children.

What is National Board Certification?

NBPTS Certification offers teachers the opportunity for career advancement. It:

- ✓ provides an advanced credential consistent with what accomplished teachers should know and be able to do,
- ✓ certifies that you have the status of one who has met professional teaching standards,
- ✓ certifies that you have prepared a professional portfolio demonstrating your teaching abilities,
- ✓ certifies that you have fulfilled the rigorous Assessment Center exercises, and
- ✓ entitles you to receive the Illinois Master Certificate.

What are the Benefits of NTL?

- ✓ 98% success rate
- ✓ annual pensionable cash award - \$1,800+
- ✓ National Board Certified Teacher mentors
- ✓ Illinois Master Certification good for 10 years
- ✓ 33 graduate credits offered
- ✓ opportunity for a Masters Degree in Teacher Leadership or Curriculum and instruction
- ✓ 12 CPS Lane Placement credits awarded
- ✓ professional learning community
- ✓ professional leave days with substitute coverage
- ✓ 10 day summer institute
- ✓ public recognition
- ✓ 1st consideration for Consulting Teacher roles
- ✓ coaching incentives
- ✓ teacher leadership roles
- ✓ becoming a better teacher



LCD:oteg-743-tr



Weekend Workshop Series

“Best Practices” aligned to the CPS Framework for Teaching

Inquiry-Based Learning

Saturday, April 27, 2013: 9:00 a.m. – 4:00 p.m.

Sunday, April 28, 2013: 9:00 a.m. – 2:00 p.m.

This 2-day workshop will familiarize teachers with inquiry-based learning and its benefits. Participants will discover its definition, strategies to employ and the benefits of utilizing such strategies. This workshop will showcase “best practices” associated with inquiry-based teaching and learning. Twelve (12) CPDUs will be provided. This workshop is aligned to The CPS Framework for Teaching (*Domain 3, Component B: Instruction - Using Questioning and Discussion Techniques*).



Differentiated Instruction

Saturday, May 4, 2013: 9:00 a.m. – 4:00 p.m.

Sunday, May 5, 2013: 9:00 a.m. – 2:00 p.m.

In this 2-day workshop, participants will learn about unique strategies for providing differentiated instruction, focusing on how content, learning experiences, and assessment can all be modified to address the unique needs, learning styles, multiple intelligences, interests, and skills of all students. Course participants will participate in inquiry-based learning activities with their peers to develop differentiated lessons that can be implemented in their very own classrooms. In addition, participants will learn to provide robust and rigorous lessons. Twelve (12) CPDUs will be provided. This workshop is aligned to The CPS Framework for Teaching (*Domain 1, Components A, B, and D: Planning and Preparation - Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, and Designing Coherent Instruction*).

Classroom Management

Saturday, May 18, 2013: 9:00 a.m. – 4:00 p.m.

Sunday, May 19, 2013: 9:00 a.m. – 2:00 p.m.

In this 2-day workshop, teachers will learn effective ways to manage a classroom. There will be an emphasis placed on teacher collaboration, leadership and reflection. The participants will be provided with readings and engage in individual, small-group, and whole-class activities that showcase “best practices” associated with effective classroom management. Teachers will enhance their ability to manage time, promote positive behavior, motivate students, plan classroom procedures, and maintain self-reflective practice. Twelve (12) CPDUs will be provided. This workshop is aligned to The CPS Framework for Teaching (*Domain 2, Component A, B, C, D: The Classroom Environment - Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures and Managing Student Behavior*).

All workshops will be held at the Chicago Teachers Union:

222 Merchandise Mart Plaza,
4th Floor
Chicago, IL 60654

\$60
for each
workshop

12 CPDUs

To register for an individual workshop, please go to:

www.ctunet.com/pd

Brown line comes to the Mart.
No parking validation available.

VISIT THE CHICAGO TEACHERS UNION WEBSITE AT WWW.CTUNET.COM

WT:oteg-743-tr

CHICAGO TEACHERS UNION
CONSOLIDATED FINANCIAL REPORT
JUNE 30, 2012 AND 2011

CHICAGO TEACHERS UNION

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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

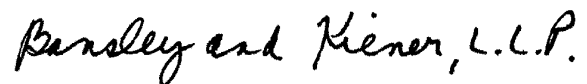
INDEPENDENT AUDITOR'S REPORT

Chicago Teachers Union
Chicago, Illinois

We have audited the accompanying consolidated statements of financial position of the Chicago Teachers Union as of June 30, 2012 and 2011, 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, 2012 and 2011, 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.



Certified Public Accountants

February 14, 2013

CHICAGO TEACHERS UNIONCONSOLIDATED STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2012 AND 2011

<u>A S S E T S</u>	<u>2012</u>	<u>2011</u>
CURRENT ASSETS		
Cash and cash equivalents	\$ 9,525,485	\$ 9,990,515
Certificates of deposit	431,039	429,723
Receivables		
Due from affiliates	927,696	1,257,430
Other receivables	393,561	169,904
Leasehold improvement allowance	415,980	415,980
Prepaid expenses and other current assets	73,938	254,633
	<u>11,767,699</u>	<u>12,518,185</u>
PROPERTY AND EQUIPMENT, net	<u>1,346,635</u>	<u>1,437,098</u>
Total	<u><u>\$13,114,334</u></u>	<u><u>\$13,955,283</u></u>
 <u>LIABILITIES AND NET ASSETS</u>		
CURRENT LIABILITIES		
Current maturities of note payable	\$ -	\$ 693,568
Current maturities of capital lease obligations	102,235	92,182
Accounts payable	2,146,164	3,040,389
Accrued expenses	1,469,736	1,168,912
Deferred income	2,086	203,390
	<u>3,720,221</u>	<u>5,198,441</u>
LONG-TERM LIABILITIES		
Capital lease obligations, less current maturities	194,148	296,382
Deferred rent	2,487,526	2,546,819
	<u>2,681,674</u>	<u>2,843,201</u>
NET ASSETS		
Unrestricted		
Designated	225,985	225,026
Undesignated	6,046,633	5,380,792
Temporarily restricted	437,821	305,823
Permanently restricted	2,000	2,000
	<u>6,712,439</u>	<u>5,913,641</u>
Total net assets	<u>6,712,439</u>	<u>5,913,641</u>
Total	<u><u>\$13,114,334</u></u>	<u><u>\$13,955,283</u></u>

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

CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2012 AND 2011

	2012			2011			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUE							
Support and revenue							
Dues and fees	\$ 25,473,851	\$ -	\$ -	\$ 25,473,851	\$ -	\$ -	\$ 25,473,851
IFT organizational and other assistance	2,949,084	483,742	-	3,432,826	324,817	-	3,757,643
AFT legal fee reimbursement	177,541	-	-	177,541	-	-	177,541
AFT special assistance program	95,040	-	-	95,040	-	-	95,040
Contributions	-	159,631	-	159,631	171,937	-	331,568
Interest	5,323	100	-	5,423	155	-	5,578
Loss on disposal of fixed assets	-	-	-	-	(6,249)	-	(6,249)
Grant revenue	-	428,003	-	428,003	175,210	-	603,213
Tuition	-	20,915	-	20,915	20,721	-	41,636
Other	44,900	363,388	-	408,288	35,570	-	443,858
Net assets released from restrictions	1,323,781	(1,323,781)	-	-	(821,549)	-	(821,549)
Total support and revenue	30,069,520	131,998	-	30,201,518	(98,338)	-	29,999,563
EXPENSES							
Affiliations	13,026,840	-	-	13,026,840	-	-	13,026,840
Program services							
Salaries	3,164,938	-	-	3,164,938	-	-	3,164,938
Employee benefits	915,711	-	-	915,711	-	-	915,711
Travel and staff expenses	329,584	-	-	329,584	-	-	329,584
Collective bargaining	428,049	-	-	428,049	-	-	428,049
Meetings	376,993	-	-	376,993	-	-	376,993
Defense	1,796,716	-	-	1,796,716	-	-	1,796,716
Publications	360,610	-	-	360,610	-	-	360,610
Death benefits	19,600	-	-	19,600	-	-	19,600
Quest center expenses	776,987	-	-	776,987	-	-	776,987
Political action committee	528,902	-	-	528,902	-	-	528,902
All other	701,597	-	-	701,597	-	-	701,597
Total program services	9,399,687	-	-	9,399,687	-	-	9,399,687
Administrative and general							
Salaries	2,753,470	-	-	2,753,470	-	-	2,753,470
Employee benefits	1,139,936	-	-	1,139,936	-	-	1,139,936
Travel and staff expenses	68,055	-	-	68,055	-	-	68,055
Rent and utilities	1,183,373	-	-	1,183,373	-	-	1,183,373
Telephone	83,829	-	-	83,829	-	-	83,829
Office supplies and expense	575,939	-	-	575,939	-	-	575,939
Depreciation and amortization	218,648	-	-	218,648	-	-	218,648
Conventions and conferences	112,150	-	-	112,150	-	-	112,150
Executive board	43,030	-	-	43,030	-	-	43,030
Election expenses	3,107	-	-	3,107	-	-	3,107
Professional fees	702,700	-	-	702,700	-	-	702,700
Interest expense	51,936	-	-	51,936	-	-	51,936
Insurance	40,020	-	-	40,020	-	-	40,020
Total administrative and general	6,976,193	-	-	6,976,193	-	-	6,976,193
Total expense	29,402,720	-	-	29,402,720	-	-	29,402,720
Increase (decrease) in net assets	666,800	131,998	-	798,798	(98,338)	-	700,460
Net assets, beginning of year	5,605,818	305,823	2,000	5,913,641	405,211	2,000	6,320,852
Net assets end of year	\$ 6,272,618	\$ 437,821	\$ 2,000	\$ 6,712,439	\$ 305,823	\$ 2,000	\$ 6,999,563

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

CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
Cash flows from operating activities:		
Increase in net assets	\$ 798,798	\$ 1,941,965
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	218,648	228,587
Loss on disposal of fixed assets	-	6,249
Rent abatements	-	141,381
Deferred rent	(59,293)	(30,521)
Changes in assets and liabilities:		
(Increase) decrease in:		
Due from affiliates	329,734	(825,670)
Other receivables	(223,657)	18,812
Prepaid expenses and other current assets	180,695	63,430
Increase (decrease) in:		
Accounts payable	(894,225)	1,370,217
Accrued expenses	300,824	(794,129)
Deferred income	(201,304)	5,528
Total adjustments	<u>(348,578)</u>	<u>183,884</u>
Net cash provided by operating activities	<u>450,220</u>	<u>2,125,849</u>
Cash flows from investing activities:		
Purchase of property and equipment	(128,185)	(87,017)
Purchase of certificates of deposit	(829,446)	(827,581)
Proceeds from maturities of certificates of deposit	<u>828,130</u>	<u>825,600</u>
Net cash used in investing activities	<u>(129,501)</u>	<u>(88,998)</u>
Cash flows from financing activities:		
Repayment of note payable	(693,568)	(731,432)
Reduction of capital lease obligations	<u>(92,181)</u>	<u>(102,832)</u>
Net cash used in financing activities	<u>(785,749)</u>	<u>(834,264)</u>
Net increase (decrease) in cash and cash equivalents	(465,030)	1,202,587
Cash and cash equivalents		
Beginning of year	<u>9,990,515</u>	<u>8,787,928</u>
End of year	<u>\$9,525,485</u>	<u>\$9,990,515</u>
Supplemental disclosures of cash flow information		
Cash payment for:		
Interest	\$ 51,936	\$ 118,017
Non-cash investing and financing activities:		
Obligations under capital lease for the acquisition of property and equipment	\$ -	\$ 93,479

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

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.

Deferred Income

Deferred income represents grant income received in the current year that is applicable to the subsequent year.

CHICAGO TEACHERS UNIONNOTES 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, 2012 and 2011 was \$19,600 and \$23,600, 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 2012 or 2011.

Evaluation of Subsequent Events

Management has evaluated subsequent events through February 14, 2013, the date the financial statements were available to be issued.

Reclassification

Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current-year financial statements.

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, 2012 and 2011 consist of the following:

	<u>2012</u>	<u>2011</u>
Office equipment	\$4,985,085	\$4,902,059
Office equipment held under capital lease	496,951	496,951
Leasehold improvements	<u>1,381,954</u>	<u>1,336,795</u>
	6,863,990	6,735,805
Less accumulated depreciation and amortization	<u>5,517,355</u>	<u>5,298,707</u>
	<u>\$1,346,635</u>	<u>\$1,437,098</u>

CHICAGO TEACHERS UNIONNOTES 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 was secured by the general assets of the Union and was 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 was payable in 23 monthly principal installments of \$60,953 plus a final principal payment of \$23,085. The principal balance due on this note was \$693,568 at June 30, 2011. The note was fully repaid during the year ended June 30, 2012.

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 continued through September 30, 2010. The allowance for leasehold improvements totaling \$415,980 must be utilized before the end of the term of the lease. The remaining rent abatements totaling \$141,381 have been utilized during the year ended June 30, 2011.

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, 2012, for each of the next five years and thereafter are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2013	\$ 1,205,683
2014	1,235,946
2015	1,297,026
2016	1,343,172
2017	1,376,751
Thereafter	<u>6,454,554</u>
Total minimum future rental payments	<u>\$12,913,132</u>

Rent expense under these operating leases was \$1,152,251 in 2012 and \$1,148,494 in 2011, net of rental payments received under sublease rental agreements.

CHICAGO TEACHERS UNIONNOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 5 – Leases (Continued)

The Union previously subleased office space to the Illinois Federation of Teachers and the Chicago Teachers Union Tower Corporation at a total rental of \$5,160 and \$35,160 in 2012 and 2011, respectively.

Capital Leases

The Union leases office equipment under contracts qualifying as capital leases. Such contracts have original terms between four and six years. The contracts qualifying as capital leases each contain a bargain purchase option.

The capitalized leased assets included in office equipment at June 30, 2012 and 2011 are detailed as follows:

	<u>2012</u>	<u>2011</u>
Office equipment	\$496,951	\$496,951
Less: accumulated depreciation	<u>229,780</u>	<u>130,389</u>
	<u>\$267,171</u>	<u>\$366,562</u>

Minimum future rental payments under capital leases having remaining terms in excess of one year as of June 30, 2012, for each of the next four years and in the aggregate are:

<u>Year Ending June 30,</u>	<u>Amount</u>
2013	\$129,941
2014	124,342
2015	73,668
2016	<u>19,678</u>
Total minimum lease payments	347,629
Less amount representing interest	<u>51,246</u>
Present value of net minimum capital lease payments	296,383
Less current portion of obligations under capital leases	<u>102,235</u>
Obligations under capital leases, excluding current portion	<u>\$194,148</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, 2012 and 2011, amounted to \$930,925 and \$988,971, respectively, and is based on a percentage of each participating employee's salary.

CHICAGO TEACHERS UNIONNOTES 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, and 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 at June 30, 2012 and 2011 are \$927,696 and \$1,257,430, respectively.

Note 8 – Designation of Unrestricted Net Assets

As of June 30, 2012 and 2011, the executive committee of the Union had designated \$225,985 and \$225,026, 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, 2012 and 2011:

	2012				Total
	Building	Special Loan	Deaf and Hard of Hearing	Student Special Assistance	
Balance, beginning of year	\$107,717	\$21,817	\$95,492	\$ -	\$ 225,026
Contributions	-	-	-	-	-
Interest	524	4	431	-	959
Expenses	-	-	-	-	-
Balance, end of year	<u>\$108,241</u>	<u>\$21,821</u>	<u>\$95,923</u>	<u>\$ -</u>	<u>\$ 225,985</u>
	2011				
	Building	Special Loan	Deaf and Hard of Hearing	Student Special Assistance	Total
Balance, beginning of year	\$106,679	\$21,806	\$94,961	\$(105,229)	\$ 118,217
Contributions	-	-	-	-	-
Interest	1,038	11	531	38	1,618
Expenses	-	-	-	(121,743)	(121,743)
Net asset deficiency returned to undesignated	-	-	-	226,934	226,934
Balance, end of year	<u>\$107,717</u>	<u>\$21,817</u>	<u>\$95,492</u>	<u>\$ -</u>	<u>\$ 225,026</u>

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, 2012 and 2011 follows:

	2012			
	Beginning Balance	Additions	Net Assets Released	Ending Balance
RAPP Memorial	\$ 9,519	\$ -	\$ -	\$ 9,519
Financial assistance	81,892	815,204	794,879	102,217
Political action committee	210,333	640,573	528,902	322,004
Thomas H. Reece Scholarship Fund	4,079	2	-	4,081
	<u>\$305,823</u>	<u>\$1,455,779</u>	<u>\$1,323,781</u>	<u>\$437,821</u>
	2011			
	Beginning Balance	Additions	Net Assets Released	Ending Balance
RAPP Memorial	\$ 9,519	\$ -	\$ -	\$ 9,519
Financial assistance	154,505	225,403	298,016	81,892
Political action committee	237,112	496,754	523,533	210,333
Thomas H. Reece Scholarship Fund	4,075	4	-	4,079
	<u>\$405,211</u>	<u>\$ 722,161</u>	<u>\$ 821,549</u>	<u>\$305,823</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	- 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.

CHICAGO TEACHERS UNIONNOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 10 – Permanently Restricted Net Assets

Permanently restricted net assets in the possession of the Union at June 30, 2012 and 2011 consist of the following:

	<u>2012</u>	<u>2011</u>
RAPP Memorial – earnings on the fund may be used to benefit the deaf and hard of hearing children attending the Chicago public schools	<u>\$2,000</u>	<u>\$2,000</u>

Note 11 – 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.

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

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INDEPENDENT AUDITOR'S REPORT
ON SUPPLEMENTARY INFORMATION

Chicago Teachers Union
Chicago, Illinois

We have audited the consolidated financial statements of Chicago Teachers Union as of and for the year ended June 30, 2012, and our report thereon dated February 14, 2013, which expressed an unqualified opinion on those consolidated financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The schedule of functional financial position on page 13 is presented for the purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Bansley and Kiener, L.L.P.

Certified Public Accountants

February 14, 2013

SCHEDULE OF FUNCTIONAL FINANCIAL POSITION
JUNE 30, 2012

A S S E T S	A S S E T S							Grand Total	
	General	Building	Special Loan	Deaf and Hard of Hearing	RAPP Memorial	Financial Assistance	Political Action Committee		Thomas H. Reece Scholarship
CURRENT ASSETS									
Cash and cash equivalents	\$ 8,729,498	\$ -	\$ 21,821	\$ -	\$ -	\$ 336,424	\$ 428,661	\$ 9,081	\$ 9,525,485
Certificates of deposit	199,341	108,221	-	111,983	11,494	-	-	-	431,039
Receivables									
Due from affiliates	927,696	-	-	-	-	-	-	-	927,696
Other receivables	175,542	20	-	113	25	79,423	138,438	-	393,561
Due from other funds	830,644	-	-	-	-	-	-	-	*
Leasehold improvement allowance	415,980	-	-	-	-	-	-	-	415,980
Prepaid expenses and other current assets	65,421	-	-	-	-	8,517	-	-	73,938
Total current assets	11,344,122	108,241	21,821	112,096	11,519	424,364	567,099	9,081	11,767,699
PROPERTY AND EQUIPMENT, net									
	1,346,635	-	-	-	-	-	-	-	1,346,635
Total	\$ 12,690,757	\$ 108,241	\$ 21,821	\$ 112,096	\$ 11,519	\$ 424,364	\$ 567,099	\$ 9,081	\$ 13,114,334
LIABILITIES AND NET ASSETS									
CURRENT LIABILITIES									
Current maturities of capital lease obligations	\$ 102,235	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,235
Accounts payable	2,061,209	-	-	-	-	84,955	-	-	2,146,164
Due to other funds	329,270	-	-	16,173	-	235,106	245,095	5,000	*
Accrued expenses	1,469,736	-	-	-	-	-	-	-	1,469,736
Deferred income	-	-	-	-	-	2,086	-	-	2,086
Total current liabilities	3,962,450	-	-	16,173	-	322,147	245,095	5,000	3,720,221
LONG-TERM LIABILITIES									
Capital lease obligations, less current maturities	194,148	-	-	-	-	-	-	-	194,148
Deferred rent	2,487,526	-	-	-	-	-	-	-	2,487,526
Total long-term liabilities	2,681,674	-	-	-	-	-	-	-	2,681,674
NET ASSETS									
Unrestricted	-	108,241	21,821	95,923	-	-	-	-	225,985
Designated	6,046,633	-	-	-	-	-	-	-	6,046,633
Undesignated	-	-	-	-	9,519	102,217	322,004	4,081	437,821
Temporarily restricted	-	-	-	-	2,000	-	-	-	2,000
Permanently restricted	6,046,633	108,241	21,821	95,923	11,519	102,217	322,004	4,081	6,712,439
Total	\$ 12,690,757	\$ 108,241	\$ 21,821	\$ 112,096	\$ 11,519	\$ 424,364	\$ 567,099	\$ 9,081	\$ 13,114,334

* Eliminated in grand total.

**AL1 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Anderson, Grace A.
Beltran, Katrina B.
Lee, Kianda M.
Lopatka, Marica J.
Poole, Alethea
Shere, Nicole R.
Smith, Tanya Y.
Whitfield, Benetrice L.

**AL2 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Archibald, Anita E.
Fullerton, Katrina
Hildreth, Iris E.
McKee, Valerie L.
Wagemaker, Anne E.

**BP1 BURNHAM PARK
ELEMENTARY**

Butler-Mitchell, Pau-
lette B.
Nguyen, Rebecca E.
O'Neill, Aaron E.

**BP2 BURNHAM PARK
ELEMENTARY**

Aikens, Carlotta M.
Davis, Dorothulia
Olson, Genni L.
Paranjape, Janak S.
Weems, Pricilla W.

**EG1 ENGLEWOOD-GRESHAM
ELEMENTARY**

Neely, Dwight C.
Sharp, Daisy L.
Smith, Vera I.

**EG2 ENGLEWOOD-GRESHAM
ELEMENTARY**

Lowe-Williams,
Keyonna
Pierson, Brandi L.
Ward, Jacquelyn

FSS FAR SOUTH SIDE HS

Holt, Sylvie
Jandura, Matthew T.
MacDonald, Francis J.
Pincham, Robert E.
Randolph, Ian C.
Schultz, Jennifer O.
Winston, Gerald O.

FR1 FULLERTON ELEMENTARY

Carrillo, Lena
Chavez, Lisa B.
Haritos, Penelope
Jackson, Richard R.
James, Ramses D.
Kraft, Tabatha J.
Kuszynski, John J.
Poellinetz, Andre D.
Reese, Nicole
Santacruz, Erica P.
Vacco, Angela L.
Villa, Mary

FR2 FULLERTON ELEMENTARY

Brennan, Jennifer L.
Carriere, Christine A.
Dzija, Jason J.
Fister, Mary N.
Kearns, Donald E.
Llanes, Cynthia
Maza, Eric M.
Weingarten, Wendy J.

FL1 FULTON ELEMENTARY

Balar, Lawrence
Maurello, Rosemary S.
Pema, Vera
Peshel, Alicia M.
Zielinski, Cheryl L.

FL2 FULTON ELEMENTARY

Body, Jerline
Carlson, Julie A.
Falzone, Lindsay N.
Jacobson, Johanna T.
Reese-Clark, Vanessa
B.

**GH1 GARFIELD-HUMBOLDT
ELEMENTARY**

Carpenter, Amber R.
Farder, Dejernet M.
Greco-Serwa, Sandra
M.
Heather, Debby, A.
Hudson, Jessie J.
Paz-Bustos, Maria T.
Veal, Whitney D.
Wendorf, Lori S.

**GH2 GARFIELD-HUMBOLDT
ELEMENTARY**

Bonds, Pamela W.
Bugala, Julie R.
Clark, Clinetta M.
Gilson, Kathleen A.
Kruger, Christopher R.
Maloni, Anthony J.
Oneal, Chelita L.
Sidaway, Stephanie M.
Watson, Joyce

**LC1 LAKE CALUMET
ELEMENTARY**

Andersen, Robert
Coleman, Angela K.
Garner, Darnell J.
Grant, Lorrie A.
Jackson, Ashley M.
Jenkins, Charlotte
Melton, Wilene M.

**LC2 LAKE CALUMET
ELEMENTARY**

Craig, Sharion D.
Curtin, Carolyn E.
Foley, John K.
McKinney, La Conya
Walker, Melissa A.

ME1 MIDWAY ELEMENTARY

Condon, Kevin M.
Finn, Nancy A.
Hester, Kamau L.
Markham, Catherine
A.
McMahon, Mary L.
Preciado, Diana

ME2 MIDWAY ELEMENTARY

Anderson, Eric E.
Bonds, Joyner E.
Bush, Suzanne M.
Contreras-Espinoza,
Jose A.
Dantes, Mauricia E.
Harris, Gale A.
Jameson-Hardy,
Jacqueline
Jones Hansbrough,
Doris
Krzak, Jennifer L.
Linehan, Joseph A.
Medellin, Leticia N.
Rzodkiewicz, Steve T.
Shine, Latoya N.
Waywood, Anna J.

**NW1 NORTH-NORTHWEST
SIDE H.S.**

Duarte, Samuel
Incandela, Rosa R.
Maeda, Ann T.
Ochoa, Victor
Olson, Audrey R.
Palomino Villamonte,
Walter
Smith, Laura
Vanover, Daniel L.

**NW2 NORTH-NORTHWEST
SIDE H.S.**

Barge, Nikolaus A.
Bravo-Gonzalez,
Mayra
Hale-Daoud, Cassan-
dra L.
Hungerford, Robert
Johnson, Jennifer L.
Krakovsky, Kevin D.
Mead, Thomas C.
Parsons, Steven T.
Payne, Scott W.
Stephani, Joanne T.
Zolt, Linda I.

OH1 O'HARE ELEMENTARY

Allison, David R.
Cardona, Juan C.
Johnson, Craig
Keller, Najette M.
Okabuonye, Linda Y.
Quintero, Alicia L.

OH2 O'HARE ELEMENTARY

Block, Caryn T.
Carroll, Jenell M.
Davidson, Susan K.
Hollett, Alexandria M.
Hopkins, Jeronna
Jason, Lisa L.
Kurzydlo, Vicki L.
Medina-Correa,
Naomi C.
Muhammad, Maria M.
Retamal, Ana M.
Reyes, Julia A.
Salas, Janet M.
Skaggs, Sara L.

PE1 PERSHING ELEMENTARY

Cline, Veronica
Dunn, Joseph M.
Griffin, Marilyn W.
Rodarte, Brenda L.
Youngberg, Michael

PE2 PERSHING ELEMENTARY

Judeh, Ezech
King, Latia M.
Koclanis, Susan K.
Moulton, Allison M.
Robertson, John S.
Williams, Demon
Zaker, Michael D.

**PL1 PILSEN-LITTLE VILLAGE
ELEMENTARY**

Caballero, Silvia
Cosme, Maria T.
Dawson-Casper,
Gwendolyn
Johnson, Philomena
M.
Olmedo, America Y.
Rentz, Kathleen M.
Sanchez, Juan F.
Taylor, Rozlyn
Vail, James N.

**PL2 PILSEN-LITTLE VILLAGE
ELEMENTARY**

Gonzalez, Alexis P.
Jochaniewicz, Kathryn
F.
Lohitsa, Sushma S.
Olazaba, Phillip J.

**RR1 RAVENSWOOD-RIDGE
ELEMENTARY**

Arnold, Ruth M.
Duffy, Jonathan D.
Feeney, Charles L.
Goff, Linda S.
Lancaster, Elizabeth R.
Pulliam, Davina M.
Roberts, Jason M.
Rodrigues, Patrick
Rowe, Julia R.
Thomas, Katherine G.
Veugeler, Paul M.
Warren, Lynn

**RR2 RAVENSWOOD-RIDGE
ELEMENTARY**

Baron, Matthew L.
Ebstein, Jody
Garcia, Marc
Koliarakis, Diane A.
Nash, Michelle J.
Soto, Karen J.
Willuweit, Valerie A.

**R11 ROCK ISLAND
ELEMENTARY**

Allen, Ollie M.
Brown, Leanee Y.
Carroll, Margaret L.
Collins, Linda S.
Hicks, David L.
Juracka, Danielle M.
Licker, Kathleen A.
Martin, Donna M.
McAllister, Tradonna
M.
Sparks, Jeri L.

**R12 ROCK ISLAND
ELEMENTARY**

Calandriello, Joanna
Herron, Lori A.
Himes, Lewis
Mason, James J.
McGinty, John B.
Varnado, Cynthia V.

SK1 SKYWAY ELEMENTARY

Dasilva, Robin K.
Ellis, Tanya M.
Hatchett, Simone K.
Howard, Robyn L.
Johnson, William R.
Polek, Kara K.
Quellhorst, Amelia L.
Reed, Cynthia M.
Simpson, Allyson L.

SK2 SKYWAY ELEMENTARY

Allen, Sekinah A.
Brown-Murray, Adri-
enne J.
Bynum, Curtis
Coleman, Kathy L.
Goins, La Barbara
Green-Gates, Darlene
Sanchez, Lora

SSH SOUTH SIDE H.S.

Collins, Valerie M.
Gomez, Nhora E.
Hall, David L.
Harris, Latonya J.
Kuijper, John D.
Monroe, Sandra T.
Reed, Darryl L.
Robbins, David
Whitfield Taylor,
Laronya
Wolfinger, Randal P.

SW1 SOUTHWEST SIDE H.S.

Brode, Amanda A.
De Santiago, Marco A.
Kelly, Jason D.
Martinek, Andrew M.
Newcomb, Bernard C.
Nguyen, Quang V.
Williams, Rhonda L.
Willis, Vicki A.

SW2 SOUTHWEST SIDE H.S.

Lamme, William R.
Peters, Jeremy D.
Spee, Leah M.

WS1 WEST SIDE H.S.

Banks, Ramona
Stout, Alyson H.
Venegas, Salvador

WS2 WEST SIDE H.S.

Arthur, Patricia A.
Bermudez, Manuel
Dudley, John B.
Field, James P.
Himebaugh, Kristina L.
Konieczko, Gregory J.
Levy, Jonathan H.
Rau, Jay P.
Roltsch, Kathleen E.
Sander, Jack I.
Waters Cynthia R.

CITY-WIDE CAREER SERVICE

Bell, Benna L.
Bonet, Damaris
Bullocks, Latonya N.
Clarke, Linda W.
Daly, Cleta R.
Flowers, Wylene
Henry, Kimberly
Hill, Delphine
Lopez, James B.
McCoy, Anthony
Miller, Carmella M.
Munoz, Guadalupe
Myron, Deanna L.
Parker-Taylor, Karmen
L.
Phelan, Daniel
Quinones, Susie
Shaw, Sharlene
Stewart, Gloria J.
Swanson-Lagesse,
Nancy A.

CITY-WIDE

Anderson, Karen M.
Bures, Robert F.
Keating, John
Keegan, Arthur E.
Korach, Albert
Lumpkin, Beatrice S.
Morgan, Monroe
Reilly, Mary Sharon
Rodriguez, Lourdes
Schwartz, Jennifer K.
Simmons, Jenean D.
Socoloff, Miriam A.
Sullivan, Brian R.
Ward, James F.

In Memoriam

JANUARY

Edna R. Kennedy	10 th	88	Coles
Margaret E. Finucane	15 th	86	Tilton
John Demczyk	18 th	92	Schurz HS
Daniel Matthew Stewart	19 th	64	Mather H S
Miriam Z. Cajigas	21 st	82	Stockton
Patrick J. Kane	22 nd	86	Westinghouse HS
Melva Bryant-Samuels	24 th	69	Metcalf
Albert O. Oldenburg	26 th	77	Hyde Park
Frances E. Duggan	27 th	94	Armstrong
Virginia Howland	27 th	94	Citywide
Lois M. Frantz	28 th	99	Penn
Renetta R. Beran	29 th	79	Peck
Leonard Krasnowski	29 th	87	Bogan HS
Anthony R. Muro	30 th	86	Burns
Lelia G. Muldrow	31 st	73	Steinmetz A C

MARCH

Loretta K. Ahern	1 st	101	Brennemann
Alma J. Jackson	1 st	81	Grissom
Joan M. Schatzman	1 st	94	Pupil Serv. Ctr
Christine Snowden	1 st	98	Las Casas HS
Carole J. Takiff	1 st	74	Graham
Fe S. Villanueva	2 nd	76	Manley
Clovest Scott	3 rd	86	Suder
Van Douglas Smith	3 rd	80	Clemente HS
Juanita Brown-Warren	5 th	71	Nightingale
Paula V. Dixon	5 th	71	Citywide
Carrie O. Maultsby	5 th	78	Kershaw
Frances B. Sanders	5 th	88	Chicago Voc HS
Rosemary M. Supple	6 th	92	Nightingale
Lucille S. Williams	6 th	78	Doolittle East
Xandra C. Kaczala	7 th	78	Curie HS
Albert A. Markowitz	7 th	88	Mather HS
Ida M. Phillips	7 th	78	Fernwood
Beverly A. Krall	9 th	75	Kenwood HS
Zelda S. Sweet	11 th	89	Scammon
Edmund F. Utsch	11 th	79	Gage Park HS
Harold Greenfield	14 th	95	Calumet HS
Ethel P. O'connor	14 th	79	Emmet
Jeanette B. Burgin	18 th	71	Woodson South
Frances Ivan	18 th	92	Marquette
Josie L. Nyirenda	18 th	93	Lincoln Park HS
John P. Flynn	19 th	73	Calumet HS
Elizabeth T. Smith	19 th	79	Robinson
Salvatore A. Vallina	19 th	85	Washington
Priscilla Brittin	22 nd	94	Jenner
Morris Haimowitz	23 rd	95	Citywide
William F. Luby	23 rd	79	Gary
Lionel B. Collins	28 th	85	Gale
Emlyann Hohman	29 th	80	Citywide

FEBRUARY

Ernestine T. Johnson	2 nd	88	Mayo
Kenneth A. Roznowski	2 nd	75	Schurz HS
William Spellberg	2 nd	83	Bowen HS
Leland A. White, Jr.	3 rd	85	Central Office
Isabelle Covey-Davis	4 th	76	Johnson
Peggy B. Dotson	4 th	91	Gershwin
Flossie E. Relf	4 th	87	Kelly HS
Hymen M. Chausow	5 th	93	Citywide
George A. McCooy	6 th	80	Young
Guy Morton Harvey	8 th	79	Citywide
Zula Lucy Bennett	9 th	70	Pritzker
Arnold V. Kendall	9 th	67	Sexton A O
Alexander Lyssenko	9 th	79	Burns
Ralph D. Bressler	10 th	87	Central Office
Julian B. Kanner	10 th	94	Altgeld
Nana Lee Mozdzierz	12 th	78	Calhoun North
Oliver L. Stubbs	12 th	73	Van Vlissingen
Ralph B. Thompson	12 th	76	Marshall HS
Rudolph Vogel	12 th	101	Northside Learning Ctr
James R. Duggan	13 th	88	Agassiz
Lorraine M. Considine	14 th	83	Mather H S
Merle Cooper	14 th	81	Alcott
Stelle Lewandowski	15 th	97	Melody
Helen Wolf	15 th	80	Nettelhorst
William M. Canning	17 th	92	Pupil Serv. Ctr
Dolores M. Feeney	17 th	84	Byford
Grace S. Kelly	17 th	100	Citywide
Queen E. Shackelford	17 th	68	Hughes C E
Lula M. Johnson	18 th	77	Edwards
Adele D. Pryor	18 th	96	Burnside
Louis A. Ricci	18 th	78	Kennedy HS
Catherine C. Watters	18 th	83	Hubbard HS
Sylvia B. Kayser	19 th	95	Byrne
Annette Nicholson	19 th	76	Melody
Esther W. Anderson	20 th	100	Douglas
Varkey M. Achettu	21 st	80	Manley
Esther R. Tanner	21 st	89	Orr HS
Ruth S. Thurn	21 st	102	Lindblom HS
Bennie C. Castiello	22 nd	81	Kelly HS
Joanne Henderson	22 nd	74	Parkman
Eddie Ingersol	22 nd	85	Bogan HS
Mary Neely	22 nd	76	Lawndale
Jalaine A. May	23 rd	72	Hartigan
Helen M. Harmon	24 th	96	Clay
Jonnie M. Wilson	24 th	81	Farragut HS
William F. Conroy	25 th	82	Central Office
Donna F. Florek	25 th	62	Bogan Tech HS
Nevis Phillips	25 th	81	Div. Comm
Mary E. Smith	27 th	77	Englewood HS
Tony Caithamer	28 th	82	Phillips HS
Albert E. Trock	28 th	82	Terrell



We need you to share the
FACTS

(FAith, Community & Teachers for Students)

Sign up today for

Labor in the Pulpit

on the Bimah/in the Minbar

You *know* the **FACTS** about school closings

We need you to *teach* the **FACTS** to faith communities,
and

Let the **FACTS** *inspire* faith communities into action!

Chicago PEACE and **Arise Chicago** need you to speak to a faith community about the **FACTS** on school closings during the first three Sundays in May 2013 (*May 5, 12 and 19*).

You will be provided with talking points to help bring clarity to your message. You will be matched with a congregation near a school slated to be closed.

Our faith communities are outraged by the announcement of 54 school closings. They want to support students, educators and the community.

They just need the **FACTS**.

For more information contact Luke at Arise Chicago: luke@arisechicago.org 872-223-8415



CREATED IN HOUSE BY UNION STAFF



Golf Outing

Monday, July 15, 2013

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

North & South Course Shotgun Start: 9 a.m.

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



**Proceeds benefit Student
Special Assistance Fund**

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)

CTU GOLF OUTING RESERVATION FORM

Name _____ School _____

Address _____

City, State, ZIP _____ Home Phone _____

Number of Golfers _____ Check One: \$110 for Golf, Activities & Dinner Banquet \$45 for Dinner Banquet Only

**SIGN UP
TODAY!**

Names of Golfers

1. _____
2. _____
3. _____
4. _____

Retiring?

2013

Chicago Teachers Union

RETIREMENT LUNCHEON

Your Union would like to acknowledge its members who have ended or will end their careers in education during the 2012-2013 school year. Please join us at a luncheon to show our appreciation for your service and commitment to the children of Chicago.

Date: Friday, June 28, 2013
Place: Maggiano's Little Italy, 516 N. Clark Street
Time: Social Hour 11:30 a.m. – Luncheon 12:30 p.m.
Parking: Valet Parking – \$12.00

RSVP by Thursday, June 13th

Due to space limitations reservations will be limited to the first 275 respondents. Phone reservations will not be accepted. Faxed reservations will not be accepted after June 13th.



Name _____ Last 4 #'s of SS _____
Home Address _____ Phone # _____
City _____ State _____ Zip _____ Guest name _____
Job Classification _____ School _____ Years 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 (if space is available after the deadline you may pay for additional guests). 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.

*Chicago Teachers Union
Retired Chapter*

ANNUAL SPRING LUNCHEON

Wednesday, May 22, 2013

Maggiano's Little Italy
516 North Clark Street

Social Hour: 11:30 a.m.
Luncheon: 12:30 p.m.

Price: \$30.00/members
Parking: Valet Parking - \$12.00

\$35.00/guests

✂ -----
Please Print

RESERVATION FORM
Return by Tuesday, May 14, 2013

Member's Name _____ Telephone _____

Guest's Name _____

Guest's Name _____

Guest's Name _____

Return this form along with your check made payable to: Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654. A reservation will be made after payment has been received in the Union office.

There are no refunds after a reservation has been processed.

Enclosed find payment of _____ for _____ reservations.
(Tickets will be held at the door)

2013 YOUNG ARTIST AWARDS

The annual CTU Young Artist Contest is open to all students in Chicago Public Schools from kindergarten thru 12th grades. Its purpose is to showcase student talent, recognize students, parents, and teachers and to display prize winning creations by our students in the CTU Office.

1. Flat drawings, prints, paintings, or sculpture that reflects original ideas will be accepted.
2. All entries must be original student art. No copies accepted.
3. Artwork must be matted or mounted and protected with cover flap, except sculpted pieces and the maximum size (excluding mat) is 24"x30".
4. Any medium may be used, including original, computer-generated work. Pieces may be in either black and white or color, but charcoal, pastels, chalk, or crayon works must be sprayed with fixative to prevent smearing. No framed work or canvas on stretchers allowed.
5. There is no theme; quality of the art is the only criterion for judging.
6. Any student attending a Chicago Public School is eligible to enter.

7. Each school should conduct its own art contest to select one school winner.
8. Selection of final winners will be published on the CTU Website.
9. Each winner will receive:
 - A certificate of recognition
 - A gift card
 - Invitation with one guest to a reception at the CTU Office
 - Invitation to teacher or art teacher to attend luncheon
 - Art displayed in the CTU office for one year
 - One winner's artwork will appear as the cover of CTU's 2013-2014 annual pocket calendar
 - One winner will have their artwork showcased on CTU's CUT Newspaper Cover - June 2013 issue
10. Winning artwork becomes the property of the CTU if not pick up 30 days after letter is sent out to the school for artwork to be picked up.
11. Please print or type forms entries. Affix one form to the back of artwork, submit the other in a separate envelope.
12. Entrant gives the CTU the right to reproduce winning artwork.
13. Entries must be submitted to CTU offices no later than 5 p.m. on Monday, May 6, 2013.
14. Questions? Contact April Stigger at AprilStigger@ctuLocal1.com or 312-329-6225.



ALL SUBMISSIONS MUST BE RECEIVED BY MONDAY, MAY 6, 2013

ATTN: APRIL STIGGER
CHICAGO TEACHERS UNION
222 MERCHANDISE MART PLAZA, SUITE 400
CHICAGO, IL 60654

YOU MUST COMPLETE BOTH FORMS BELOW TO ENTER YOUR STUDENT'S ARTWORK

CTU YOUNG ARTISTS 2013 ENTRY FORM

AFFIX THIS FORM TO THE BACK OF THE ARTWORK

Student Name _____

Student Address _____

Student Phone Number _____

Grade _____ Age _____ Medium _____

School _____

School Address _____

Zip _____ School Telephone _____

Art or Classroom Teacher _____

Teacher Email Address _____

Contact Number for Teacher _____

CTU Delegate _____

Principals Name _____

PLEASE TYPE OR PRINT LEGIBLY – THANK YOU IN ADVANCE!

CTU YOUNG ARTISTS 2013 ENTRY FORM

SUBMIT THIS FORM IN A SEPARATE ENVELOPE

Student Name _____

Student Address _____

Student Phone Number _____

Grade _____ Age _____ Medium _____

School _____

School Address _____

Zip _____ School Telephone _____

Art or Classroom Teacher _____

Teacher Email Address _____

Contact Number for Teacher _____

CTU Delegate _____

Principals Name _____

PLEASE TYPE OR PRINT LEGIBLY – THANK YOU IN ADVANCE!

BACK TO SCHOOL: IT'S NOT JUST FOR KIDS.

Consider a career in teaching. Explore Loyola's master's degree programs, with certification in Elementary Education, Secondary Education, Reading, School Technology, Science Education, and Special Education.

For more information, visit LUC.edu/education.



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