

THE PERILS OF **DIRECT BARGAINING** / **PROVEN WINNERS** / AND **COUNTING...**

# ChicagoUnionTeacher

DECEMBER 2014 / VOL. 78 / NUMBER 3

## CONTRACT COUNTDOWN



# STOP THE RAHM- RAUNER ATTACKS



## DESTROYING OUR SCHOOLS

■ Republican candidate for Illinois governor Bruce Rauner has been a top advisor to Chicago Mayor Rahm Emanuel on **school closings** and other **harmful education policies**. Juan Rangel, the disgraced former CEO of charter-school giant UNO, has also been a close advisor to Rahm. Rangel stepped down as UNO's CEO after a series of **corporate scandals** and federal investigations into UNO's misuse of public funds.

■ Both Rahm and Rauner back **budget cuts** for public schools and **sending school money to private organizations** beyond the democratic control of our communities.

## HARMING OUR COMMUNITIES

■ As Mayor, Rahm has **laid off 7,000 teachers** and severely cut retirement income for thousands of seniors who live and spend money in our communities. His friend Rauner wants to **cut even more** from the limited income of the elderly.

■ Both Rahm and Rauner **oppose a minimum wage hike** of \$15 an hour for working families in Chicago despite the need in our communities. An early 2014 poll found that nearly two-thirds of Illinois voters support a minimum wage of \$10 an hour.

## SERVING THE RICH AND POWERFUL

■ Bruce Rauner owns **nine homes** worth a combined tens of millions of dollars. Rauner spent more than \$100,000 to join an exclusive wine club. Asked whether he's a member of the 1 percent, he responded, "Oh, I'm **probably .01 percent.**"

■ After leaving his White House job, Rahm made \$18 million working for two years in private equity—essential to his success was Rauner's support. How did he make so much so quickly? According to Ron Suskind, a Pulitzer Prize-winning former reporter for the Wall Street Journal: "Paying someone who will be a future government official a lot of money for doing very little? On Wall Street, **we call that an investment.**"

## A RAHM-RAUNER AGENDA THREATENS ALL OF US.

We must build our capacity to fight misguided politicians, well-financed corporate school reformers, and people who want to turn back the clock on workers' rights. Visit [CTU.net/PAC](http://CTU.net/PAC), and make a monthly donation of \$5, \$10, or \$20.

# Contribute to the CTU PAC.



# ChicagoUnionTeacher

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On the cover: Counting down to the expiration of the current collective bargaining agreement on June 30, 2015.

Cover graphic: Eric Ruder

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# ChicagoUnionTeacher

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## Sisters and Brothers,



Even as winter is setting in, Chicago Teachers Union activists have been on the march across the city—passing petitions in city council races, campaigning against the mayor, rallying for an elected school board and preparing to fight for a new contract. We face many challenges as we go into the February 2015 municipal elections full of potential, but without our standard bearer, such as a contract fight under the looming shadow of political and fiscal storms. More than ever we must remain strong-minded, united and remember that we have achieved the most when we stand up for what's right.

The school closings of 2013, the low point of the last few years, remind us that our problems are not rooted in simple contractual terms. School budgets, the management philosophy of principals, the policies on closings and charter proliferation—these are in control of the Chicago Board of Education, the mayor who appoints its members, Springfield lawmakers and by extension, the wealthy men who buy elections.

Does anyone really think the mainstream bookmakers would be predicting an easy election victory for Chicago's mayor if big donors had given Jesus

“Chuy” Garcia \$9.5 million dollars instead of Rahm Emanuel?

The desire to challenge this predicament is a major reason why so many CTU members are running for Chicago City Council—eight at last count. The CTU has already given early endorsements to our members Susan Sadlowski Garza in the 10<sup>th</sup> Ward, Tim Meegan in the 33<sup>rd</sup> Ward and Tara Stamps in the 37<sup>th</sup> Ward. They are running to support public education, raise the minimum wage and stop the privatization of public services. Please give them your full support. In addition to the city council races, the Union is also endorsing Chuy Garcia for mayor and trying to curtail Rahm's power with a referendum on an elected school board.

Going into the holidays, remember that a Chicago winter is not for the faint of heart—nor are the fights ahead of us as teachers and CTU members. We may not solve all of the political and economic problems facing our city, but our work has done more to speak up for our principles, support what's right for children and fight for the city all of our children deserve, than any other institution in Chicago.

And *that* should make us proud and keep us going when it gets cold!

In solidarity,

A handwritten signature in black ink that reads "Jesse Sharkey".

Jesse Sharkey

## The 1%: Squeezing blood from us turnips

The *Chicago Tribune* exposé of the way the banks have defrauded the taxpayers by cheating the taxpayer supported schools was wonderful (“Risky bonds prove costly for Chicago Public Schools,” November 7, 2014). Yes, there should be recourse through the courts like in the other state as cited in Jackson Potter’s letter to the editor (“CPS must recover losses from toxic financial deals,” November 11, 2014), but there should be other recourses, too. For instance, Mayor Rahm Emanuel is taxing us little people to death to pay for the bankers’ exorbitant gouging through these “swap” bonds. How about a tax on any bank holding these bonds? How about a tax on anyone getting a taxpayer pension over \$150,000? That way we could get back some of the money former mayor Richard M. Daley and his henchmen cost all of us. Why not cap all pensions at \$150,000? Isn’t that enough to live on, since most of the workers’ pensions are under \$60,000, and often way under. When Rahm increases taxes on parking lots, he does not exempt hospitals or medical clinics. So he is taxing the sick and unfortunate so that the greedy can go on collecting the blood from us turnips.

*C.M. Blumenthal, Jefferson Park*



## Thanks from PSRPs

I would like to thank the Union for hosting the PSRP Meeting at Beverly Woods on Nov. 19, 2014. Often at union meetings, we do not always have the opportunity to discuss issues that are so very, very urgent for our CTU PSRP members. Your staff did an excellent job relating the important information and the issues that are so important to us.

*Mary S. Butler, Clerk, Metcalfe  
Elementary Community Academy*

## Social Justice Union

I love that the union is taking a stand on social justice issues. They are turning back the clock to the time that unions were in the vanguard of social change.

*Bernie O'Malley, CPS retired*



Graphic: Ellen Gradman

# Reflections on a Journey

BY DR. KARL R. HUBERT, ESQ.

Effective the beginning of this new year, my career journey as an employee with the Chicago Teachers Union will come to an end—and what an awesome, fulfilling and spiritual journey it has been.

I sincerely appreciate all the CTU officers and my immediate superiors for having the confidence in my abilities and skills to serve our CTU members.

I had an opportunity to work for the Chicago Teachers Union in the capacity as a member services coordinator, safety and security coordinator and field representative for more than four years. I have been able to engage in a litany of CTU organizing efforts throughout the city to help the fight to preserve our public school education.

I have worked with some extremely stellar CTU colleagues, whose unselfishness, integrity, honesty and zeal for justice is beyond the greatest of expectations.

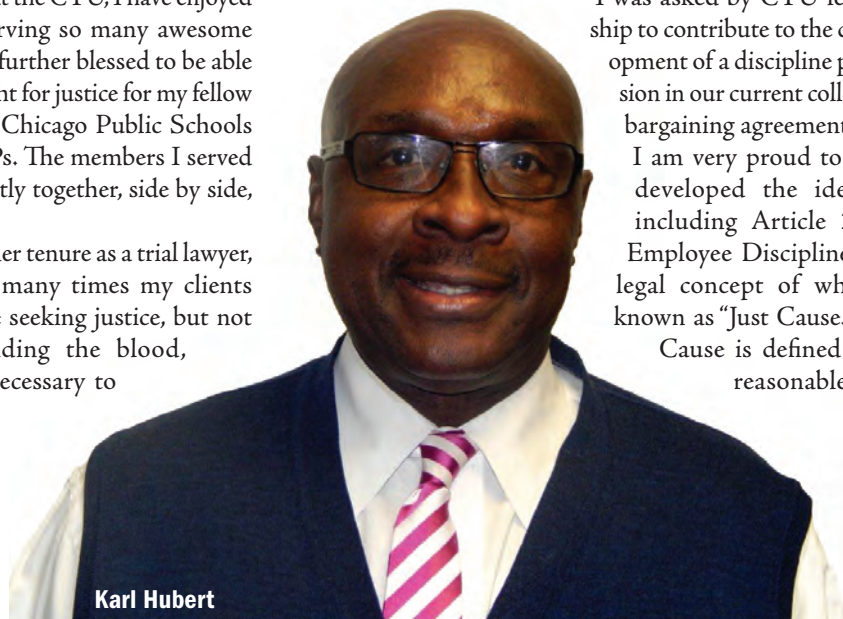
While working at the CTU, I have enjoyed the privilege of serving so many awesome members, and was further blessed to be able to fight the good fight for justice for my fellow brother and sister Chicago Public Schools teachers and PSRPs. The members I served and I fought gallantly together, side by side, to secure justice.

During my former tenure as a trial lawyer, I discovered that many times my clients would come to me seeking justice, but not clearly understanding the blood, sweat, and tears necessary to

secure it. I would often remind those clients that many citizens believe that justice is abstract and will “just happen.” The truth of the matter is, one must be prepared to fight for justice tooth and nail, which is what I have done for the members I served.

Both my legal skills and faith have provided me the appropriate resources to successfully assist our CTU members where injustice met them in the form of inappropriate layoffs, harassment, bullying, and wrongful and unjust discipline. This assistance was necessary because prior to our new collective bargaining agreement, many of our Union members were being arbitrarily and capriciously suspended pursuant to a principal’s false allegations, personal whims or dislike for a particular individual, even where there was no “just cause” for doing so.

I was asked by CTU leadership to contribute to the development of a discipline provision in our current collective bargaining agreement, and I am very proud to have developed the idea of including Article 29-1: Employee Discipline, the legal concept of what is known as “Just Cause.” Just Cause is defined as “a reasonable and



Karl Hubert

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lawful ground for action,” and the contract states as follows: *“The BOARD, the Chief Executive Officer and their respective designees shall discipline employees only for just cause.”*

This adoption of Article 29-1 is historic in that “Just Cause” has traditionally only been available in a termination proceeding for tenured teachers and pursuant to the Illinois School Code. “Just Cause” is now applicable to tenured teachers, probationary teachers and PSRPs. It is currently being argued that Article 29-1 may be available to substitute teachers as well.

Further, I was also fortunate to help get the idea of Progressive Discipline appropriately infused into the current employee discipline process, and with metaphorical “teeth.” This has led to the step-discipline process with the ultimate right of our members to have neutral persons—mediators and arbitrators—at a final step level hearing to make decisions regarding their discipline matter.

In further reflection on my tenure as a CTU employee, I was proud to have been the very first Union member to make a voluntary Political Action Committee (PAC) payment of \$5,000 in a single year. This \$5,000 contribution was made during our recent PAC campaign designed to help get legislators elected whose policies are in line with the best interest of our CPS children, and whose commitments are supportive of the best interests of public school education overall. It is my understanding that no one in the history of our union has ever donated this large a sum of money in one single year to the PAC, and I again I am extremely honored to have been the first, and hope that this sacrifice will go down in the annals of our CTU history.


My contribution to the PAC was a result of the

influence my father had on me at a young age. He was a proud member of Oil, Chemical and Atomic Workers AFL-CIO Union, for which he worked as a skilled boilermaker for 45 years at Standard Oil in Whiting, Indiana, and raised his family under the umbrella of the union. I joined my father at Standard Oil in my younger years and also became a member of the Oil, Chemical and Atomic Workers AFL-CIO, and was privileged to work side by side with many strong men and women who believed in the union.

Giving to the CTU/PAC in a substantial and significant way was an opportunity for me to give back to my brothers and sisters in consideration for all the past efforts of union PACs all over the nation that helped working-class families—women and men similar to my father—raise their children under union protection.

I am encouraging all of my fellow brothers and sisters in our Union to increase their PAC contributions with a purpose of sustaining and preserving our public education system and giving back.

In conclusion, please know that even though I am retiring from my role as CTU Safety and Security Coordinator/Field Representative/Member Services Coordinator, I remain very supportive of all our collective efforts, as educators, to continue to fight the good fight for justice, designed to protect our children’s right to a free and appropriate public education under the Illinois constitution, regardless of their financial status, sexual preference, race, creed, color and religion.

Lastly, I submit “all for one and one for all.” 

*Dr. Karl Hubert, Esq., is the former CTU Safety and Security Officer.*

# Proven Winners



Jesus "Chuy" Garcia



Susan Sadlowski  
Garza



Tim Meegan



Tara Stamps

BY **CTU COMMUNICATIONS**

The Chicago Teachers Union House of Delegates (HOD) voted overwhelmingly to endorse Cook County Commissioner Jesus "Chuy" Garcia in his bid to unseat Mayor Rahm Emanuel in the Feb. 24, 2015, municipal election. The endorsement came Wednesday, Nov. 5, during the monthly session where nearly 600 delegates met to discuss union business, analyze the mid-term election and strategize on the upcoming mayor's race. It also came just days after CTU President Karen GJ Lewis offered her personal endorsement of Garcia after deciding not to mount a campaign due to sudden illness.

The HOD also voted overwhelmingly to endorse three rank-and-file leaders and activists for aldermen. Sue Sadlowski Garza will run for Alderman in the 10th Ward, Tim Meegan will run for Alderman in the 33rd Ward and Tara Stamps will run for Alderman in the 37th Ward. Each of the candidates is a vibrant activist who has steadfastly advocated for the betterment of their community. As CTU members, they have worked tirelessly for fair and equitable education for all children and fully funded and resourced public schools, but also for the protection of affordable housing and public sector employment, retirement security, livable wages

and anti-pollution efforts.

Garcia, Garza, Meegan and Stamps are proven leaders who will bring much-needed change and a progressive agenda to the Chicago City Council.

## "Chuy"

Educators, parents, and African-American and Latino voters are even more motivated to defeat Emanuel now that his best friend, the anti-labor venture capitalist Bruce Rauner, will soon be sworn in as Illinois' next governor. Many educators believe the new governor-elect will strengthen the mayor's local crusade to undermine public schools, reduce retiree' pensions and cut vital city services in poor neighborhoods in order to expand downtown.

The CTU's formal endorsement followed a recommendation from the labor group's Political Action/Legislative Committee which met with both Garcia and 2nd Ward Alderman Robert "Bob" Fioretti, the only other progressive candidate seeking to get on the February ballot. Through an internal, democratic vetting process, the committee comprised of rank-and-file teachers, paraprofessionals and school clinicians agreed that because of Chuy's three decades of consistent leadership and because he has a significant grassroots base and can mount a viable campaign against Emanuel, he should receive full union support.



“Our union’s delegates have spoken, and our rank-and-file teachers, paraprofessionals and school clinicians agreed that because of Chuy’s three decades of consistent leadership and because he has a significant grassroots base, that he is the best candidate to mount a successful campaign against the mayor,” said CTU Vice President Jesse Sharkey.

“Working families are tired of being ignored by politicians in Chicago who only care about downtown,” Sharkey said. “As mayor, we expect him to put the focus back on neighborhoods and the diverse people who live within them.”

Thousands of Chicagoans remain turned off by Emanuel’s top-down, racially insensitive policies that led to largest school closures in U.S. history, reductions in library services, smaller school budgets and the strategic closures of mental health clinics in black and brown communities. Noting the mayor’s 70 percent disapproval rating, many Chicagoans agree with Lewis that the “city is moving in the wrong direction” and are

focused on changing the leadership in City Hall.

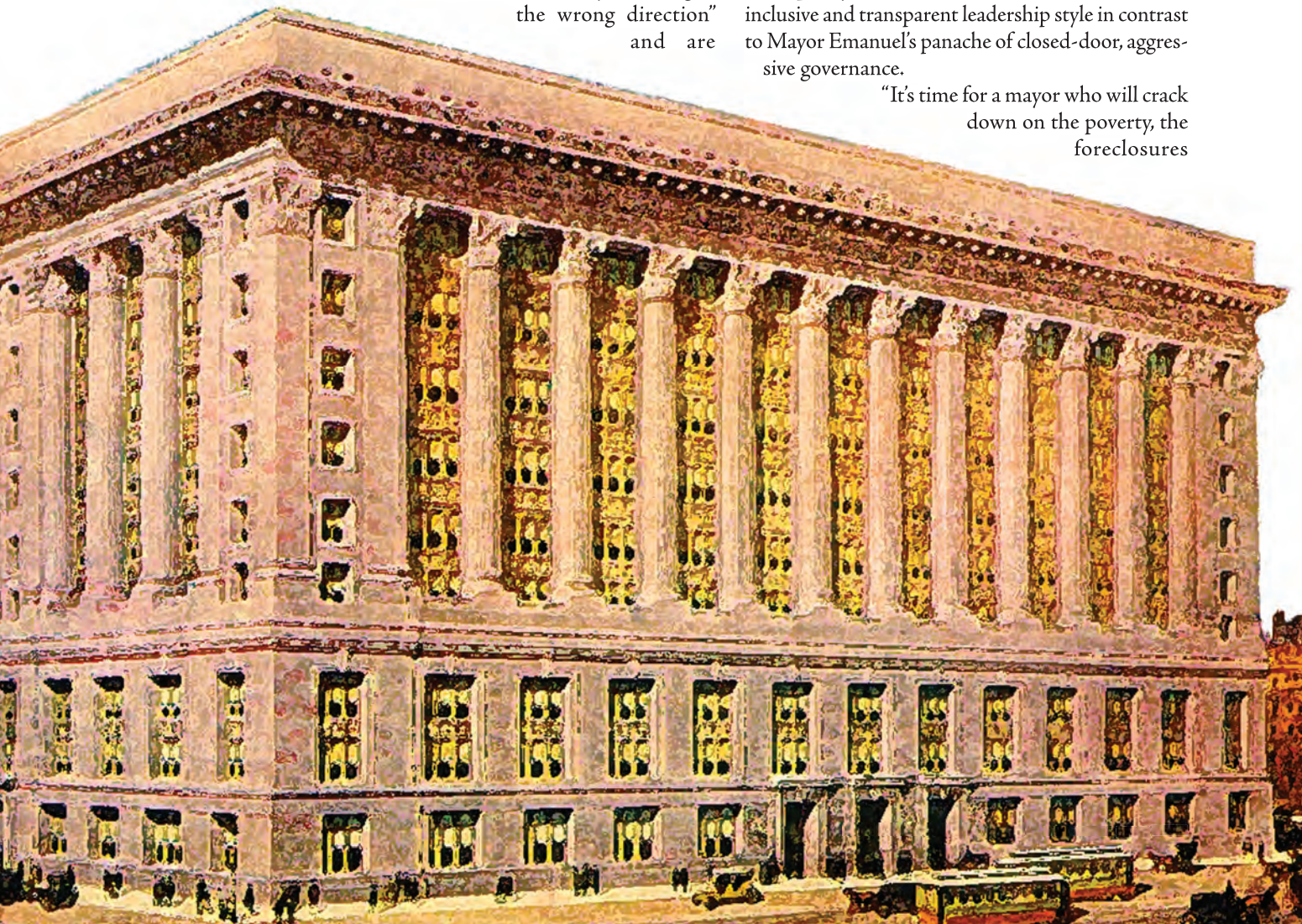
“If (Garcia) is elected as our mayor, I know he will work for all of our citizens, not just the corporate elites and special interests who seek to privatize our public assets,” President Lewis said. “Chuy is the right leader for the right time to move our city forward. South Side, West Side, North Side, everybody, let’s support the bigger man.”

The first Mexican-American in the Illinois State Senate and a key City Council ally to Harold Washington, the city’s first African-American mayor, Chuy has been a strong supporter of organized labor, working families and the voiceless. Married to a newly retired Chicago Public School educator, the long-time legislator is a unifying force and has a proven track record on fighting for safe and affordable housing; small businesses; job creation; immigrant rights; and social justice.

Mayor Garcia will invite more civic participation in his policy decisions and offer a more democratic, inclusive and transparent leadership style in contrast to Mayor Emanuel’s panache of closed-door, aggressive governance.

“It’s time for a mayor who will crack down on the poverty, the foreclosures

#### Chicago City Hall



and the disinvestment that are causing so much violence for our children,” Sharkey said. “Chicago’s government must invest in essential services like schools.

“Moreover, Garcia has strongly endorsed an elected school board—a measure which the current mayor has sabotaged at every turn—and electing him will help restore our voice in our children’s schools.”

**From Classroom to City Council**

Sue Sadlowski Garza is the daughter of revered union leader Edward Sadlowski, is a lifelong 10th Ward resident and community activist with an extensive record of public service. Garza is currently a counselor at Jane Addams Elementary and a 20-year veteran of Chicago Public Schools. She has worked with thousands of families throughout the 10th Ward to create award-winning after school programs such as “Safe-Kids” and “Bully Patrol,” and has been instrumental in the fight against air pollutants on the Southeast Side of Chicago.

Tim Meegan is a social studies teacher at Roosevelt High School. A native of Evergreen Park, Meegan graduated from Northern Illinois University and in a decade as a teacher at Roosevelt, earned a master’s degree in education and National Board Certification while teaching a wide variety of classes to a diverse student body. He is a member of the Albany Park Neighborhood Council and the Greater Albany Park Education Coalition, developing partnerships between Roosevelt High School and middle school teachers in the Albany Park community.


Tara Stamps is a lifelong Chicagoan who has spent the past 20 years working for strong neighborhood schools, good jobs and civil rights on the West Side of Chicago. Stamps is the daughter of late Chicago community activist Marion Stamps, who fought tirelessly for racial equity and affordable housing, and in following in her mother’s footsteps, has consistently fought for living wages, economic justice and fairness in the workplace for all Chicagoans. She began her teaching career in the 37th

Ward at Leslie Lewis Elementary and currently teaches fifth grade at Jenner Elementary.

“Sue has deep ties to the Southeast side of Chicago and is the daughter of a great union leader, Tara is the daughter of an organizer and civil rights activist who led the effort to elect Chicago’s first black mayor and Tim is a dedicated teacher who has earned the respect of his colleagues both in his school and in his community,” Sharkey said. “We are extremely proud of them and of all of our members who are cultivating their leadership outside of the classroom and providing not just for their students, but also for the city their students deserve.”

“These three candidates are winners,” said Stacy Davis Gates, CTU Legislative and Political Director. “They have been base-building in their wards and in this city for years on social justice and educational issues, and are hardworking leaders who love Chicago and have a vision for its future.”

Since August, each candidate and hundreds of community volunteers and fellow CTU members have been circulating petitions and reaching out to thousands of Chicagoans on such issues as an elected school board, crime prevention, pension protection and raising the minimum wage. The feedback they have received in the community has been tremendously supportive, as Chicagoans are voicing their desire for change on the 5th floor of City Hall and among the mayor’s rubber stamp aldermen in the City Council.

“It is with great pride that we are endorsing three of our rank and file members in the upcoming aldermanic races,” said Gloria Higgins, co-chair of the CTU Political Action Committee. “We believe they have demonstrated their ability to run well-organized campaigns and to bring new leadership into the communities for all working families to make a difference in their lives.” 

**If (Garcia) is elected as our mayor, I know he will work for all of our citizens, not just the corporate elites and special interests who seek to privatize our public assets.**

**CTU President Karen Lewis**

# All in For Working Families

BY **RANDI WEINGARTEN, LORETTA JOHNSON** AND **MARY CATHRYN RICKER**

Whether you knocked on doors, made calls, talked to your friends and neighbors, or simply cast a ballot for working families, thank you.

Over the last few months, we've crisscrossed the country—from Miami to Anchorage—working side by side with you, our members and community allies, to elect leaders who share our values.

Tuesday, Nov. 4, 2014, was tough. All day Wednesday, people asked us whether all the work was worth it. We've said the same thing to all of them. Whether you win or lose, it's never a mistake to go all-in for working families.

Tuesday, Randi spent the day in Pennsylvania, knocking on doors and making calls for Tom Wolf. And the evening began with the great news that we had won.

Sadly, it got a lot tougher after that. In Wisconsin, Mary Cathryn came back from a day of canvassing for Mary Burke only to watch as Scott Walker won re-election. After a day of door-knocking in Baltimore, Loretta looked on in disbelief as Larry Hogan won in Maryland.

There's no denying that this election will be a setback. Ironically, Wall Street—whose reckless actions helped caused the economic malaise that motivated voters to vote against Democrats—has already expressed its joy over the Republican takeover of the

Senate.

Which gets to our point. There's something important that people aren't talking about as much: Where the election was clearly about everyday concerns—education, minimum wage, paid sick leave—working families prevailed.

From the governor's race in Pennsylvania to minimum wage ballot measures in places like Nebraska and Arkansas, we see that communities are

with us on the issues. We beat back restrictions on

women's health-care, and defeated ballot measures that attacked

due process, pensions and collective bargaining.

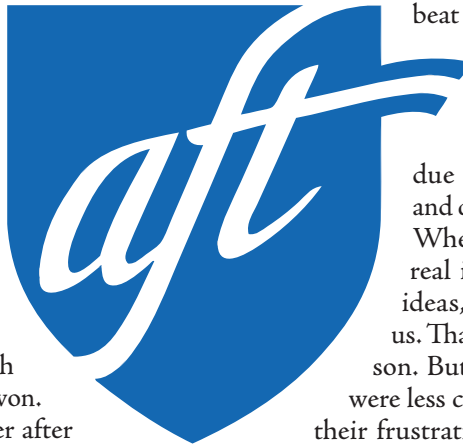
When we campaign on real issues and offer big ideas, people agree with us. That's an important lesson. But where the choices

were less clear, voters took out

their frustration with our seemingly broken system by voting against Democrats. It's a reminder that we must make it clear what we stand for, and stand up proudly to tell people what we believe.

And here's another thing: Everywhere we've been, we've seen the power that people feel from participating.

Yes, we lost many of the races we fought in. But we fought. We stood up—together—and said, "Our communities deserve better." And every time one of us stands up, it gives another person the courage to do the same.



We will not stop fighting now. In fact, we'll redouble our efforts. From the statehouse to Capitol Hill, we need you with us now.

Power never yields without a fight, and to change the balance of power, we must stand together. That's what unions are about—working together to make things better for working families. Today, we promise this union will stand strong with our members, our families and our communities.

From state capitols to Capitol Hill, we need your voice. We are calling on all governors—Democrats and Republicans—to fully fund public education, to lift up workers and protect our basic rights. We're calling on Capitol Hill to break the endless logjam and move us forward.

To make that happen, we need you—your voice, your courage, your commitment—to help show our leaders that we demand better. Visit [www.ctunet.com/workingfamilies](http://www.ctunet.com/workingfamilies) to learn how.

There's a very simple promise enshrined in America. If you work hard and play by the rules, you should be able to get ahead, and each generation will do better than the one before. We must continue our work to reclaim that promise. **CTU**

*Randi Weingarten is president of the American Federation of Teachers (AFT), Lorretta Johnson, is secretary-treasurer of the AFT and Mary Cathryn Ricker is the executive vice president of the AFT.*

Whether you win or lose, it's never a mistake to go all-in for working families.



**Clockwise from top: Organizer Kathy Murray at Keller Regional Gifted Center in the 19th Ward; charter organizer Leah Raffanti in North Lawndale; Financial Secretary Kristine Mayle at Dvorak Elementary, which became an Academy of Urban School Leadership turnaround school this year.**

*Photo credits: Ronnie Reese*

# CTU Election Day Efforts

BY **RONNIE REESE**



In the aftermath of the 2014 Illinois General Election, the Chicago Teachers Union remains strongly committed to its vision for the city of Chicago and public education—fully funded and resourced neighborhood schools, the protection of affordable housing and public sector employment, retirement security and a livable wage.

Despite low voter turnout throughout the state, CTU Get Out the Vote efforts in advance of the Nov. 4 election led to 100,000 registered voters, while Union staffers, officers and more than 300 volunteers ventured into more than 40 Chicago wards to petition for the Elected Representative School Board referendum and CTU-endorsed mayoral candidate Jesus “Chuy” Garcia.

CTU Political Action Committee-endorsed candidates all secured victories except for Illinois Governor Pat Quinn, contributing to a Democratic super-majority in both the Illinois Senate and Illinois House of Representatives. The Union congratulates labor advocate Rep. Mike Smiddy for his re-election in the 71<sup>st</sup> District, and representative-elect Carol Ammons in the 103<sup>rd</sup> District, who will be a great addition to General Assembly.

The advocacy of CTU members and our labor and community partners was vital in securing overwhelming Election Day support for two amendments to the Illinois Constitution and three statewide advisory referendums, including one which calls for an increase in the minimum wage to \$10 per hour by January 1, 2015, and another requiring a 3 percent “millionaire tax” on Illinois residents with income greater than \$1 million to raise funds for our state’s schools.

Illinois Speaker of the House Michael Madigan sponsored the millionaire tax referendum, and has stated that the tax would raise \$1 billion annually. The CTU

in March of this year supported Speaker Madigan’s original constitutional proposal for a surcharge on millionaires to fund education, viewing it as an important first step toward generating revenue necessary to support education beyond the significantly slashed, pro-rated state funding levels of the last several years.

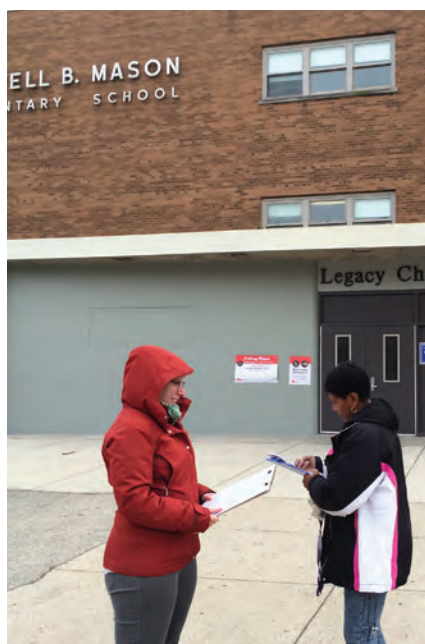
Tuesday’s ballot referendum victories follow legislation passed earlier this year to strengthen charter school regulation, make more students eligible for transportation reimbursement in safe passage zones and implore school districts to begin the necessary steps to better understand school discipline.

“The overwhelming ‘yes’ vote on the 3 percent millionaire’s tax proves that there is strong public sentiment behind increased funds for our schools, which gives our students, their families and our members hope for the future of education in this state,” said CTU Vice President Jesse Sharkey. “It also proves that there is power in our unity, and that the intense efforts of the CTU—and more important, the teachers, families and people we support—are not in vain.”

All efforts demonstrate a commitment to working families and the belief that education should be better funded in Illinois. The CTU legislative agenda will continue lead Union members and be an integral part of movements throughout the city and state to support issues and restore the joy to teaching and learning.

Political leadership at every level must also be willing to address the frustration of working families, and it is imperative that governor-elect Bruce Rauner respect the progressive agenda, support issues that impact the quality of life for all residents of Illinois and defend the interests of working families. **CTU**

*Ronnie Reese is a CTU member communication coordinator.*





## CTU Celebrates 'Unity Is Power' at 2014 LEAD

BY **RONNIE REESE**

The Chicago Teachers Union held its 2014 Legislators and Educators Appreciation Dinner (LEAD) on a blustery Halloween night at Plumbers Hall, where the Union's rank and file members engaged elected officials and discussed the conditions in Chicago's public schools and the fight for the city that Chicago's students deserve. Among the speakers were keynote Jesus "Chuy" Garcia, mayoral candidate and Cook County Commissioner, CTU Vice President Jesse Sharkey, American Federation of Teachers President Randi Weingarten and Illinois Federation of Teachers President Dan Montgomery.

The night was a celebration of recent legislative wins—including charter laws that are now some of the strongest charter accountability legislation in the country—but also charted the path to 2015, as across our city, Chicagoans are calling for an end to the top-down, undemocratic administration that seeks



to destroy schools, disinvest in neighborhoods and stifle community participation.

As last year's LEAD, showcasing "Power in the Rank and File," CTU members and allies heeded the call to advance support and resources to fight for a smaller class sizes, defense of retiree pensions and the promotion of a broad and rich curriculum that reduces the emphasis on high-stakes, standardized testing. This year's dinner, with a theme of "Unity is Power," the Union is encouraging its members to engage in a political process of their choosing, as some CTU rank-and-file members are exploring a run for alderman, while many others are collecting signatures to make sure voters weigh in on the question of whether Chicago's public schools should have an elected, representative school board. **CTU**

*Ronnie Reese is a CTU member communication coordinator.*





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- 1 CTU President Karen Lewis addresses the LEAD dinner crowd via video
- 2 Union, state elected officials and others listen intently to President Lewis' video address (from left): Illinois Congressman Danny Davis, Evelyn Garcia, Cook County Commissioner and mayoral candidate Jesus "Chuy" Garcia, American Federation of Teachers President Randi Weingarten, the Rev. Jesse Jackson Sr., Illinois Federation of Teachers President Dan Montgomery and CTU Vice President Jesse Sharkey
- 3 CTU Recording Secretary Michael Brunson and Financial Secretary Kristine Mayle
- 4 CTU Deputy Political Director Brandon Johnson
- 5 CTU members are all smiles with LEAD keynote "Chuy" Garcia

6 Sharkey

7 Garcia

8 Weingarten

9 Montgomery

Photo credits: Jamie Link Photography

# BLOW THE WHISTLE ON DIRECT BARGAINING



BY **JOSEPH  
MCDERMOTT**

In the fall of 2011, Mayor Rahm Emanuel directed Chicago Public Schools principals to conduct waiver votes to lengthen the school day. This was an unprecedented move that used the contract waiver provisions in a manner that had never before been attempted. A waiver is intended to be used on a limited, case-by-case basis, or on a school level when brought forth from the staff and administration. In the instance of the longer school day waiver, the mayor was attempting to rewrite our contract on a massive level by doing “direct bargaining” with the schools.

The mayor’s waiver attempt was done without bargaining with the Chicago Teachers Union, and instead, using principals to engage in direct bargaining with our members at the local school level. The CTU filed an Unfair Labor Practice (ULP) charge with the Illinois Education Labor Relations Board (IELRB) over this action, and in the end, the Union won the case. The Chicago Board of Education was forced to pay the teachers at the 30 schools that passed the waiver to lengthen the school day for the

extra time they had to work during their longer school day.

The longer school day waiver case represented the most widely publicized example of direct bargaining. Not every case is so egregious and blatant. The implementation of student-based budgeting (SBB) gives principals more autonomy and authority to create staff positions. SBB also creates a disadvantage for schools with more experienced staff because they have higher salaries. The district’s across-the-board budget cuts also force principals into impossible circumstances, in which they are more likely to engage in direct bargaining at the school level or with individual members. Direct bargaining can weaken the contract as a whole when one school makes a concession and other schools don’t concede.

Our contract explicitly states that the CTU is the “exclusive bargaining representative” for all

members. The CTU has the right to intervene in a matter in which direct bargaining takes place. In other words, an individual member does not have the right to agree to any terms that contradict the collective bargaining agreement.

The following are some recent examples of direct bargaining that took place. In some cases they were already well publicized, and in others the identity of the school has been withheld.

- » Clemente High School hired three guidance counselors to perform traditional counseling duties, and also to teach one class per day. The teachers were told during their interview that they would be expected to work a full caseload and teach a class. The principal argued that the teachers knew what was expected when they were hired and “agreed to do it as a condition of their hiring.” None of the teachers wanted to put their name on a grievance, so the CTU filed a grievance—without a specific name—because the principal cannot negotiate terms directly with members. The arbitrator ruled in favor of the Union and ordered the Board to pay the counselors for teaching the class.

**Direct bargaining can weaken the contract as a whole when one school makes a concession and other schools don't concede.**

- » Harlan High School had an issue with programming all of its teachers for a midday lunch. The delegate brought this issue to the principal, who then asked each individual teacher if they would consent to a midday lunch. The delegate took issue with this and filed a grievance against the principal for direct bargaining. The issue was the principal asking what they deem an “innocent” question, which is a problem if individual members feel they are pressured when asked these direct questions by administration. The Union

argues that when principals approach individual members and ask their consent to agree to a term or to give up their right, it represents direct bargaining—a violation of the contract.

- » A North Side school was faced with overcrowded classrooms due to a budget shortfall, according to the principal. The principal then created a “consent to waive class size rights” form. All teachers were asked to sign the forms and return them. Individual teachers who did not submit the forms were portrayed as not being team players. The Union filed a grievance against this attempt at direct bargaining.
- » A West Side school was also faced with overcrowded classrooms, and the principal told the Professional Problems Committee that the contract language was only a “suggestion,” and that the school could program teachers for higher than Board of Education recommendations. The principal then offered to pay a flat rate per student for every teacher who taught more than 140 students.  
For example, if a teacher taught 150 students, they would be paid the flat rate for 10 students. This represented direct bargaining in that the contract calls for teachers to be paid if they have to provide a sixth class. Instead of paying that rate of pay, for which the average teacher would receive \$450 per student for the year, the principal offered less money, and furthermore, and has no authority to arbitrarily determine a rate of pay.
- » A North Side school was faced with potential staff cuts on the 20<sup>th</sup> day due to low enrollment. The principal calculated that one position cut would amount to half of the school's budget for

substitute teachers. The principal told the staff that there would be no cuts on the 20<sup>th</sup> day if the teachers agreed to only use half of their personal business (PB) and sick days. It's unfortunate that the Board's budget allocation forces principals to even consider this type of proposal. Our contract calls for 10 sick days and three PB days for all teachers, and a principal cannot negotiate a proposal that takes away that right.

Our Union can file grievances and will often win these challenges to direct bargaining, but more importantly, we all need to show unity and stick together. We cannot allow the principal to pick us off one by one within our buildings, and we cannot allow Board of Education to pick us off school by school by direct bargaining with members.

In the mayor's longer school day waiver initiative it

should be noted that he attempted to get waivers at more than 400 schools.

He was only successful in 30 schools because members knew it was wrong for him to direct bargain, and they united and fought back to vote the waivers down. It should also be noted that the waivers did not succeed at many schools because principals also refused to push the mayor's agenda, proving that when we all unite and organize, we can win and push back direct bargaining. **CTU**

*Joseph McDermott is a CTU field representative.*



Daniel X. O'Neil

## Our Contract Wins

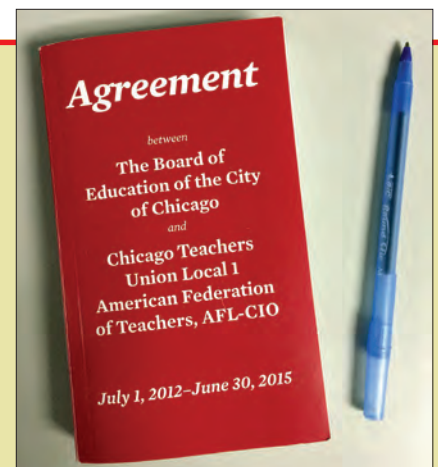
BY JACKSON POTTER

Chicago has long been ground zero for harmful privatization policies, and the historic Chicago Teachers Union strike made significant gains in this tough environment despite state legislation that requires performance evaluations be tied to test scores and imposes severe restrictions upon our bargaining rights as teachers and PSRPs. While the CTU/CPS contract is far from perfect, we continue to highlight notable victories in *Chicago Union Teacher* that are important for us to enforce and strengthen during our 2015 contract campaign.

**Discipline and suspensions.** In the 2012-2015 Bargaining Agreement, members can no longer be suspended without

pay, as the CTU was successful at removing that action from the disciplinary system. In addition, for the first time ever, members can challenge most disciplinary decisions before a neutral third-party mediator/arbitrator. As a result, the CTU has had a great deal of success at overturning unfair disciplinary decisions.

**Freeze on increases to health-care costs.** The CTU successfully held the line on premiums and co-pays despite record increases across the country. While the Union did have to agree to a widely disliked wellness program and teachers can no longer bank our sick days in the same way as in previous years, the CTU did gain up to 12 weeks of full short-term disability in the event of prolonged illness or medical necessity, and

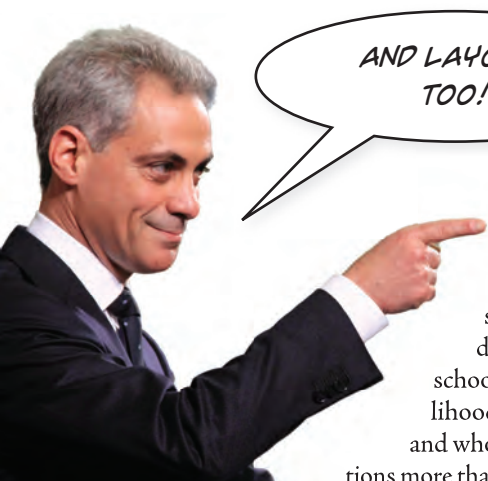


six weeks of paid/FMLA maternity leave.

**Substitutes restored.** The CTU retained language that Chicago Public Schools must provide 900 cadre substitute teachers per year. A recent arbitration victory has reaffirmed this, and the substitute crisis teachers experienced last year appears to be easing. **CTU**

*Jackson Potter is CTU staff coordinator.*

## Layoffs Continue From Rahm's Handpicked Board of Education



AND LAYOFFS TOO!

BY **JESSE SHARKEY**

The district's decision to lay off 23 teachers and support staff a quarter of the way through the school year is extremely painful and disruptive for these teachers and their schools. These are individuals whose livelihoods are their work in the classroom, and who are now expected to find new positions more than a month into the school year—and right before the holiday season. It is clear that when CPS announced in late September that there would be no 20<sup>th</sup> day budget cuts, the stage was being set for today's first-quarter cuts that put more teachers on the chopping block.

This is a particularly harsh development in the wake of recent reports of \$100 million that CPS owes to financial firms for its irresponsible swap deals—deals that our union has for years called for the district to assume accountability. Now, teachers, counselors, clinicians and paraprofessional lay-offs remain the result of CPS' attempts to balance its budget, much like last year's mass school closings tried to balance a negligent budget on the backs of our students and their families.

The CTU will continue to push for the mayor and his handpicked Board of Education to stop their attack on our neighborhood schools and end their relationship with the banker bandits who are making millions while our schools are under-resourced and teachers and staff lose their jobs. **CTU**

*Jesse Sharkey is vice president of the CTU.*

## The Way Forward

BY **MICHAEL E. BRUNSON**

As a teacher in Chicago's public schools and an officer of the Chicago Teachers Union, I am constantly confronted by the problems and difficulties our school system faces due to a lack of adequate resources. Closely connected to this distressing issue are the welfare of our students and their families, and the financial security of those who work to serve them in the field of education.

Far too much of what we hear about the viability of our schools, the needs of the students and the financial security of those who work hard every day in the field of education comes to us in the narratives and language of diversion. Proponents with hidden and questionable interests use the invidious language of the prison system by saying our schools are on "probation," while the inapplicable vocabulary of business enterprise declares that our schools are "failing" and must be "turned around" or "restarted."

This is deception. The stark truth is that our schools lack adequate resources in the form of funds, materials, equipment, space and personnel. In our city and state's current climate of fiscal austerity and financial mismanagement, those who suffer the impacts of deprivation—and predation—are cynically told to make "shared sacrifices" and "honor contracts." Even in the midst of record homelessness, precarious and under-compensated employment, attacks on constitutionally protected pensions, and the recent disclosure of dubious and wasteful financial arrangements between the Chicago



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Board of Education and large banks, we are told to respect “contracts” and accept budget cuts. Meanwhile, schools are closed, educators are dismissed, retirees are threatened with the loss of accumulated value in their pensions and our students sit in overcrowded, under-resourced classrooms in the name of a “shared sacrifice” and ironclad “contracts.” This is a travesty.

There is way out of this, and a way that respects the rights and needs of all concerned. There is a way that will help balance our state and municipal budgets based on adequacy of funding and equity of distribution. But there is no way to ignore the fact that the state and municipal coffers are in dire need of a massive cash infusion. So let’s consider an infusion of anywhere from 10 to 12 billion dollars annually at the state level. Let’s consider a financial transaction tax, referred to locally as the “LaSalle Street Tax.” This is a step in the right direction and the way forward to truly spread a shared sacrifice to everyone, including those who have the most to share.

As working people, we are taxed on our income, purchases, services and more. Why should taxation not be extended to those who buy, sell and trade billions of dollars in underlying value daily? The Illinois legislature took an initial step to consider taxing millionaires for their own fair share. So now it is time to consider this important next step. There are literally millions of transactions that pass through the Chicago Mercantile Exchange every day on such exotic financial instruments as “options” and “futures” that are untaxed. If the average citizen can be taxed on the purchase of goods and services, it is

only fair that there be a modest tax on the purchase and sell of these financial derivatives. A tax of a small and almost insignificant amount on these transactions—0.004 % to 0.008% of the underlying value—is estimated to bring in anywhere from 10 to 12 billion dollars annually to Illinois’ state coffers. Bear in mind, that as consumers we pay from about 2 percent to more than 10 percent in taxes on goods and services, so this is far from being a burdensome demand on the financial sector.

It is past the time that we shift the conversation from the state of Illinois reducing the quality of life of its most vulnerable residents by cutting back on things like education, healthcare and human services. We must focus on much-needed revenue just as we are demanding a raise in the minimum wage for our hard-working fellow citizens. It is time to advocate for an additional 10 to 12 billion dollars to help our state adequately address the current issues of

overcrowded classrooms, under-resourced education, inadequate healthcare coverage, underfunded pensions and diminishing human services.

We can give our children the schools they deserve when we provide the funds they deserve to address the pressing need for smaller class sizes, arts, physical education, recess, a stable teaching force, school nurses, social workers, counselors, psychologists, adequate space and equitable funding. These are the crucial components of an adequate and well-rounded education. They should not be *outsourced* they must be *resourced*. The time has come to demand a financial transaction tax in Illinois. **CTU**

*Michael E. Brunson is the CTU Recording Secretary.*

“The time  
has come for  
a financial  
transaction  
tax in Illinois.”

**TELLING THE STORIES OF  
CPS STUDENT VICTIMS  
OF GUN VIOLENCE**





# AND COUNTING...

BY **CAROL CAREF, PH.D.,**  
AND **JORDAN CONWELL**

**N**inety-five school-aged youth between the ages of five and 18 were killed in Chicago between January 1, 2013, and May 31, 2014, according to records from *Tracking Homicides* in Chicago (<http://homicides.redeyechicago.com/>). Some of these tragedies, such as the death of Hadiya Pendleton, have received national attention; most of them have not. Of the 95 homicides, 67 of the victims were African-American.

Through combing local and news outlets such as the Chicago Sun-Times and DNAinfo Chicago, the Chicago Teachers Union has been able to verify that at least 48 of the victims attended or were currently attending Chicago Public Schools (CPS)—neighborhood, charter, or alternative schools.

Other victims also have possible links to Chicago Public Schools, as pictures of them in graduation regalia accompanied their obituaries, but the CTU could not verify their schools.

The stories below represent a few of the young people who verifiably attended CPS schools and for whom detailed biographical information was available.

**Tyrone Lawson, a 17 year-old honor student at Morgan Park High School who friends said was known as “Ty Meezy,”** was fatally shot outside Chicago State University after a melee between two top-ranked basketball teams, Simeon Career Academy and Morgan Park High School. His cousin, William Taylor, 26, who enlisted in the Navy in 2008, said and Lawson would often talk about the future. “He wanted to get away from the negativity and stereotypes of this place,” Taylor said. “Being a black man, he didn’t want to be slain and become a statistic.” His grandmother, Barbara Van Hughs, said Lawson was a “well-behaved” only child with a “great smile.” She said she taught him to read the Bible every day. “He was such a giant,” she said of the boy, who stood more than six feet tall. “He would say, ‘Grandma, you’re growing shorter.’”

Lawson’s dream life was “to get money and make sure my family is good,” and “to get married, settle down and be [a] good man, to have no worries,” according to those who knew him. Classmate Keonna Campbell, 18, described Lawson as a peacemaker: “He never wanted to get in a fight with anybody. He was just walking to his car and was in the wrong place.”

**Frances Colon, an 18 year-old student at Roberto Clemente High School,** was not the intended target of the gunshot that took her life. She had been at a nearby store during an argument between two men, her father said, based on conversations he said he had with store workers. Colon said his daughter was planning to attend Northeastern Illinois University to stay close to home. Family members said that Frances, the seventh of eight siblings, was

going to attain her dreams, and they’d be there to support her. “Mama, I wanna be a lawyer,” she would say to me,” Payton said. “I don’t care what I have to do to achieve that dream. I’d take six jobs to pay for her books in college if I have to.” Payton said her daughter was also creative, stitching together new clothes out of old pillow cases, and cooking up delicious food with strange combinations. “She would put ramen, cheese and meat together,” said younger sister Selena Colon, 16. “It always turned out good!”

**Tracy Gipson, an 18 year-old who recently graduated from South Shore High School, where he was the star point guard on the basketball team,** was driving in a car with friends when they passed a group of people on the sidewalk, one of whom began shooting. According to his mother, he liked to make people laugh, was into fashion, didn’t have any enemies and wasn’t involved with a gang. “It’s not like [he and his friends] haven’t been asked,” Evelyn Gipson said. “But they’re not the gangbanger people. They didn’t hang out like that.” At a candlelight ceremony, friends and family remembered the teen as “free-hearted” and “a jokester.” Several classmates called him their “best friend.” “He would do anything to make you laugh,” Evelyn Gipson said. “Whenever he and his brother [14-year-old Tyrese Gipson] would get into it, and he’d make his brother mad ... Tracy would always say, ‘If I make you laugh, will you not be mad at me anymore?’”

**Maurice Knowles, a 16 year-old student at Corliss high school,** was described as a joy and “always a jokester.” Edna Knowles, his grandmother, said the teen had just tricked her into thinking she had won thousands of dollars with a fake scratch-and-play lottery card. The memory made Diamonde Douglas, Maurice’s 19 year-old sister, laugh. “He

Now, the district no longer acknowledges which of the school-aged children killed in Chicago attended Chicago public schools.



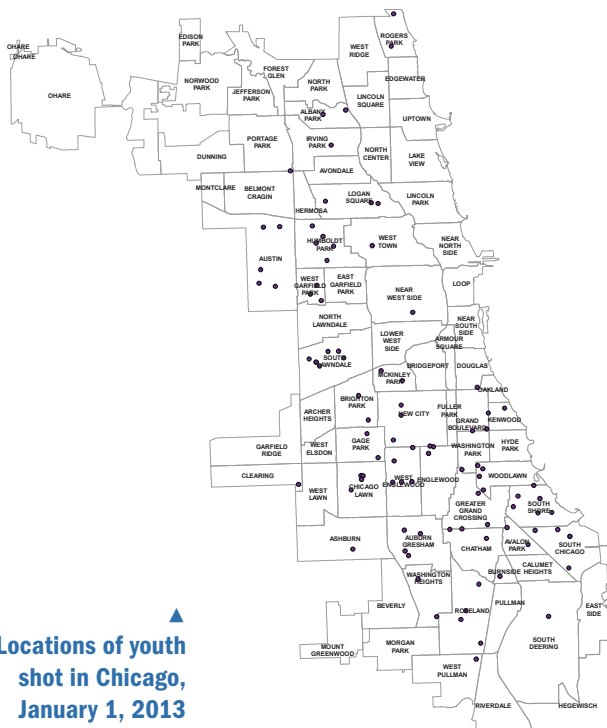
Photo credit:  
Howard Heath

came out and said, ‘I got Granny with the card,’” Diamonde said. “She thought she won \$5,000.” Diamonde said everyone in the neighborhood knew her brother, even though he was on the quiet side. She said he loved basketball and driving and wanted to buy a Ford truck when he graduated from Corliss High School. Edna Knowles pointed to pictures of Maurice and said his smile never showed his teeth on account of his braces, and family said the teen

loved to dance, even if he was no good at it.

Why is it so difficult to get information about whether school-aged youth killed in the city were enrolled in Chicago Public Schools? This information is vital, both to ensure that necessary support services are delivered to schools that have lost a student, and to gain knowledge about which schools and neighborhoods are most affected by the tragic loss of a young person—and the impact that loss has on Chicago school communities, educators and students. As recent as the 2012-13 school year, Chicago Public Schools’ policy was to identify and count the number of CPS students killed and to speak out against the violence. Former CPS CEOs Arne Duncan and Ron Huberman publicly decried the large number of deaths and announced policies aimed at curbing violence. Now, the district no longer acknowledges which of the school-aged children killed in Chicago attended Chicago public schools. Mayor Rahm Emanuel, former CPS CEO Jean-Claude Brizard and current CPS CEO Barbara Byrd-Bennett have remained silent about the number of CPS students killed except for a press statement in July 2014 claiming a decline in the number of student homicides. The only death they publicly acknowledged was the well-publicized and tragic murder of sophomore King College Prep honor student Hadiya Pendleton.

This report features profiles of some of the school-aged children who were killed and had attended CPS schools. It builds on the work of local news outlets and community organizations, particularly *DNA Info*, to humanize the victims of violence by describing their interests and aspirations. Many news stories



▲  
Locations of youth  
shot in Chicago,  
January 1, 2013  
to May 31, 2014



emphasize the issue of gang affiliation and ignore other aspects of teen murder victims' lives. The realities of gang membership are beyond the scope of this paper, but that affiliation is not reason to disregard the tragedy of the loss of a young person's life. Some family members who admitted that their lost loved ones had gang ties also went on to describe their aspirations and, in some cases, ways they were trying to turn their lives around.

The mother of **Cornelius German, a Kenwood Academy freshman** who was shot in the back while playing dice, said it well: "He's still a 15-year-old kid. He was still a baby. He didn't deserve this ... This is not Hadiya Pendleton. This is Cornelius German, a boy affiliated with gangs." Many may agree with Mary Mitchell, who in an April 24, 2013, *Sun Times* article said: "I can't shed any tears for Cornelius German," and went on to castigate his parents. The CTU, however, does not endorse giving up on 15-year-olds. CTU members have seen that children can change, especially if teachers, social workers, counselors, psychologists and other school staff are given the appropriate time and resources to work with them. Acknowledging and tracking violent deaths of CPS

students is part of the process. Another part of the process would be to find out if and how the closing of schools in some of these neighborhoods damaged the social and psychological safety net that these areas need. These steps would allow all concerned about connections between violence and schooling in the city to learn more about these young people and ensure their schools and classmates get the support they need after the loss of students and friends.

Tyrone, Frances, Tracy, Maurice, Cornelius and the 90 other school-aged youth lost to violence over the year and a half of this study are sorely missed by their friends and families. Their deaths should not be ignored by CPS. The deaths of each of these young people should be discussed and studied to determine what can be done to prevent future deaths and help classmates and teachers through the emotional suffering these tragedies cause. **CTU**

*Carol Caref, Ph.D., is the CTU TK. Jordan Conwell, M.A., is a doctoral student in the Department of Sociology at Northwestern University. His research focuses on racial inequality and education. He can be reached at [jconwell@u.northwestern.edu](mailto:jconwell@u.northwestern.edu).*

*Photo credit:  
Lars Plougmann  
from Flickr*

# Student-Based Budgeting = Schools Below Budget

BY **PAVLYN JANKOV**

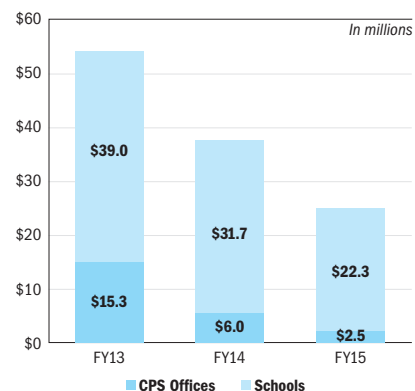
What Chicago Public Schools (CPS) calls “student-based budgeting” (SBB) has really led to “schools below budget,” with students losing access to after school programming; counselors doing double-duty as case managers; libraries without librarians; \$16 million less in instructional materials; and principals having difficulty affording experienced teachers. CPS implemented SBB in 2013. The model was touted as a move to give principals greater autonomy over how to spend resources, “empowering” them to meet the needs of students. Under SBB, a school is only granted staff positions for a principal, a counselor and a clerk. General education funds are allocated to the school based on the number of students enrolled, at a rate of \$4,390 for upper elementary and middle-school students, \$4,697 for primary grade students and \$5,444 for high school students. Instead of positions allocated and paid for by central office based on the number of students, principals must now use the available funding to hire teachers and staff, purchase supplies and meet other general needs.

Rather than giving principals more flexibility, two years of decimating cuts to district schools (non-charter) have left schools hamstrung. Since 2012, the budget for non-charter, district schools has dropped by \$150 million, or 5 percent. District schools are barely able to provide staff for core needs, much less a full curriculum, wraparound services, support personnel, maintenance or upgrades of technology and basic supplies. Whether it’s staff positions or dollars that are allocated based on enrollment, funding

▶  
**For the 2014-15 school year, district schools will be working with \$16.6 million less in instructional materials than two years ago.**

CTU Research  
Department

## Spending on Instructional Materials





schools in such a manner is not student-centered, despite the rhetoric used.

In response to the outcry over austerity in school programming, including the lack of librarians at receiving schools last year, CPS has deflected the blame to the principals, stating that “The SBB model means that principals make choices about where to direct their resources.” While CPS portrays these SBB budget choices as empowering, the district had a different tune when justifying expenditures on overcrowding relief earlier this year. CPS CEO Barbara Byrd-Bennett described the hard choices principals in over-crowded schools have to make regarding how to use scarce rooms as “a continual exercise in lose-lose dilemmas”. How can it be that choosing between a library or technology room is a “lose-lose dilemma” but choosing between a librarian or computer teacher is empowered decision-making? While the district’s often conflicting propaganda may make no sense, the consistent message is that the onus of austerity is on the local schools. With SBB, the message is that public schools will have to do less with less, but because the decision-making is local, they’ll be better for it. Coupled with school choice and funding that “follows” students to their schools, the notion is that a school is ultimately responsible for its level of funding.

Due to sustained push-back and outrage over

funding cuts, for the first two years under SBB, CPS has declined to take money away from schools that ended up under-enrolled. Some Local School Councils refused to sign off on their budgets, and more administrators are talking to the media about the problems of under-funding. Even though that came in with fewer students have been spared the additional cuts, SBB has caused plenty of disruption and challenges to our schools.

At the same time as funding for district schools has dropped, CPS has dramatically increased funding for new and expanding charter schools, and taken on more debt for expansion of selective enrollment schools. The transition to SBB is used as cover for CPS to exempt itself of responsibility for the cuts to the essential types of school programming clamored for by parents, students, and staff. The 13 percent increase in funding to charters is justified by CPS officials as being part of the plain mechanics of SBB—funding following the students. Conversely, the continued collapse of resources at neighborhood high schools and elementary schools on the South and West sides are supposedly a result of families, and subsequently SBB dollars, “voting with their feet” to leave the schools. But these explanations ignore the fact that the destabilization from neighborhood school closings, charter school openings and fundamental resource constraints caused by bad

▲ **With limited funds due to student-based budgeting, principals have a hard time affording experienced and highly qualified teachers.**

*Photo credit:  
Lendingmemo.com  
from Flickr*

policies play a large role in the ever-increasing challenges of teaching and learning in many of those schools.

With limited funds in the SBB system, principals have a hard time affording experienced and highly-qualified teachers. Prior to SBB, teacher salaries were paid out of the district's budget. Now, rather than making hiring decisions based on how to best meet student needs, principals must now consider the impact on their budgets. A survey put out by the Administrators Alliance for Proven Policy and Legislation in Education (AAPPLE) showed this was a common concern among principals. One principal put it quite simply: "Being forced to hire cheaper employees is awful." Despite SBB having been implemented in other

## The lack of funding has also led to a large number of teaching positions remaining unfilled.

school districts in ways that did not create incentives to hire cheaper staff, for example by charging against school budgets only the average teacher salary, CPS has continued to extoll the importance of the "choice" that principals "get" to make.

With less funding, principals are also increasingly tasking available staff with additional duties. The budget formula allows for a counselor at every school, but counselors seldom have time to counsel students. Over three-quarters of counselors reported having to take on additional case management duties for special education students last year. Data from CPS indicate that 66 percent of elementary schools had Counselors designated to instead serve as school Case Managers.

Access to professionally staffed libraries has been similarly curtailed. With schools no longer guaranteed a librarian position based on student enrollment, schools have been losing librarians each year.

This year less than half of CPS schools have funding for a school librarian. Many schools have held on to their librarians but reassigned them to teaching duties. From FY2013 to FY2014, 36 school librarians were reassigned to teaching duties in their school.

The lack of funding has also led to a large number of teaching positions remaining unfilled. Before SBB, money saved from unfilled positions was retained by the district, but now principals can draw on money budgeted for positions that remain empty. In a questionnaire about SBB last year, some teachers reported the prevalence of vacancies throughout the school year and the use of day-to-day subs to fill positions vacated mid-year instead of hiring new staff. CTU analysis of vacancy data provided by the district showed that there were more than 1,900 vacant teacher positions across district schools last school year. More than 100 elementary schools had one or more teacher positions vacant for more than half the school year. The average duration of teacher vacancies was four months for elementary schools, and a little more than three months for high schools.

Not only are schools losing programming, but under SBB, schools don't have the funds to make use of the resources they do have. Asked in a questionnaire about school budgets last year, teachers commonly spoke about resources going to waste. A teacher at Davis Elementary reported documentary cameras that were left untouched due to the lack of supplementary equipment and working projectors. Simpson Academy had a room setup for a remedial reading program left unused because of lack of funding for a teacher and the program's license renewal. After losing their librarian, the books were moved to an unheated and unused room. Supply money was especially constrained, and printer ink was replaced only once for the whole year.

Austin Polytechnical School reported having a relatively new computer lab, but no funding to replace broken components such as mice and



◀ **The student-based budget formula allows for a counselor at every school, but counselors seldom have time to counsel students.**

*Photo credit:  
U.S. Department of  
Education from Flickr*

keyboards, leading to many computers sitting in disuse. TEAM Englewood lost its technology coordinator, which meant that tech resources that broke remained unfixed. Schools had printers without ink and LCD projectors without replacement bulbs. One school had no money to order replacement textbooks. This was justified to teachers by the quip that “good teachers don’t rely on textbooks.” Accordingly, teachers compiled their own text units to hand out to students, using their own money to purchase the copy paper—for which the school had no funds.

Supplemental school sports and after-school activities have also been cut. Seasonal activities at one high school were cut considerably last year. The reduction in staff at Austin Polytechnical meant the loss of extracurricular activities which those staff had led and organized, such as Bowling, Art Club and Robotics, among others. At Gale Elementary this year, grant funding for before- and after-school programs was lost, and there is little room in the school’s budget to make up for this loss.

Since SBB was implemented, funding for instructional materials has been cut dramatically across CPS schools. In FY2013, (school year 2012-13) CPS budgeted \$54 million for instructional

materials—\$39 million of which was budgeted at schools. Spending at the school level was slashed by a fifth in the FY2014 budget, and by nearly a third in the proposed budget for FY2015. For the 2014-15 school year, district schools will be working with \$16.6 million less in instructional materials than two years ago.

School communities have always had to help plug their budgets using money raised at the local level in order to fund material and other needs. With the decline in support from the district, expenditures on instructional materials with locally-raised funding increased from \$838,000 in 2013 to more than \$1 million in 2014. But with all the other competing needs left unmet by the district, it seems unlikely that the large gap in material needs can be at all closed this year.

Furthermore, when schools have to resort to plugging budget needs with local resources, inequities are exasperated. Last year, \$11.8 million was budgeted at schools for various needs through funds raised at the local level. Over 70 percent was used to supplement budgets of schools located in North Side neighborhoods.

In this year’s budget book, the district notes that

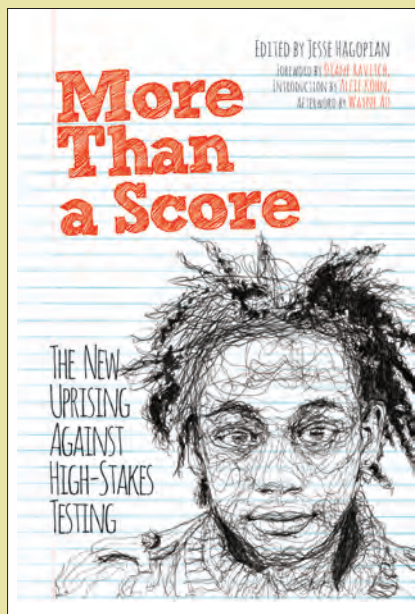


## Book Review: Jesse Hagopian's "More Than a Score"

BY SARAH HAINDS

"**More Than a Score**," edited by Jesse Hagopian (Haymarket Books, 2014), is a collection of essays that cover the growing anti-testing movement from multiple perspectives while also exposing the fight against standardized testing and its inappropriate usage across the country. The personal stories in this volume describe how and why teachers, parents, students and administrators joined the anti-testing "opt-out" movement. Since the movement exploded in the last few years—after a slower, quieter resistance that grew over the last two decades—actions and victories by the likes of the Chicago Teachers Union and the Seattle Education Association have proved inspirational for others throughout the country. A myriad of acts of resistance all over the U.S., both big and small, have changed policy and turned people into social justice activists ready to take on more fights against their corporate "education reform" issues.

Since the rules concerning standardized testing and the various ways it is imposed



on school children are as diverse as all the state and district laws written about them, the strategies used to fight against the "testocracy" (as "More Than a Score" calls it) are incredibly diverse and creative. This book helps people from any stage of "opting-out," from curiosity to legal abolition,

understand the history of standardized testing and why it is so harmful for children's educational development.

Every successful group resisting standardized testing abuse has formed a coalition of students, parents, teachers and occasionally administrators. These stories show that it takes a lot of work and the safety of working in solidarity with others, to win, yet it is not an insurmountable amount of work, especially when shared by a large group of people. "Opting out," on a school-wide level, is a campaign that requires strategic organization. Teachers have been threatened with disciplinary action, job loss and even suspension of certification if they do not administer required standardized tests, but standing together, unified, has actually been more threatening to the powers enforcing the requirement.

"More Than a Score" is a truly inspirational book, and shows the public that this fight is winnable if we all stand up and "opt out" together.

*Sarah Hains is a CTU Quest Center researcher.*

in the process of counting all the schools in the system, they adopted an official definition of what basic criteria have to be met for a place to constitute a school. The only criteria related to staffing in their definition include the criteria that a school "employs at least one administrator to lead the school" and "employs at least one credentialed person to provide instruction to students." The district's SBB budgetary system, with staffing guarantees for only a

principal, counselor and clerk, reflects this same barebones approach to resourcing schools. Rather than a budget system that incentivizes hiring cheaper teachers and forces principals to choose between which programs to cut, we need to keep pushing for a budgeting plan that creates the schools Chicago's students deserve. **CTU**

*Pavlyn Jankov is a CTU Quest Center researcher.*



# Implementing the Common Core State Standards

2nd Semester 2014/15

### Common Core in the ELA Primary Classroom - 3 Lane Placement Credits - 49 ISBE Professional Development

This course focuses on implementation of the English Language Arts Common Core State Standards (CCSS) for practicing K – 2nd grade teachers. Participants deconstruct the K – 2 CCSS ELA into elements and use those elements to create objectives for lessons and units. They learn teaching approaches relevant to the CCSS such as "close listening" and "close talk" that primary students need in order to master the CCSS ELA standards. Teachers learn how to address the shifts in instructional design (use of complex text, academic language, citing evidence from text, and building knowledge through content rich non-fiction) through the use of text complexity selection rubrics and other related resources. Through collaboration with other participants, attendees review and select texts from the CCSS Appendix B exemplary list to design and implement CCSS aligned balanced literacy lessons and units. Participants learn how to write CCSS aligned objectives, as well as how to design CCSS aligned formative and summative assessments appropriate to this grade band. There will be homework. **This course is aligned to the CPS Framework for Teaching - Components 1a, 1c, 1d, 3c, 3d, 3e, and 4d.** Instructor: Theresa Insalaco-DeCicco, NBCT

**Day/Dates:** Wednesdays - 1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/1, 4/15, 4/22, 4/29, 5/6

**Time:** 5:00 - 8:00 PM

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

This course addresses implementation of the Common Core State Standards (CCSS) for ELA and Mathematical Content and Practice, for all practicing 3rd-8th grade classroom teachers. Participants study the shifts in instructional focus for both the reading and math standards - (Reading: Text complexity, evidence based writing, content rich nonfiction; Math: depth of focus, coherence, rigor). They learn to select readings that are appropriate for their students and applicable to their teaching context by focusing on the 3 CCSS criteria for text complexity (qualitative, quantitative, reader and task). Teachers explore and plan for the use of technology - based activities and multimedia in support of the CCSS. Course participants deconstruct ELA and Math standards to understand the progression of learning that is expected within grade bands, and then apply this progression of learning to plan for differentiation of their instruction. Attendees produce CCSS – driven lessons and assessments, analyze how each other's lessons embody the instructional shifts evident in the CCSS, and reflect on their practice, instruction, and implementation of the CCSS. There will be homework. **This course is aligned to the CPS Framework for Teaching Components - 1a, 1c, 1d, 1e, 3b, and 4d.** Instructor: Michelle Nash, NBCT

**Day/Dates:** Saturdays - 1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21

**Time:** 9:00 AM - 4:30 PM

**Location:** Burley Elementary School, 1630 W. Barry Avenue, Chicago, Illinois 60657

### Common Core in the High School Classroom - 3 Lane Placement Credits - 49 ISBE Professional Development Hours

This course is designed to help high school ELA, math, and social science teachers align their instruction to the Common Core State Standards. Teachers learn how to address the 3 CCSS instructional shifts for ELA (regular practice with complex text and their academic language; reading, writing, and speaking grounded in evidence from texts; and building knowledge through content rich non-fiction) and the 3 CCSS instructional shifts for Mathematics (focus, coherence, and rigor). Participants collaborate to develop "close reading" and open-ended problem solving activities, and incorporate CCSS standards for literacy in history/social studies that engage students. In this course, participants create content learning objectives, lesson plans, and unit plans aligned to the CCSS. They develop a variety of performance tasks for students to demonstrate learning, and create CCSS - driven rubrics to monitor what students know and are able to do. There will be homework. **This course is aligned to the CPS Framework for Teaching - Components 1a, 1c, 1d, 3c, 3d, 3e, and 4d.** Instructor: Michael P. Moriarty, NBCT

**Days/Dates:** Mondays - 1/12, 1/26, 2/2, 2/9, 2/23, 3/2, 3/9, 3/16, 3/23, 3/30, 4/13, 4/20    Tuesdays - 1/20, 2/17

**Time:** 4:45 - 8:15 PM

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

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#### Tuition

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49 ISBE Professional Development Hours only - \$150

3 Lane Placement Credits and 49 ISBE Professional Development Hours (non-member) - \$225

49 ISBE Professional Development Hours only (non-member) - \$200

**Parking/Transportation** for courses held at the CTU only: After 3PM, parking is \$10 at MartParc Orleans on the NE corner of Orleans and Hubbard. The CTA Brown Line stops on the second floor of the Merchandise Mart

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.

The CTU Quest Center reserves the right to cancel courses due to low enrollment

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▲  
Paraprofessional  
Lashawn Wallace  
(left) with  
Cook County  
Commissioner  
Jesus “Chuy” Garcia  
(center). Photo credit:  
Jamie Link Photography

## Paraprofessionals: A School’s Invisible Elves

BY **LASHAWN WALLACE**

The story of “The Elves and the Shoemaker” is an archetype of the invisible assistance people who work behind the scenes provide students to ensure their success. A shoemaker was so tired one evening that he could no longer thread a needle and went to sleep with a heavy heart, knowing that many shoes that needed repair would not be ready for his customers in the morning. To his surprise, he opened the door to his studio at sunrise to find work on all his shoes completed and with the highest quality.

Paraprofessionals are the elves in your schools. Beginning at 5 a.m. until the last teacher and student have left the building, your helpful paraprofessional is the one who locks the doors and turns off the lights, knowing they completed a job well done. In the morning, when you enter the school building, the paraprofessional behind the desk is that little elf

that completed its task with a smiling face. The clerk taking calls, and speaking and dealing with parents, staff and students, is the friendly support who makes sure your day will be less stressful. Your indispensable paraprofessional is mending the “soles” of students’ problems, polishing relationships with parents and preparing a beautiful showcase for the teachers.

Paraprofessionals have their busy hands working all day making sure they support the foundation of your school. Being on the playground addressing student needs and assisting teachers in classrooms is the busy and rewarding job of your PSRP, always lending a helping hand to ensure the building and the day runs smoothly. Like the shoemaker who would not be successful without the love and support of the elves, your paraprofessional is always ready to lend a helping hand. **CTU**

*Lashawn Wallace is chair of the CTU PSRP and Social committees, and a teacher assistant at Taft High School.*

# PSRP Retirees: Still Fighting the Good Fight

BY HOWARD HEATH AND DEBBY POPE

Although we are the Chicago Teachers Union (CTU), our membership includes many other school employees, including school clerks, teacher assistants, vision and hearing screeners, school community reps and more. These members are often on the front line in helping children in our schools. They often live in the communities they serve and have long established connections in these neighborhoods. They are both active members and retirees who are involved in the Union, participating in activities ranging from lobbying and phone banking to committee service and public protests.

Recently we had a discussion with several paraprofessional and school-related personnel (PSRP) retirees for a brief interview. We spoke with Lorraine Dozier and Edna Johnson, who were hearing and vision screeners, and with Charlotte Brent and Roberta Wilson, both retired teaching assistants. We asked them about their work history, their involvement with the CTU and how to get retiree PSRPs to remain in the Union and play a more active role. They exemplify active PSRPs and are great role models for retirees who want to become more involved.

Charlotte Brent retired two years ago as a teacher assistant from Vanderpoel Elementary Magnet School and is also a Chicago Transit Authority retiree. Brent suggested that if we want to get more retirees involved we should develop more family-friendly events, since many PSRP retirees are active grandparents. Another idea she suggested was the possibility of CTU-sponsored trips. Union activities in which Charlotte participates include phone banking, lobbying and opportunities to brainstorm and discuss issues that affect retirees.

Lorraine Dozier joined the CTU in 1971, and became involved by serving as a teacher assistant delegate beginning in 1980. She became a vision and hearing delegate and functional vice-president



in 1987, ultimately retiring in 2001. She remains an active member. Dozier believes we could get more PSRPs involved in the CTU as retirees if we set up some special activities for them, like a PSRP retiree luncheon.

Edna Johnson retired in 2012 after 35 years of service as a citywide vision and hearing screener. To get PSRPs to become more active in their retirement, she suggests that we hold meetings in different parts of the city and consider special luncheons or dinners for PSRPs—particularly around election time—to discuss candidates and issues. The Union activities in which she participates include lobbying trips and phone banking. Her message is, “We’re still out there. Call and ask us to become involved. The personal touch is very important.”

Roberta Wilson, a retiree after 33 years as a

▲▲ Retired PSRPs Roberta Wilson (left) and Portia Ball attend a CTU dinner. Photo credit: Howard Heath

▲ Charlotte Brent. Photo credit: Debby Pope

teacher assistant, describes herself as, “87 years young.” She has been a lifelong unionist, both in the laundry workers’ union (now UNITE-HERE) and in her role as a CPS teacher assistant. She echoed Johnson’s suggestion to spread out and hold regional meetings around the city. Additionally, she thinks the CTU should do more to reach out to retired PSRPs, such as inviting them to monthly meetings and including a point on each agenda about their specific issues. She also suggested that it might be good idea to have specific PSRP retiree delegates.

Wilson is proud of the history and involvement of PSRPs in CTU saying, “Teacher assistants and clerks have always been the first people to deal with the parents and students. We have recognized their needs when they first enter the building. We were vocal on the need for free lunch, eyeglass program and more.”

Given the many challenges facing both active and retired PSRP members, the CTU needs retiree

activists more than ever to fight attacks and threats to their pensions, particularly the Rahm Emanuel-sponsored pension bill SB1922, which decimated Municipal Pension Fund (the PSRP pension fund) retirees’ cost-of-living adjustments and threatened their financial security. Attempts to undermine and sabotage public education need to be fought.

Many retirees are deeply committed to Chicago Public Schools and to the fight to defend and expand public education and provide all children with quality schools. The attacks on our schools directly affect many of our PSRP retirees whose families and grandchildren are often CPS students. All of the retirees interviewed for this article are strong and vocal supporters of unions and the struggle for decent wages and respectful working conditions. Join them in keeping the fight strong. **CTU**

*Howard Heath is a CTU retiree. Debby Pope works in the CTU Grievance Department.*

# PSRP Evaluation Checklist

BY **JUNE M. DAVIS**

Over the past nine months, a joint Chicago Teachers Union/Chicago Board of Education committee has worked diligently to create new performance evaluation guidelines/policies for Paraprofessionals and School-Related Personnel (PSRPs). Each principal has received a copy and has already been introduced to the process. A copy was also sent electronically to each PSRP from the Office of Employee Engagement. PSRPs should take the time to familiarize themselves with the new performance evaluation procedures.

The CTU is monitoring the progress and implementation of the new procedures. Here is an evaluation checklist with timelines for each component the evaluation process. Please review the checklist and report any procedure(s) that are not properly followed to your PSRP field representative. By sharing this data with the CTU, PSRP members empower the CTU to advocate for fair evaluations. **CTU**

*June M. Davis is the PSRP Field Coordinator.*

**CHICAGO TEACHERS UNION**  
**EVALUATION CHECKLIST FOR PSRP Evaluation 2014-'15'**

	Source	PSRP Response and comments
1) 30th day orientation July for 52 week, August or Sept for 10 month employee	CPS Guidelines	Yes ___ No ___
<b>Self Assessment (optional)</b>		
2) optional employee self assessment between November 1st and November 30th	CPS Guidelines	Yes ___ No ___
<b>Mid-year Evaluation</b>		
3) Between December 1st and February 15th, the administration must provide you with a mid-point evaluation if you are projected to receive a unsatisfactory	CPS Guidelines	Yes ___ No ___
4) As part of the mid-point, the administration must provide you with strategies and activities to improve through the official evaluation form.	CPS Guidelines	Yes ___ No ___
5) If you are not provided a mid-point evaluation, you cannot receive a unsatisfactory or be laid off outside of seniority	CPS Guidelines	Yes ___ No ___
<b>Summative Evaluation</b>		
6) Use of benefit days cannot be factored in to your overall rating or any of the Effectiveness, Dependibility or Professionalism components	2-1, CPS	Yes ___ No ___
7) You must be provided a draft summative rating, with the ability to influence the outcome prior to the rating becoming final	CPS Guidelines	Yes ___ No ___
8) The annual summative rating must be issued from May 1st to June 30th	CPS Guidelines	Yes ___ No ___



## Veterans Day 2014: Take Back Chicago

BY **RONNIE REESE**

The Chicago Teachers Union joined the Grassroots Collaborative and allies from dozens of organizations across the city on Veterans Day, Nov. 11, to set an agenda for a better Chicago. On a day in which our nation honors its veterans and servicemen, the Union was proud to stand united with our community partners to lay out the issues and demands that elected officials will have to support as we fight to take back Chicago

After gathering at Chicago Temple for passionate, empowering speeches on how to combat the corporate agenda that works to close schools, shut down mental health clinics, eliminate living wage jobs and dismantle affordable housing, the crowd of more than 1,000 marched to the Chicago Board of Trade and made a unified call to reclaim our city and build collective strength to lead Chicago in a new direction. **CTU**

*Ronnie Reese is a CTU member communication coordinator.*



Photo credit: Nathan Goldbaum





◀ **Margaret Marion, a social worker at the UNO Maj Hector P. Garcia MD High School, speaks at the opening session of the Fall 2014 Leadership Convention.**

▼ **Both CTU and charter school teachers spent the day collaborating in a number of workshops.**

*Photo credits: Ronnie Reese*

## ChiACTS Members at the CTU Leadership Convention

BY **LEAH RAFFANTI**

Members of the Chicago Alliance of Charter Teachers and Staff, Local 4343, IFT-AFT (ChiACTS) joined more than 200 Chicago Teachers Union members at the Fall 2014 Leadership Convention on October 18<sup>th</sup>. ChiACTS, a sister union to the CTU, represents more than 800 teachers and staff at 30 different charter school campuses across Chicago. ChiACTS members have organized to win union recognition and fair contracts at eight different charter employers since the union was chartered by the AFT in 2009.

The Leadership Convention provided a much needed opportunity for members of ChiACTS and CTU to discuss similar school issues, learn from each other's struggles, and build solidarity across both locals. Margaret Marion (pictured here), a social worker at UNO Garcia High School and the building's union representative, shared her school's story of how union members

stood together against unsafe student learning and member working conditions in the school's chemistry lab. Her members coupled direct action with the informal dispute resolution step in their union contract to quickly pressure school management to provide safe chemical storage facilities. In a witty and fun display of solidarity, the vast majority of members wore chemical safety goggles during the school day and during a meeting after school with the school's director.

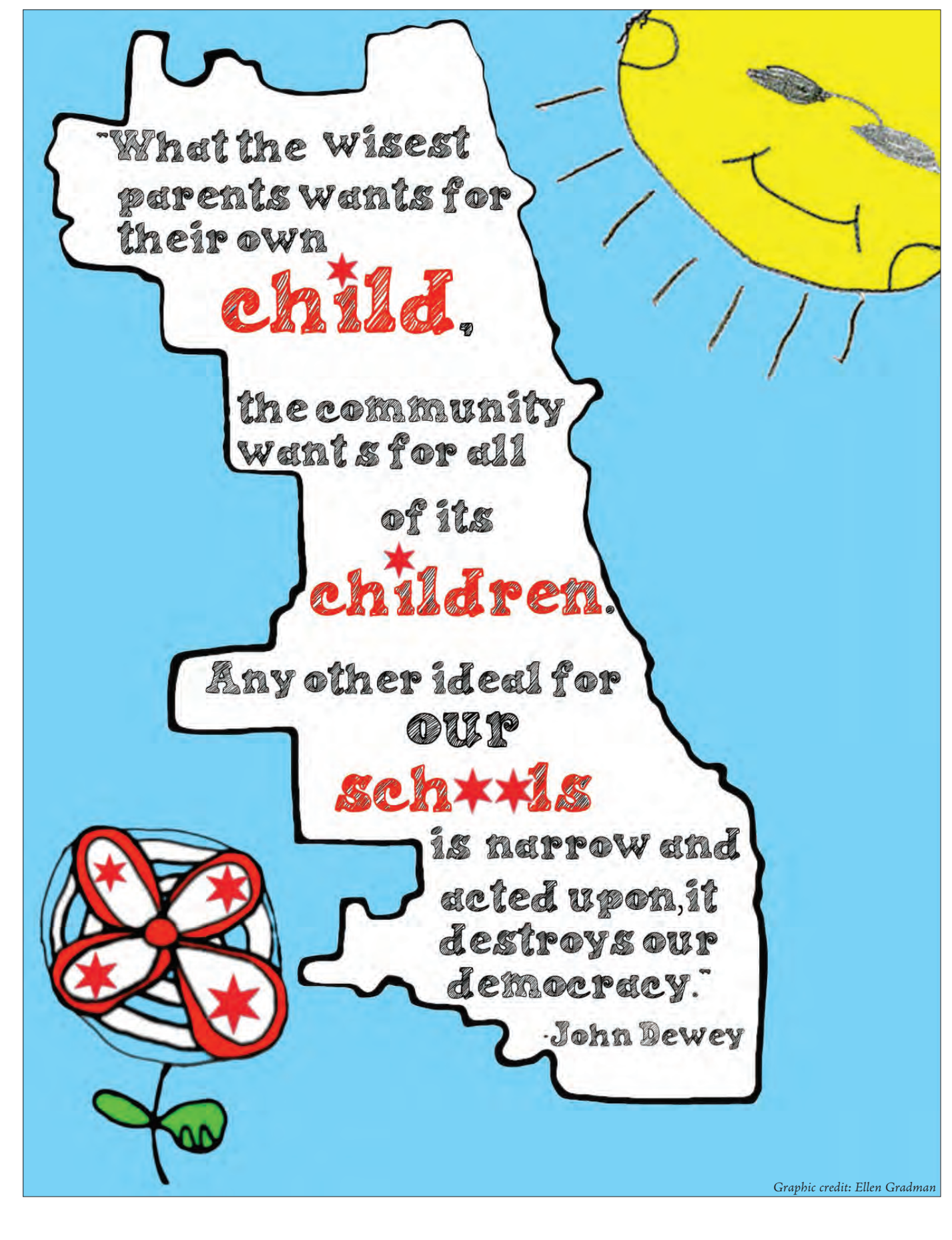
Another opportunity for cross-union collaboration occurred in the "Too Much Testing!" workshop. Members from both locals found common ground when it came to concerns of over-testing and the test-prep culture in their schools. ChiACTS members left the workshop ready to form testing committees at their schools and organize their fellow members against the testing culture.

The most exciting display of ChiACTS/CTU solidarity came during the lunch panel discussion among CTU Vice President Jesse Sharkey, ChiACTS President Brian Harris, ChiACTS member Stacey Kruger and CTU member Maria Moreno. After the lively discussion around shared issues and concerns with the Mayor's educational agenda and the "reform" movement, the panelists asked the participants to vote on a resolution that asked the leadership of both unions to define a common vision and develop common campaigns for members of both unions to fight for the schools Chicago students deserve.

Moving forward we can expect many more opportunities for both unions to work, plan, struggle and organize together. **CTU**

*Leah Raffanti is the CTU Charter School Organizer.*





“What the wisest  
parents want for  
their own

**child,**

the community  
wants for all

of its

**children.**

Any other ideal for  
**our**

**sch\*\*ls**

is narrow and  
acted upon, it  
destroys our  
democracy.”

—John Dewey



Paperwork, over-testing and class size are among topics teachers, paraprofessionals and education support staff addressed during the Fall 2014 Leadership Convention.

Photo credit: Ronnie Reese



## 2014 CTU Leadership Convention

BY **NORINE GUTKANST AND MATTHEW LUSKIN**

On October 18, the Chicago Teachers Union held a daylong Leadership Convention bringing together nearly 250 delegates, Local School Council representatives, Professional Problems Committee members and other member activists. For the first time, members of Chicago ACTS, Local 4343 (the union of teachers and staff at Chicago charter schools) joined CTU members in trainings and discussions of the work ahead of us. Members shared ways they are mobilizing to enforce our contract and win classroom improvements that improve our schools now, and help prepare for the upcoming 2015 elections and contract negotiations. Having teachers at charter schools present highlighted the common challenges facing all teachers, and reinforced the need for a strong school-based union presence to protect members' rights at their work site.

Several workshops focused on the

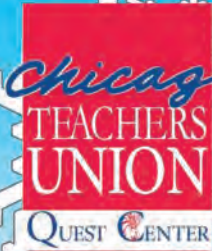
political opportunities facing CTU and the progressive political movement in Chicago. Amisha Patel, Executive Director of Grassroots Illinois Action, spoke to the convention about the ways that community activists and CTU members are working to build political strength at the neighborhood level and the need to build independent political action in working class communities. She and CTU Legislative and Political Director Stacy Davis Gates, highlighted the work of our organizations to form a joint independent political organization, United Working Families, and the massive, grassroots effort underway to put an Elected Representative School Board referendum on the ballot.

The convention helped to kick off this year's contract campaign. All attendees participated in a workshop discussing ways to begin preparing for the campaign at their school and overcoming low morale, overwork and relentless pressures than can make organizing difficult. School leaders planned ways to link contract

proposals submitted by members at their school to organizing efforts that help get their coworkers active, build support for our demands among parents, and increase our ability to win what members and students need in our new contract.

Members at the convention passed three advisory resolutions for the direction of our union for this coming year. One resolved to build our political strength by mobilizing to support CTU members and allies willing to take on incumbent politicians who have protected wealthy, private interests instead of our communities and schools. The second urged the launch of our contract campaign, building unity with parents, unionized staff at charter schools and other allies in a fight for the city and schools our students deserve. The third resolution asked the executive boards of the CTU and Chicago ACTS to move our unions into closer collaboration and find opportunities for common contract, legislative and political campaigns. **CTU**

*Norine Gutekanst is the CTU Organizing Coordinator and Matthew Luskin is an organizer with the CTU.*



2nd Semester 2014/15

# Professional Learning Opportunities

## **The Brain Compatible Classroom: Using What We Know about Brain-Based Learning to Improve Teaching**

*3 Lane Placement Credits - 49 ISBE Professional Development Hours\**

This course is designed to help classroom teachers develop instructional strategies that apply brain-based learning theories to engage all students. While brain research alone can't tell us how to teach children, understanding the brain leads to uncovering underlying learning mechanisms. This offering addresses eight neurodevelopmental constructs as the building blocks of learning: attention, temporal-sequential ordering, spatial ordering, memory, language, neuromotor functions, social cognition, and higher order cognition. This course investigates how emotions and stress play a role in the learning process, how the brain's maturation process affects learning, and how it adapts to changing circumstances when learning languages and mathematics. Participants will study how each brain is uniquely organized, how social interaction affects the brain and cognition, and how the mind-body connection affects executive functioning, problem solving, and motivation. This course covers how learning involves students' conscious and unconscious thinking processes. Using inquiry-based learning activities, participants will analyze brain-mind learning principles to guide their teaching practice. They will learn the characteristics and experiences that shape each unique learner's brain. Participants will learn practical brain compatible classroom techniques in order to differentiate their instruction. Participants will develop and implement brain-based lesson plans, materials, and assessments to support multiple learning styles and modalities. There will be homework. **This course is for K-12th grade teachers, is aligned to the CPS Framework for Teaching - Components 1a, 1b, 1d, 1e, 3b, 3c, 3d, 3e, and 4d.** Instructor: Michael P. Moriarty, NBCT

**Days/Dates:** Wednesdays - 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/1, 4/22, 4/29, 5/6, 5/13    Tuesday - 4/14

**Time:** 4:45 - 8:15 PM

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

## **Demonstrating Knowledge of Students: Implications for Diversity, Equity, and Access in Planning and Instruction**

*2 Lane Placement Credits - 33 ISBE Professional Development Hours\*\**

This course focuses on gathering and analyzing 'knowledge of students', the unique characteristics of individual learners, to help K-12th grade teachers guide planning, instructional decision making, and assessment. Teachers who demonstrate 'knowledge of students', including such aspects as prior knowledge and background, skills and abilities, language proficiency, cultural heritage, stages of development, learning preferences, needs and challenges, and interests, among others, are better equipped to foster student growth. Participants in this course learn how to gather qualitative and quantitative data (through student and parent surveys, questionnaires, interviews, formative and summative assessments, etc.). Teachers learn how to plan scaffolded instruction and incorporate lessons and themes based on students' multiple intelligences and varying learning styles. Participants learn how to use stages of child and adolescent development in their instructional practices. Participants learn how to address diversity, equity, and access in their instructional setting. This 11 session course, specifically designed for classroom teachers, requires homework and class projects. Demonstrating Knowledge of Students addresses the criteria necessary to meet the Distinguished level of practice for the CPS Framework for Teaching: Component 1b. There will be homework. **This course also aligns to the CPS Framework for Teaching - Components 1d, 3e, 4c, & 4d.** Instructor: Theresa Insalaco-DeCicco, NBCT

**Day/Dates:** Thursdays - 1/15, 1/22, 1/29, 2/5, 2/12, 2/19, 2/26, 3/5, 3/12, 3/19, 3/26

**Time:** 5:00 - 8:00 PM

**Location:** Talcott Elementary School, 1840 W. Ohio Street., Chicago, IL 60622

## **Effective Classroom Management: How to Attain It**

*2 Lane Placement Credits - 33 ISBE Professional Development Hours\*\**

This course assists K-12th grade teachers in learning new ways to effectively manage a classroom through student engagement, motivation, collaboration and differentiation. There is an emphasis placed on teacher collaboration, leadership and reflection. The participants read articles, view videos, and engage in individual, small-group, and whole-class activities that showcase "best practices" associated with effective classroom management. Teachers enhance their ability to manage time, promote positive behavior, motivate students, plan classroom procedures, and maintain self-reflective practice. Participants develop effective professional habits of mind: collaboration, leadership and reflection. **This course is aligned to the CPS Framework for Teaching - Components 2a, 2b, 2c, 2d, 4a, and 4d.** Instructor: Walter Taylor, NBCT

**Day/Dates:** Tuesdays - 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10, 3/17, 3/24, 3/31

**Time:** 5:00 - 8:00 PM

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

## **CTU Quest Center's Vision**

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## **Embedding Formative Assessment into Learning Communities**

*2 Lane Placement Credits - 33 ISBE Professional Development Hours\*\**

This course provides K-12th teachers with a deep understanding of formative assessment and what kinds of formative assessment do and do not improve student achievement, and under what conditions. Participants explore why formative assessment needs to be a priority in every classroom. Teachers discover the important role formative assessment plays in increasing teaching quality and student learning when it is viewed as a process and not just an end result. **This course is aligned to the CPS Framework for Teaching - Components 1e, 3d, and 4d.** Instructor: Gloria Henllan-Jones, NBCT

**Day/Dates:** Mondays - 1/12, 1/26, 2/2, 2/9, 2/23, 3/2, 3/9, 3/16, 3/23, 3/30, 4/13

**Time:** 5:00 - 8:00 PM

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

## **Teaching Struggling Adolescent Readers in the Era of Common Core**

*2 Lane Placement Credits - 33 ISBE Professional Development Hours\*\**

This course facilitates 6th-12th grade teachers' growth in learning new ways to effectively support achievement in struggling adolescent readers through a variety of activities including: multimodal exploration of the causes that lead to struggling readers, engagement in gathering and interpreting multiple points of data to determine the differentiated needs of struggling readers, practice designing and facilitating CCSS aligned lessons and strategies and procedures that support the achievement of struggling readers. Participants are engaged in collaboration, self-reflection and building their own leadership capabilities. Through a teacher-as-student model, participants engage in the five strands of literacy (i.e. reading, writing, listening, speaking and viewing) and in individual, small-group, and whole-class activities that showcase best practices in English Language Arts instruction. Additionally, participants learn to foster self-reflection in students and develop their own self-reflection in order to set learning and teaching goals and support student achievement. **This course aligns to the CPS Framework for Teaching - Components 1a, 1b, 1c, 1d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, and 4d.** Instructor: Deidre Habetler, NBCT

**Day/Dates:** Tuesdays - 1/13, 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/3, 3/10, 3/17, 3/24

**Time:** 5:00 - 8:00 PM

**Location:** Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

**Parking/Transportation** for courses held at the CTU only: After 3PM, parking is \$10 at MartParc Orleans on the NE corner of Orleans and Hubbard. The CTA Brown Line stops on the second floor of the Merchandise Mart

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

### **Tuition**

- \* 3 Lane Placement Credits **and** 49 ISBE Professional Development Hours - \$195  
49 ISBE Professional Development Hours only - \$150
- 3 Lane Placement Credits **and** 49 ISBE Professional Development Hours (non-member) - \$225  
49 ISBE Professional Development Hours only (non-member) - \$200
  
- \*\* 2 Lane Placement Credits **and** 33 ISBE Professional Development Hours - \$130  
33 ISBE Professional Development Hours only - \$100
- 2 Lane Placement Credits **and** 33 ISBE Professional Development Hours (non-member) - \$160  
33 ISBE Professional Development Hours only (non-member) - \$135

The CTU Quest Center reserves the right to cancel courses due to low enrollment

P: 312-329-6271

[www.ctunet.com/pd](http://www.ctunet.com/pd)

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# NURTURING TEACHER LEADERSHIP

The National Board Certification Support Program  
for CPS teachers/counselors/librarians

Learn how you can earn an extra \$1875+ a year

Accepting applications for 2015/16 school year.

## ATTEND OUR INFORMATIONAL MEETING

Tuesday, January 27<sup>th</sup>, 2015

4:45 p.m. – 8:00 p.m.

Chicago Teachers Union

Quest Center

222 Merchandise Mart Plaza, Suite 400

Chicago, IL 60654



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
- 3 years commitment to teaching in CPS
- Successful completion of professional profile

### Register Online:

at [ctunet.com](http://ctunet.com) under the "Quest Center" tab

### Transportation:

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

After 3 p.m. parking - \$10 at Mart Parc Orleans, indoor self-park lot on the northeast corner of Orleans and Hubbard.



For more information on **Nurturing Teacher Leadership**, or to register for the informational meeting, visit us online at [www.ctunet.com/pd](http://www.ctunet.com/pd) or contact Lynn Cherkasky-Davis at (312) 329-6274 or [LynnCherkasky-Davis@ctulocal1.com](mailto:LynnCherkasky-Davis@ctulocal1.com).

## What is Nurturing Teacher Leadership?

**Nurturing Teacher Leadership** is a 2 year program of professional development and candidate support that prepares CPS teachers for National Board for Professional Teaching Standards (NBPTS) certification. It includes:

- ✓ Weekly professional development and small group facilitation
- ✓ 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
- ✓ Computer lab access

## NTL: The sole support program for CPS teachers

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 intensive new 2 year 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, professional development on differentiation of instruction, individual coaching and mentoring, and preparation for the rigorous Content Knowledge Assessment Center exercises. NTL supports all CPS 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, endorsement on your Professional Educator License

For more information on **Nurturing Teacher Leadership**, or to register for the informational meeting, visit us online at [www.ctunet.com/pd](http://www.ctunet.com/pd) or contact Lynn Cherkasky-Davis at (312) 329-6274 or [LynnCherkasky-Davis@ctulocal1.com](mailto:LynnCherkasky-Davis@ctulocal1.com).

## What are the Benefits of NTL?

- ✓ 98% success rate
- ✓ annual pensionable cash award - \$1,875+
- ✓ National Board Certified Teacher mentors
- ✓ Illinois Master Certification
- ✓ 39 graduate credits offered
- ✓ opportunity for a Masters Degree in Teaching and Learning
- ✓ 12 CPS Lane Placement credits awarded
- ✓ professional learning community
- ✓ 10 day Summer Institute
- ✓ public recognition
- ✓ 1<sup>st</sup> consideration for Consulting Teacher roles
- ✓ coaching incentives
- ✓ teacher leadership roles
- ✓ becoming a better teacher



**AL1 AUSTIN-NORTH LAWDALE ELEMENTARY** Anderson, Grace A.; Campbell-Grant, Quiana T.; Crowder, Sharon D.; Horton, Kenyatta M.; Lopatka, Marcia J.; Siemianowski, Gregory J.; Smith, Lisa L.; Tyson, Danielle / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Albrecht, Luke; Buchanan, Latasha B.; Egwuekwe Maxey, Kelechi S. / **BP1 BURNHAM PARK ELEMENTARY** Butler-Mitchell, Paulette B.; Niederfrank, Willis / **BP2 BURNHAM PARK ELEMENTARY** Hegwood, Catherine; Horton, Kawana T.; Nze, Christian E.; Olson, Genni L.; Reynolds, Dionne L.; Ringhand, Allison B.; Weems, Pricilla W.; Williams, Danita / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** Rabe, Katie L.; Ruff, Nadra C.; Sharp, Daisy L. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Jarrell, Ashley N.; Mangum, Marcus L.; Smith, Kelly L.; Stephanos, Peter / **FR1 FULLERTON ELEMENTARY** Chavez, Lisa B.; Haritos, Penelope; Hottton, Alma G.; Koutny, Elizabeth M.; Lee, John C.; Martino-Vega, Christiana M.; Muhlberger, Mireya; Santacruz, Erica P.; Vacco, Angela L. / **FR2 FULLERTON ELEMENTARY** Aucutt, David; Brennan, Jennifer L.; Bruehl, Steven C.; Haga, Jonathan P.; Harkness, Ned A.; Jacobson, Johanna T.; Kearns, Donald E.; Lena, Diane C.; Llanes, Cynthia; Luna, Melina; Pfeiffer, Beth A. / **FL1 FULTON ELEMENTARY** All Present / **FL2 FULTON ELEMENTARY** Body, Jerline / **FSS FAR SOUTH SIDE HIGH SCHOOL** Arredondo, David; Holt, Sylvie; Rountree, Eric F. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Greco-Serwa, Sandra M.; Metzger, Suzanne M.; Wendorf, Lori S. / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Clark, Clinetta M.; Hill, Ladwonda C.; Kruger, Christopher R.; Oneal, Chelita L.; Trentham, April L.; Watson, Joyce / **LC1 LAKE CALUMET ELEMENTARY** Coleman, Angela K.; Grant, Lorrie A.; Kallianis, Patricia L.; Mallory, Latasha I.; Reddick, Rosemary; Saunders-Wolffe, Tanya L.; Spearman, Nicole N. / **LC2 LAKE CALUMET ELEMENTARY** Coronel, Dorina; Craig, Sharion D.; Curtin, Carolyn E.; McKinney, LaConya / **ME1 MIDWAY ELEMENTARY** Ekman, Marcella C.; Hester, Kamau L.; McMahon, Mary L.; Muir, Jeanine E.; Preciado, Diana; Sanchez, Mary E. / **ME2 MIDWAY ELEMENTARY** Bonds, Joyner E.; Contreras-Espinoza, Jose A.; Dantes, Mauricia E.; Eberts, Deborah; Jameson-Hardy, Jacqueline; Krzak, Jennifer L.; Shine, Latoya N. / **NW1 NORTH-NORTHWEST SIDE H.S.** Greer, Susan S.; Hurtado, Erin M.; Incandela, Rosa R.; Maeda, Ann T.; Ochoa, Victor; Palomino Villamonte, Walter; Phelan, Audrey R.; Smith, Laura; Vanover, Daniel L.; Walsh, Matthew J. / **NW2 NORTH-NORTHWEST SIDE H.S.** Grauer, Brian M.; Pedersen, Christian E.; Stephani, Joanne T.; Warczak, Lauren M.; Zagorski, Melissa L. / **OH1 O'HARE ELEMENTARY** Banks, Shaun R.; Blaszczyk, Diane L.; Irwin, Melissa L. / **OH2 O'HARE ELEMENTARY** Block, Caryn T.; Dillon, Barbara K.; Gans, Howard L.; Hopkins, Jeronna; Jason, Lisa L.; Medina-Correa, Naomi C.; Pappas, Liza R.; Reyes, Julia A.; Salas, Janet M. / **PE1 PERSHING ELEMENTARY** Gonzalez, Omar; Martinez, Mario M.; Torres, Leticia M. / **PE2 PERSHING ELEMENTARY** Parker, Kathleen C. / **PL1 PILSEN-**

**LITTLE VILLAGE ELEMENTARY** Fragoso, Miguel; Johnson, Philomena M.; Martinez, Rutilio; Rentz, Kathleen M.; Salazar-Bolda, Magdalena; Sanchez, Juan F.; Stephens, Stephanie L.; Vail, James N. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Lohitsa, Sushma S.; Schiessl, Daniel M.; Talavera, Jimena / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Argueta, Gerardo; Arnold, Ruth M.; Bucasas, Lorraine; Duffy, Jonathan D.; Feeney, Charles L.; Goff, Linda S.; Mays, Alison G.; Pulliam, Davina M.; Rodrigues, Patrick; Sawchuk, Michael J.; Thomas, Katherine G. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Benavides, Angela M.; Bruno, Elda; Davis, Stephanie A.; Ebstein, Jody; Hartrich, Jeanne M.; Nash, Michelle J.; Skweres, Steven; Soto, Karen J. / **R11 ROCK ISLAND ELEMENTARY** Carroll, Margaret L.; Collins, Linda S.; Fenner, Soreida M.; Majka, Margaret A.; Martin, Donna M.; McAllister, Tradonna M.; Smith, Miisha O.; Sparks, Jeri L.; Tourville, Andrew L. / **R12 ROCK ISLAND ELEMENTARY** Andersen, Robert; Calandriello, Joanna; Davis, Joyce R.; Herron, Lori A.; Mason, James J.; Parker, Andrea S.; Scott, Shereen E.; Taylor, Dewana T. / **SK1 SKYWAY ELEMENTARY** Bares, Kenneth W.; Carter, Launder F.; Doyle, Kathleen N.; Hatchett, Simone K.; Kile, Carmen L.; Rudin, Lisa H. / **SK2 SKYWAY ELEMENTARY** Ball, Tamika; Ollie, Starr A.; Taylor, Lakeshia L. / **SSH SOUTH SIDE H.S.** MacDonald, Chanon J.; McMurray, Tara A.; Menzies, Frank L.; Moore, Norman M.; Ramirez Garcia, Elisabet R.; Reed, Darryl L.; Wolfinger, Randal P. / **SW1 SOUTHWEST SIDE H.S.** Burke, Heide L.; Kus-Michaels, Susan T.; Phillips, Amy C. / **SW2 SOUTHWEST SIDE H.S.** Gonzalez-Reyes, Efrain F. / **WS1 WEST SIDE H.S.**; Clemons, Marcus T.; Johnson, John C.; Jones, Jennifer D. / **WS2 WEST SIDE H.S.** Bokar, Michael J.; Horton, Bennie H.; Rau, Jay P.; Renteria, Rita; Waters, Cynthia R.; Zoldan, Sara R. / **CITY-WIDE CAREER SERVICE** Bonet, Damaris; Butler, Lynne M.; Catledge, Lisa A.; Cruz, Griselda; Davis, Barbara J.; Flowers, Wylene; Gonzalez, Maria A.; Hill, Delphine; Johnson, Kareem J.; Lampley-Davis, Faye A.; Lopez, James B.; Malyj-Lendel, Eileen H.; McCoy, Anthony; Miller, Carmella M.; Munoz, Guadalupe; Myron, Deanna L.; Parker-Taylor, Karmen L.; Quinones, Susie; Shaw, Sharlene; Stewart, Gloria J.; Swanson-Lagesse, Nancy A.; Wallace, Lashawn A.; Watson, Kimberly A.; Williams, Linda F. / **CITY-WIDE** Ahmad, Huma A.; Bashir, Gloria J.; Boyle, Therese M.; Dandales, Debra J.; Douglas Johnson, Cheryl D.; Heath, Howard L.; Jones, Patricia A.; Keegan, Arthur E.; Knudstrup, Karen A.; Korach, Albert; Lewis, John W.; Lumpkin, Beatrice S.; Matthews, Sheresa L.; Morgan, Monroe; Nevels, Leigh M.; Pyster, Marianne L.; Schechtman, Judith B.; Schmidt, George N.; Schwartz, Jennifer K.; Scott, Willie E.; Tulley, Thomas E.; Vezina, Heather; Whitfield, Benita A.

## Delegates Not Present

### HOUSE OF DELEGATES MEETING

Wednesday,  
November 5, 2014

# *In memory of...*

## **2013**

- October 19 **Charles C. Capps**, Farragut  
December 25 **Betty J. Schneider**, Kenwood HS

## **2014**

- September 11 **Marcella A. Foucher**, South Shore HS  
September 15 **Annette Marie Schug**, Harlan HS  
September 17 **Carol E. Sykes**, Kozminski  
September 21 **Mary L. Ptacek**, Ogden  
September 22 **Barbara K. Browdy**, Clinton  
September 23 **Valentin K. Kaszuba**, Wells HS  
September 23 **Gloria J. Skarlose**, Seward  
September 24 **William P. Tomczak**, Washington HS  
September 25 **Domenick Pecchia**, Westinghouse HS  
September 26 **Alfred E. Clark**, Creiger HS  
September 26 **Robert R. Marshall**, Morton Career HS  
September 27 **Rhoda G. Kurs**, Stewart  
September 29 **Lucille B. Richard**, Marshall HS  
October 1 **Rito V. Martinez**, Simeon Career HS  
October 1 **Richard F. Vlasak**, Oriole  
October 2 **Martha F. Koelling**, Boone  
October 2 **Fred B. Parker**, Davis  
October 2 **Angel L. Torres**, Peabody  
October 3 **Leon Johnson**, Spencer  
October 3 **Joyce L. Lott**, Price Elementary  
October 4 **Orlando Gagliardi**, Prosser HS  
October 4 **Maria Rodriguez O'Keefe**, Reilly  
October 4 **Richard Ybarra**, Substitute  
October 5 **Kenneth H. Dawson**, Abbott  
October 5 **Eloise R. Edmonson**, Stewart  
October 8 **Herbert I. Bierman**, Lane Tech HS  
October 10 **Burdette S. Hall**, Brentano  
October 10 **Ben Perry**, Nicholson  
October 11 **Rita Harper**, Jahn  
October 12 **Ann G. Allen**, Harper HS  
October 12 **Ruby L. Bronner**, Henry  
October 12 **Geraldine A. Hamer**, Kennedy HS  
October 12 **Barnett Skyles**, Langston Hughes  
October 13 **Gail K. Saruk**, Disney  
October 13 **Michael B. Smith**, Juarez  
October 15 **Florence C. McCastle**, Hearst  
October 15 **Gladys F. Phillips**, Ward  
October 16 **Hildegard Blevins**, Howe  
October 18 **John L. Bennett**, Taft HS  
October 18 **Obie Cobb**, Crane Tech HS  
October 18 **Costanzo Melino**, Byford  
October 19 **Ollie M. Jackson**, Dunbar Voc HS  
October 20 **Lavenia Jewel Galloway**, Bogan HS  
October 22 **Eugene Crawford**, Collins HS  
October 23 **Barbara S. Anglin**, Dearborn Park  
October 24 **Eileen Bruzewicz**, Lyon  
October 26 **Rosa J. Bryant**, Marshall HS

Lists of deceased members of the Chicago Teachers Union (CTU) are provided to the *Chicago Union Teacher* by the office of the Chicago Teachers Pension Fund (CTPF) and are printed as received. If you notice an error or omission, please first contact the CTPF at 312.641.4464 or via email at [memberservices@ctpf.org](mailto:memberservices@ctpf.org) to report the information. Please contact the CTU Financial Dept. as well by phoning 312.329.9100. Both the CTPF and CTU disburse death benefits to a member's designated beneficiaries.

# HEAR US



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The Podcast  
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