

STOP THE RAHM- RAUNER ATTACKS



DESTROYING OUR SCHOOLS

■ 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, and make a monthly donation of \$5, \$10, or \$20.

Contribute to the CTU PAC.



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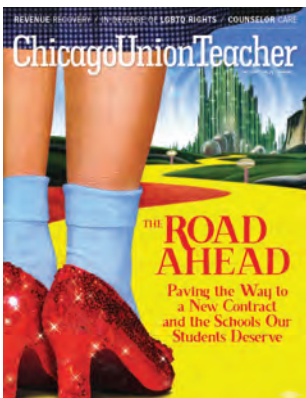
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▲ The Road Ahead

Cover concept: Stephanie Gadlin

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ChicagoUnionTeacher

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Sisters and Brothers,

The following is an excerpt of remarks made by President Karen Lewis to the City Club of Chicago on April 20, 2016. Read the full speech at <http://ow.ly/4n4JOY>.

I will tell you all as I have told the press a number of times—I am not going to give out strategy. We will not hand over our playbook to CPS and their broke on purpose bureaucrats. They have their strategy and we have ours—theirs will cripple the teaching force, ours will protect it and the students we serve.

Neither side has a crystal ball. While contract negotiations have not yielded the results we want, we remain at the table. We cannot rule out a strike.

I know some of you are saying—especially the people on the Tribune's editorial board—that the CTU should just roll over and accept the contract being offered to our members. Again, teachers, paraprofessionals and clinicians elected me and three others to office to carry out their wishes in collective bargaining, not to be authoritarian dictators who tell them who's who and what is what. We have a deal when they say we have a deal.

As brilliantly stated by our fact-finding panel member, Atty. Robert Bloch:

The Neutral Fact Finder's report (was) dead on arrival.... The reality is that the Chicago Board of Education cannot afford to sign a contract with the Chicago Teachers Union. CPS finances have surpassed the danger zone and are now (nearing) a meltdown. We need revenue

solutions to finance public education, not more cuts to the system, which has already been cut well past the bone and now threatens the vital organs.

The recommended contract proposal, which CPS now tells us it can no longer afford, actually reduces teacher and PRSP take-home pay over the four-year period of the contract. It offered no solution to ballooning class sizes. Even with the positive non-economic elements to the contract designed to enhance instruction and the academic environment for students, the CTU cannot ignore the devastating economic impact this contract would have on our members.

Cutting educator compensation is not the answer to CPS's extreme financial problems. The district desperately needs stable, sustainable and increasing revenue to finance its operations. Without it, the mayor's handpicked Board of Education cannot afford any contract proposal, even its own.

What then is the answer?

Sustainable revenue. Long-term revenue. Otherwise, we will be in the same position year after year after year.

Today, a group of our members is in Springfield lobbying for revenue solutions. CPS stays on its strange message about "joining them in Springfield," but for what purpose? We are not going hand-in-hand with them to cut our own throats.

CPS claims a deficit of \$1.1 billion for next year, although they have recently said they have already found ways to reduce this budget deficit by \$335 million.



However, those reductions come at a great cost to our members and the schools. About \$120 million of that amount is from keeping in place the February cuts to school budgets for all of next year. Another \$130 million comes from eliminating the CTU pension pick-up, which is the result of a 7 percent pay cut for our members.

So full funding for CPS means that we still need to close the full budget deficit of \$1 billion. But to get us to have on-par per-pupil funding for the classroom (\$20,000 per student) as some of the richest districts in the state (Winnetka, or Rondout) we are talking about getting thousands more per pupil and we need billions more in annual revenue for the schools Chicago's students deserve.

In solidarity,

Karen GJ Lewis, NBCT

A Proposal Regarding What Comes After April 1

I would like to say that I am proud to be a CTU member! I felt empowered by all of the protests taking place today, as I participated in several, including the rally downtown!

One of my first thoughts was, “What is next?” What can/should we do to continue to demonstrate “action” and encourage others to feel compelled to act with us? I questioned, how do these businesses in our communities (large and small) not speak out against disparities, or at least, present some form of objection to the travesties our children continue to face, like the lack of funding, classroom sizes, etc. It is clear to me that if our children are not adequately prepared, then how will they be qualified for employment at Target, Wal-Mart, Jewel, 7-11, BP, McDonald’s, etc.? Who will fill those management positions? Who will work to satisfy the requirements of those positions in the near future? Does it matter to the companies we patronize daily?

I thought we should reveal to them that lack of funding for education and educational disparities for our students is a disparity for them as well. I suggest, as a Day of Action Pt. 2, that we shut down the city with two consecutive days of boycott. I propose that no CTU member or household, and any other unions that are in support of this mission, patronize any establishment, whether online or otherwise. For two straight days,



there should be no kind of shopping—for gas, groceries, etc.

I think that rallying is definitely a springboard for bringing attention to what should matter to everyone. When our communities suffer, then everyone is suffering, and they need to know it today. I am not sure if we will be striking in May; however, in the meantime, a Day of Action boycott would send a very powerful message. I learned from Dr. Martin Luther King Jr.’s example of the Montgomery Bus Boycott. Our students’ communities’ and teachers’ plights will not make sense to anyone, until they start losing our cents.

Please consider this a viable next step. We could boycott several times until pockets are significantly impacted. Thank you!

Tory Gordon, Curtis Elementary

April 1: Why We Strike

▲
Photo:
Chris
Geovanis

Throughout American history, public education and the opportunities it has opened to Americans and immigrants alike have allowed those who have come before us to make great strides in achieving the American dream of upward mobility and progress. The failure by Bruce Rauner and Rahm Emanuel to properly fund education in the state of Illinois and the city of Chicago is shortchanging the future of our students and that of our communities, deferring the American dream for countless groups of individual in the land of Lincoln.

Today we fight alongside our allies for proper funding for edu-



▲
Photo:
Ronnie
Reese

When

A POEM BY **ANDREA PARKER**

cation in our state.

We demand that the State of Illinois and the City of Chicago properly fund Chicago Public Schools and invest in the future of our city's students.

We demand that all of the state's public colleges receive proper funding so that they can continue serving as the gateway to the American dream for countless students in our state.

We demand that Rauner pass a budget that funds the MAP grants that many of our students need to be able to cash in on the promise our democracy has made to them of hard work and success in education being the path to a better tomorrow.

Do not let those who are unwilling to invest in the communities CPS and our public colleges serve tell you otherwise—we are fighting for the future of public education and the future of our communities.

Do not let the naysayers smear our true goals.

Do not be ashamed to say that today you stood up with Chicago's unions, its students and its communities as defenders of the American dream.

Homero Peñuelas, CTU Associate Delegate, Curie High School

Convenient charter school invasion
Shows up at every spoken occasion
Transformed our profession
Our rights called into question
But I guess we will fight
When we've had enough

Public who once said
"You don't get paid enough."
Now mislead,
Say, "You want too much, now shed"
Bias stories about us I dread
But I'm sure we will fight
When we heard enough

Layoffs and stress
When kids don't pass standardized
tests
Makes our veterans few
New hires students must get used
to
But my bet is we will fight
When we lose enough

Schools collapse like the Twin
Resources continue to thin
Students losing quality
Due to poor policy
But I hope we will rise again
When we will build enough

Officials looping through holes
Getting away with lies they've told
Stealing money that's been earned
Widening the debt to pay private
firms
But I'm praying we will fight
When we're sick enough

Some workers feel no need
To picket in 90 degrees
When they earned more than 3
"Chanting with signs is beneath me"
But there's no doubt we will fight
When we're humble enough

The others have bills to pay
"My baby's prom is in May"
Your principal and you are cool
And can't risk losing summer school
But I'm counting on you to fight
When you prepare enough

Still don't know what to do?
Who's right, CPS or CTU?
In CUT, there are objective readings
Come and ask questions at monthly
meetings
And I'm 100% confident you will
fight
When you understand enough

Retirees try to tell stories
Of past our victories
But everyone's in a hurry
And now the vision's blurry
Still, I'm certain we will fight
When we remember enough

More than twenty five thousand
strong
In a sea of red is where we belong
Shouting, dancing, walking, joining
Laughing, celebrating, and
conquering
So I know we will win the fight
When we are proud enough **CTU**

Andrea Parker is a teacher at Fulton Elementary School.



▲
Photo:
Ronnie
Reese

Fact Finder Report Rejected—What's Next?

BY **CTU**
COMMUNICATIONS

Faced with a school system in an economic freefall, an extremist governor fighting to destroy Chicago Public Schools (CPS) and inflexible Illinois education labor law, neutral fact-finder Steven Bierig recommended on April 16 that the Chicago Teachers Union (CTU) and the Chicago Board of Education reconsider an old CPS contract offer that had already been unanimously rejected by the Chicago Teachers Union's bargaining team.

This is the same contract offer that even CPS now claims it can no longer afford due to its broke on purpose fiscal policies that have led to the decimation of public school budgets. The Union immediately served its Notice of Rejection under Section 12(a-10) (5) of the Educational Labor Relations Act, which means the fact finder's report is dead letter and the 30-day countdown to a possible strike under Section 13(b)(2.5) has begun.

"The clock has started," said CTU President Karen Lewis. "CPS has created this fiscal mess

and refuses to go after hundreds of millions of dollars in existing revenue that is already out there. Our wacked out governor isn't helping. Hand-in-hand, both will wind up hurting our members and our students in the long run. We have no choice but to prepare ourselves for a possible strike."

The previously rejected contract proposal made by CPS on January 29 would result in teachers taking home less in earnings at the end of the proposed four-year contract than they earn today; and, educator take home pay would be less on June 30, 2019, than it was on July 1, 2014, when the last CPS raise occurred. The January 29 proposal also sought to freeze salary steps and lanes, which have been in effect for 50 consecutive years, and eliminate the 7 percent pension pickup, which has been in effect for 35 consecutive years.

"They need to go after the banks, TIF funds, and other forms of short- and long-term revenue that are sitting right in front of us," Lewis said. "If they are serious about helping our students and preserving public education in our city, then they will do everything they can to

stabilize our schools—and that does not mean hurting teachers, paraprofessionals and clinicians over and over again."

Mr. Bierig noted that CPS now says it no longer afford its own January 29 proposal, and his report was followed immediately by the CTU's notice of rejection. As the 30-day countdown to a potential strike begins, the earliest public school educators could withhold their labor is May 16, about a month before the school year ends. The Union is not required to strike, but has the right to strike at the conclusion of this 30-day period, provided it first serves CPS a 10-day notice of intent to strike. The Union's membership has already authorized a strike; and, should one be necessary to secure a fair contract, the CTU House of Delegates will deliberate to set the start date.

"We have to talk to our people...we don't know if we are going to force the school year to a close now or strike when the next school year begins," Lewis said. "Either way, we won't be held hostage by the Board's budgets." **CTU**

BEFORE
FACT-FINDING PANEL

STEVEN M. BIERIG (Fact-Finder and Neutral Chair)
ROBERT E. BLOCH (Union Panel Member)
JOSEPH T. MORIARTY (Board Panel Member)

In the Matter of the Fact-finding
Between

THE BOARD OF EDUCATION)	
OF THE CITY OF CHICAGO)	CASE NO.: 16-77
)	(Fact-Finding)
and)	
)	
THE CHICAGO TEACHERS)	
UNION, LOCAL 1, AMERICAN)	
FEDERATION OF TEACHERS,)	
AFL-CIO)	

DISSENT BY UNION PANEL MEMBER ROBERT BLOCH

I must respectfully dissent.

The Neutral Fact Finder's report will be Dead On Arrival – not because of his failure to carefully consider and act upon his statutory duty, but because his hands are tied by a statute that won't permit him to consider the most pressing issue affecting negotiations. And by simply recommending adoption of an earlier failed proposal, his report won't bring the parties any closer to a contract settlement.

The reality is that the Chicago Board of Education simply cannot afford to sign a contract with the Chicago Teachers Union. CPS finances have surpassed the danger zone and are now

nearly at meltdown. We need revenue solutions to finance public education, not more cuts to the system, which has already been cut well past the bone and now threatens the vital organs. The Fact Finder was constrained by a statute drafted by the Board of Education that prohibits consideration of revenue solutions to address CPS's extreme financial problems. Forced to build those financial problems into his report, the Fact Finder was unable to recommend anything new that would assist the parties in reaching an agreement.

CPS is broke on purpose. As the Fact Finder determined, CPS has a \$1.1 billion deficit and is \$6.7 billion in debt. Its total debt now well exceeds its entire annual budget of \$5.7 billion. Even with its most recent round of financing, by June 30, 2016 CPS will have a *negative cash position* of -\$846 million. This means, in effect, that by June it will have overdrawn its bank account by \$846 million. There are serious doubts whether CPS will be able to open its doors next fall.

This financial mess didn't happen by accident. CPS has failed for decades to secure a source of stable, sustainable, and increasing funding to finance its operations. CPS has also suffered from a history of fiscal mismanagement, and the City of Chicago has raided the property tax base supporting CPS operations by diverting hundreds of millions of property tax dollars to downtown TIFs. CPS has postponed hundreds of millions of dollars in mandatory pension contributions until its pension obligations have become unsustainable. And in an act of monumentally poor judgment, CPS balanced its budget this year – which is required by law – by *assuming* the State would provide \$480 million in aid that never came. CPS's problems are compounded by Governor Rauner's *jihad* against CPS, its educators and their collective voice, the CTU, in support of his extremist agenda.

The solution to these problems requires legislation to establish a sustainable and progressive source of funding for public education. CPS can't afford *any* contract proposal – including its own – until it achieves a stable funding source. But CPS's educators didn't create this problem, and long term cuts in their compensation won't solve the problem.

The previously-rejected CPS January 29 proposal recommended by the Fact Finder actually *reduces* teacher and PSRP take home pay over the 4-year period of the contract. Though the 7% pension pickup has been a contract fixture for 35 years, the January 29 proposal recommended by the Fact Finder will eliminate the 7% pension pickup, which both reduces take home pay by 7% and reduces the salary basis on which pensions are calculated - a double whammy. Adding up the cumulative effects of eliminating the 7% pickup and the burden of increased health care costs against the salary increases, under the January 29 proposal CPS educators will take home less money on June 30, 2019 than they earned on July 1, 2014. Also under the proposal, for the first time in 50 years, educators won't receive the step and lane adjustments this school year that they have always received based on their longevity and educational attainment.

The cumulative economic effect of the January 29 proposal is shown in the chart below:

School year	Salary Increase (COLA)	Step/Lanes	7% Pension Pickup	Health Care	Total cumulative pay
2015-16	0.00%	None	Unchanged	Unchanged	Freeze
2016-17	+2.75%	Yes	-3.50%	-1.00%	-1.75%
2017-18	+3.00%	Yes	-3.50%	-1.00%	-3.25%
2018-19	+3.00%	Yes	n/a	unchanged	- .25%

It is no surprise that this proposal, when tendered by CPS on January 29, was unanimously rejected by the Union's big bargaining team, and it will be no surprise when the Union rejects this proposal again.

Ironically, CPS has itself rejected the January 29 proposal recommended by the Fact Finder. As the Fact Finder noted (p. 15), in CPS's March 10 Final Offer it announced that it couldn't afford its own January 29 proposal any more. Moreover, at the fact finding hearing, CPS candidly admitted it can't afford its March 10 Offer either. Its financial problems are so severe that without structural reform in financing public education it can't afford its own or the Union's contract proposals. What is the point of long term cuts to employee compensation when they are insufficient to solve CPS's budget problems? Everyone agrees that the differences in cost between the Union's proposals and CPS proposals are insignificant when compared to the scope of CPS's budget and cash flow deficits.

It was perhaps inevitable that the Neutral Fact Finder would have no new ideas for the parties and instead attempted only to resuscitate a dead proposal. But the decisions cited by the Fact Finder to justify this course all arose in interest arbitrations where the Union and the employer had achieved tentative agreements at the bargaining table that were later rejected on ratification votes. Here, however, as the Fact Finder found, there was no tentative agreement achieved, only a promise by the Union to take CPS's January 29 proposal back to its big bargaining team. That bargaining team rejected the CPS proposal unanimously.

That said, there were many positive non-economic elements to the January 29 proposal that merited serious consideration, most of which are listed in the fact finder's report. These terms were positive developments – in many cases, breakthroughs – in improving the educational

environment for teachers and students and seeking long-term solutions to chronically underfunded public education. But these improvements weren't sufficient to overcome other unacceptable terms, and they failed to address one of the most pressing problems: the attrition of educators in the school district and resulting increases in class sizes. CPS refused to make meaningful commitments in this area, and in fact took steps to accelerate the problem by encouraging teacher retirements without committing to hire new teachers in their places.

The Fact Finder's limited options in fashioning a recommended award arise from intractable problems in the face of CPS's funding crisis. More effort will be needed – including reforms to the Educational Labor Relations Act, which has impeded more than assisted the parties in negotiating labor contracts.



Robert E. Bloch
Union Panel Member

Dated: April 16, 2016

FRAMEWORK STUDY GROUPS

- REFLECT AND PREPARE -

Open to all currently practicing CPS teachers

Domain 1 & 3 Study Group

Tuesday, May 24, 2016

This study group is offered to all currently practicing CPS teachers interested in discussing and brainstorming best practices, skills, and implications of Domains 1 & 3 of the CPS Framework for Teachers. Participants will unpack each component and critical attribute of Domains 1 & 3 to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of teaching. Participants will create, organize, and begin to collect evidence for the upcoming observation cycle in preparation for pre-and post-conferences, develop a professional learning goal and plan for the 2016-2017 school year to guide their own professional learning and demonstrate reflective practice, and learn how to use the information in the critical attributes to advocate for their successes in the classroom.

Domain 2 & 4 Study Group

Tuesday, May 31, 2016

This study group is offered to all currently practicing CPS teachers interested in discussing and brainstorming best practices, skills, and implications of Domains 2 & 4 of the CPS Framework for Teachers. Participants will unpack each component and critical attribute of Domains 2 & 4 to understand what is required, what is valued, and what skills are necessary to perform at the distinguished level of. Participants will create, organize, and begin to collect evidence for the upcoming observation cycle in preparation for pre- and post-conferences. They will develop a professional learning goal and professional learning plan for the 2016-2017 school year, demonstrate reflective practice by discussing strengths and weaknesses addressed during their previous evaluation cycle, and learn how to use the information in the critical attributes and/ or addenda to advocate for their successes in the classroom.

Instructor: Theresa Insalaco-DeCicco, M. Ed., NBCT

- Earn 3.5 ISBE PD Hours for each session *or* attend both sessions for 7 ISBE PD Hours -

For pricing options and to register for one or both sessions, visit:

ctunet.com/pd

Time: 5:00 PM - 8:30 PM

In order to receive any credit, participants must be in attendance for the entire session.

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

If you have any questions about this series, contact:

Theresa Insalaco-DeCicco at 312-329-6296 | TheresaInsalaco-DeCicco@ctulocal1.com



Support Public Education - Fight for Revenue

Created In House by CTU Staff

Integrating Chicago's Visual Culture into the Curriculum

2 Lane Placement Credits and/or 30 ISBE PD Hours

This course exposes teachers to the resources available for their classrooms at eight Chicagoland cultural institutions. Teachers will uncover the authentic uses of museums as sites for extended teaching and learning experiences. Participants create a culminating presentation highlighting their visits and the resources that will benefit their students. This course is aligned to the **CPS Framework for Teaching Components 3a, 3b, 3c, 3d, and 4d**. *Instructor: Linda Comminos, Ed.D, NBCT*

June 27 - July 13, 2016*

*Dates, Times, Locations:

- June 27 & July 13 from 3:30 to 6:30 PM at the Chicago Teachers Union
- June 28, 29, 30, & July 6, 7, 8, 11, 12 from 1:30 to 4:30 PM - various museums whose locations will be distributed at the first session, June 27, 2016
- *In order to receive any credit, participants must be in attendance for the entire course.*

For pricing options and registration, visit:

ctunet.com/pd

If you have any questions about Integrating Chicago's Visual Culture, please call or email: Deborah Pazera at 312-329-6271 | DeborahPazera@ctulocal1.com



Created In House by CTU Staff

Support Public Education - Fight for Revenue



A Union of Professionals

CTE Professional Development!!!!

We have an opportunity for CTE Construction, Manufacturing and Architecture teachers. **Good Jobs, Green Jobs 2016** is June 6, 2016, in Cleveland, Ohio, at the Westin Cleveland Downtown Hotel. AFT will be holding a pre-conference starting at 12 noon on Sunday, June 5. We will cover hotel for Sunday, registration and travel costs for approximately 6 career tech teachers from Chicago based on our recruitment efforts. That number is flexible in case we get a lot of interest. We will get a more in depth invitation within the next few weeks that will outline our goals for the Sunday afternoon program.

As background about the GJGJ conference ...

<http://www.greenjobsconference.org/> - conference website

For seven years, the Good Jobs, Green Jobs Conference has attracted thousands of people from across the country—business, community and elected leaders, union members, environmentalists and opinion makers—for the leading forum for sharing ideas and strategies on how to build a green economy that creates good jobs and preserves our economic and environmental security.

In the past, hundreds of organizations, companies and individuals have convened the Good Jobs, Green Jobs Conferences. Past sponsors included Fortune 500 companies like Alcoa, ArcelorMittal, AT&T, General Motors, International Paper and UPS, as well as renewable energy companies like Gamesa, groSolar, and Iberdrola Renewables.

This year's Conference is focused on repairing the systems Americans rely on every day, whether getting us back and forth to work, supplying our power, keeping us safe from storms and floods, communicating with police and fire during emergencies, or ensuring the institutions where our children learn are safe and healthy. It's time to repair these systems today to create quality, family-sustaining jobs, to address the threat of climate change, and to ensure the health and safety of our workplaces and our communities.

The Conference will also feature numerous workshops focused on the creation of good jobs in communities across the country and the goals of environmental and economic sustainability. Workshops range from a focus on repairing America's infrastructure, clean energy manufacturing and supply chain development to clean transportation alternatives, and from youth and environmental education to green schools and energy efficiency.

CONTACT: Dr. John Kugler to RSVP your spot in this Professional Development -- johnkugler@ctulocal1.com

Retiring?

2016 Chicago Teachers Union RETIREMENT LUNCHEON

Your Union would like to acknowledge its members who have ended or will end their careers in education during the 2015-2016 school year. Please join us at a luncheon to show our appreciation for your service and commitment to the children of Chicago.

Date: Friday, June 24, 2016
Place: Harry Caray's Restaurant
Water Tower Place
835 N. Michigan Ave., 7th Fl.
Time: Social Hour 11:30 a.m. – Luncheon 12:30 p.m.
Parking: Water Tower Place - \$12.00 (Entrance on Chestnut)
Valet Parking – \$17.00

RSVP by Friday, June 17

Due to space limitations reservations will be limited to the first 250 respondents. Phone reservations will not be accepted. Faxed reservations will not be accepted after June 17.



Name _____ Last 4 #'s of SS _____
Home Address _____ Phone # _____
City _____ State _____ Zip _____ Guest Name _____
Job Classification _____ School _____ Years of Service _____



Return this form along with payment for your guest to Chicago Teachers Union, 222 Merchandise Mart Plaza, Chicago, IL 60654. Retiring members attend free; **one** guest per retiring member may attend at a cost of \$45 (if space is available after the deadline you may pay for additional guests). Checks should be made payable to Chicago Teachers Union. **You may fax your reservation to 312-329-6200 if you are not bringing a guest.** A letter confirming your attendance will be sent after the registration deadline. For additional information call 312-329-9100.



WRITE TO US



Agree? Disagree? Send *Chicago Union Teacher* your feedback, your compliments and your criticisms. Send letters to the editor to leadership@ctulocal1.com or *Chicago Union Teacher*, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654. Letters may be edited for length and clarity.

WRITE FOR US

The *Chicago Union Teacher* is published for the members of the Chicago Teachers Union. It is your magazine. Members can—and should!—submit articles about whatever topics they consider relevant to our overall project of fighting for quality public education and justice for all. Email submissions for consideration to leadership@ctulocal.com.

ADVERTISE IN THE CUT

The *Chicago Union Teacher* accepts classified advertisements from CTU members at a substantial discount. For more information, contact April Stigger, advertising manager, at aprilstigger@ctulocal1.com and 312-329-6225.



◀ **CTU active and retired members take the fight to the state capital to rally against devastating cuts to education and social services.**

Photos:
Rebecca
Martinez

Lobby Day in Springfield

BY **MARTIN RITTER**

Two full buses of more than 75 members lobbied, rallied, marched and engaged in action upon Gov. Bruce Rauner on April 20 in Springfield. Allies in the community and other labor organizations brought the total number of participants to over 1,000—filling the Illinois State Capitol rotunda and the upper floors before marching down Capitol Street to the governor's mansion calling for revenue, an elected school board, opt-out rights and a continued cap on charter schools. **CTU**

Martin Ritter is a CTU organizer.

Report on Eligibility of Candidates for Office

Only one slate of candidates filed a complete set of eligible petition signatures for the scheduled May 2016 officer, executive board and AFT/IFT Delegate Election. The eligible

candidates were all unopposed for election. Because all candidates for office were unopposed, upon report from the CTU Rules-Elections Committee Chair, the House of

Delegates voted on April 6, 2016, to cancel the scheduled election and the president declared the candidates duly elected. They will assume office on July 1, 2016. **CTU**



Photo:
Howard
Heath

The Fight for Queer Rights

BY **CAROL HAYSE**

The times are interesting right now for everyone who is not in the 99 percent—teachers, students, families, workers and all of the dispossessed. Everywhere we look we see fellow victims of austerity and prejudice. Among these are lesbian, gay, bisexual, transgender, intersex and other gender non-conforming individuals, collectively called “queer.”

Laws are being proposed in numerous state legislatures to limit the rights of queer people to move freely; to choose whom and how to love; to apply for jobs and housing; to receive appropriate health care; to adopt children; and to exercise their hard-won right to marry. As teachers, we see the bullying that our queer students go through, and the rate of queer teen suicide is far higher than other teens. Many of the laws currently being proposed use transgender bathroom usage as a wedge issue, when in reality these laws are designed to encourage mistreatment—and even violence—

towards queer people.

Throughout history, queer folks have been submitted to interpersonal, intra-family, community and state-sponsored brutality, murder ostracism and internment in camps. In the modern era, a rebellion against police harassment by African-American drag queens known as the Stonewall riots escalated resistance to oppression which was reflected in mass rallies, acts of civil disobedience and legal rights initiatives. The movement to raise knowledge of and appropriate treatment for the HIV/AIDS virus further escalated the struggle. Many people had to die before the government was compelled to respond in helpful ways.

Recently, years of tireless work for equality by queer people and straight allies resulted in a U.S. Supreme Court decision to extend the benefits of marriage to same-sex couples. The pushback, however, by the right wing is strong. That is why the time is especially ripe for straight and queer people to work together on common issues, a commonality that is not confined to

sex or gender issues. Queer folk need the same things as the rest of us in all aspects of life. We have all been the targets of the planned attack on public schools, low wages, discrimination, imprisonment, the strangulation of social services, the contraction of funds to go to college and all the rest.

Queer folks need to hear from us—the defenders of authentic public education and the opponents of austerity. Though we may often feel discouraged, the fact is that we are a powerful force in Illinois. Under the Chicago Teachers Union (CTU) banner, we have begun to unite diverse communities who, like us, have been targeted by the ultra-rich. This is why a powerful resolution (see opposite page) was passed by the CTU House of Delegates on April 6, affirming the Union’s opposition to discrimination and violence against queer people, and urging members to oppose this discrimination in their homes, schools and communities. **CTU**

Carol Hayse, LCSW, is a retired school social worker.

Resolution Defending the Rights of LGBTQ and Gender Non-Conforming Persons to be Free of Violence and Discrimination

WHEREAS throughout history Lesbian, Gay, Bisexual, Transgender, Queer, and Gender Non-Conforming persons, hereinafter referred to as LGBTQ, have been subjected to interpersonal, intra-family, community, and state-sponsored brutality, murder, ostracization, and concentration in camps; and

WHEREAS in recent times, assault against LGBTQ persons has continued in the form of discrimination in housing, employment, transportation, health care, religion, education, marriage, adoption, and other forms of participation in civic life; and

WHEREAS such discrimination is founded on vicious, erroneous, and violence-inducing stereotypes; and

WHEREAS shaming and bullying in schools of LGBTQ youth have resulted in a high rate of suicide among them; and

WHEREAS there is a high rate of LGBTQ youth homelessness; and

WHEREAS several state legislatures currently have pending legislation to deny all protection of the laws to queer persons as a class of people; and

WHEREAS the State of Illinois currently has pending legislation which actively promotes discrimination against LGBTQ persons;

(SB 2164 establishes protection for anyone who fails to provide a service because of his/her moral or religious objection to “gay marriage.” HB 4474 compels gender non-conforming youth to use a restroom consistent with their genital or chromosomal gender identity); and

WHEREAS several current candidates for U.S. President have articulated their support for

denying any protection under the law for queer persons; and

WHEREAS LGBTQ people, through vigorous struggle and advocacy have caused the Supreme Court of the U.S. to permit “gay marriage;” and

WHEREAS the achievement of this laudable civil right is only one among many that are needed, and right wing assaults—both literal and symbolic—are continuing and increasing; and

WHEREAS members of the Chicago Teachers Union have proven themselves willing to struggle against oppression and austerity, and to act as champions of families and communities; therefore be it

RESOLVED that members of the Chicago Teachers Union will publicly declare (with this resolution) their abhorrence of maltreatment of LGBTQ persons under the law and in society at large, and will support and encourage the teaching of tolerance and promote knowledge about and respect for queer issues in their classrooms that are safe and appropriate for their students; and be it

RESOLVED that the CTU will conduct a training on how to form a LGBTQ – Straight alliances in one’s school; and be it also

RESOLVED, that the CTU encourage members, to promote ideas of tolerance and understanding among colleagues, families, and their communities, and that the CTU communicate its support for queer liberation issues to politicians and legislators; and be it finally

RESOLVED, that CTU advocate for Chicago Public Schools (CPS) to abide by these laws to protect everyone. **CTU**



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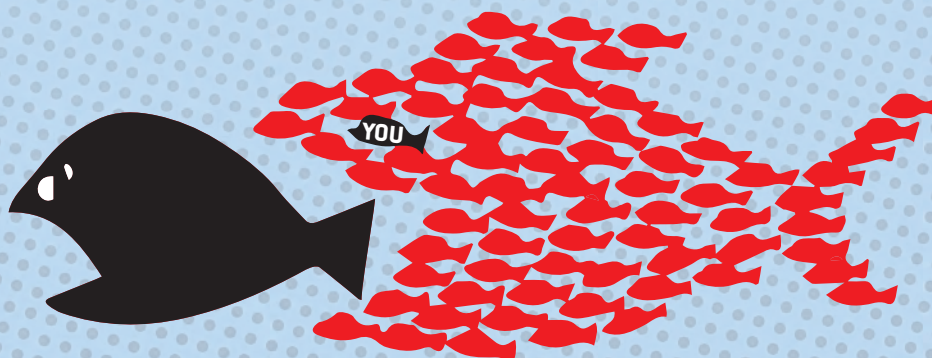
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6/1/2016

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*In order to receive any credit, participants must be in attendance for each entire registered class session(s).

Tuition:

\$20 per session

Pre-registration required

Location:

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

Parking/Transportation:

The CTA Brown Line stops on the second floor of the Merchandise Mart. Parking at MartParc Orleans on the NE corner of Orleans and Hubbard is \$11 after 3 PM. Parking is not validated.

Register at ctunet.com/pd

If you have any questions about the CTU Member Learning Series, contact:
Michael Moriarty at 312-329-6275 | MichaelMoriarty@ctulocal1.com

Support Public Education - Fight for Revenue

Created In House by CTU Staff

The CTU Plan for Revenue Recovery

BY **CTU COMMUNICATIONS**

The Chicago Teachers Union (CTU) this month released details of a \$502 million Chicago Public Schools (CPS) revenue recovery package and called on Mayor Rahm Emanuel and the Chicago City Council to implement the plan in order to stabilize the district. The Union said this act of “self-help” will ensure lawmakers in Springfield that local leaders are fully committed to restoring funding to our schools.

The issues facing CPS revolve around the failure of leadership, the consistent and troubling disregard of community, parent and educator voice, and the lack of equitable funding for our district. These challenges beg for structural changes—changes that will significantly alter the manner in which schools are administered in Chicago.

The CTU and the Chicago Board of Education have been in negotiations for well over a year and have yet to settle a new collective bargaining agreement. Since 2011, public school educators have absorbed \$2 billion worth of cuts, including layoffs, a reduction of benefits and threats to pensions. Teachers, paraprofessionals and clinicians voted to authorize a strike last December, with the earliest date of a possible strike set as May 16 after a 30-day cooling off period. Union officials and school leaders have not set a strike date, but are prepared to do so should one become necessary. State law requires the Union to give a 10-day notice to the Board of Education before striking.

“Teachers are about providing solutions to problems, and CPS and the city have no plan on the table...all they’ve done is beg a tone deaf governor for a bailout he is unwilling to give,” said CTU Vice President Jesse Sharkey. “We have identified half a billion dollars that can triage the

bleeding at CPS, and we are asking the mayor and aldermen to implement what we believe is a solid package of financial emergency supports to ensure our district does not go belly up.”

“The CTU will continue to fight for long-term solutions to address the structural deficits in the district that only the state can implement,” Sharkey continued. “However, our revenue recovery package is necessary right now to stave off mass layoffs, school closings and more furloughs that will wreak havoc on our students and classrooms. Over the next few weeks we’ll be lobbying every City Council member to support this plan.”

In addition to pursuing school funding solutions with the State of Illinois such as a progressive income tax, Millionaire’s Tax and financial transaction tax, the CTU recommends that CPS and the mayor’s office consider a number of local revenue options which the Chicago City Council could approve. The proposal also includes a provision that allows for the plan to sunset at the conclusion of what CTU expects to be Governor Bruce Rauner’s first and only term in office, and when the first session of the Illinois General Assembly without his interference ends.

“In an effort to bridge the funding gap for the CPS we believe it is imperative that you offer the City Council a clear pathway to help mitigate the costly and protracted budget stalemate in Springfield that has the ability to harm our schools,” CTU President Karen Lewis wrote in a letter sent to the mayor. “Our plan will provide our district with a way to sustain itself until the governor






and the legislature pass a budget that will provide equitable funding to CPS.”

“The revenue recovery plan is an effort to prevent more cuts in student programming and education services,” Lewis said. “We look forward to working with you and members of the City Council to manage this dilemma.

“Budget cuts do not solve funding problems. Revenue solves funding problems.”

For full details of the CTU Revenue Recovery Project for Chicago Public Schools, please visit the CTU website at <http://www.ctunet.com/cps-revenue-recovery>. 

We have identified half a billion dollars that can triage the bleeding at CPS, and we are asking the mayor and aldermen to implement what we believe is a solid package of financial emergency supports to ensure our district does not go belly up.

CTU Vice President **Jesse Sharkey**

State Board of Ed Licensure Information

BY **WALTER TAYLOR**

The CTU Quest Center advises that you always enter your professional development (PD) hours into ELIS immediately after you complete the professional development activity and evaluation. If you wait, you may forget, and your PD hours may end up not counting toward your license renewal.

For help entering or submitting PD Hours into ELIS go to <http://www.isbe.net/ELIS/instructions/record-prof-dev.pdf>.

Please note that entering your PD Hours into the CPS Learning Hub is not the same as entering it into ELIS on the Illinois State Board of Education website. The PD hours you enter in Learning Hub do not transfer to ELIS. You must enter your PD hours into ELIS yourself, as soon as possible.

If you have not yet earned your required hours for this licensure cycle you can still take and complete PD now through mid-June. To earn your remaining required ISBE PD hours aligned to REACH please take advantage of the Chicago Teachers Union Quest Center professional development offerings which can be found on at www.ctunet.com/pd.



If you have not yet set up your ELIS account on the ISBE website, go to <http://www.isbe.net/licensure/ppt/elis-educator-trng-pres130614.pdf> to learn more about how to do so. If you have not done so already, please set up your ELIS account immediately.

For further information on how to renew your Professional Educator License at the end of your five-year licensure cycle, you may find instructions at <http://www.isbe.net/ELIS/instructions/license-renewal-elis.pdf>.

If you would like to learn more about ISBE licensure requirements go to <http://www.isbe.net/licensure/ppt/lic-renewal-140701.pdf>.

If you need further information or assistance after you have visited these very helpful ISBE sites, please contact this author at 312-329-6273 or waltertaylor@ctulocal1.com.

Time is of the essence! 

Walter Taylor is a CTU Quest Center professional development facilitator.

One Counselor's Care for All

BY **KATIE SHOEMAKER**

Like nearly every job in the world of education, being a school counselor is hard work. Hearing about and addressing the issues that our students face today is no easy task, and is certainly not one that should be taken lightly. Working as a counselor within Chicago Public Schools (CPS) makes this job even harder, as counselors are often delegated other roles and responsibilities. One such example is the role of case manager—a role that the majority of elementary school counselors has been assigned. While this is an additional “role,” it often encompasses doing the work worthy of a full-time position, which is why many elementary counselors refer to themselves as a “counselor/case manager.”

I use to be a counselor/case manager. Being a counselor was always put behind the case management. The district and network would send a “compliance report” about how many meetings I did not have in time. There was no “compliance report” for the students who slept in a car the previous night because their mom kicked them out. There was no “compliance report” for the student who was trying to get pregnant because her mother said they could get better housing with a baby. There was no “compliance report” for the student whose dad beat his mom all night and he had to take her to the hospital at 2 a.m. All CPS students have at least one school counselor in their schools, yet they often have reduced access to the counselor because of the other roles the counselor is filling.

CPS and its Office of College and Career Success have compiled data on the behavioral and mental health problems of CPS students. According to the 2013 Centers for Disease Control and Prevention Youth Risk Behavior Survey, 32.5% of CPS students felt sad or hopeless almost every day for two weeks or more in a row and stopped

usual activities. Based on current district enrollment numbers, that means a total of 126,202 of our students felt hopeless almost every day. According to the same survey, 15.5 percent of CPS students seriously considered attempting suicide, which means 60,188 of our students have seriously considered attempting suicide.

Who did these students have to talk to in their schools every day? Research suggests that schools may function as the de facto mental health system for children and adolescents. Of those students receiving behavioral health treatment in America, 70 percent to 80 percent receives services in a school setting. One out of four students in need of mental and behavioral health assistance receives the help they need. As it currently stands in most CPS elementary schools, counselors are busy with case

As it currently stands in most CPS elementary schools, counselors are busy with case management, and clinicians are spread too thin across multiple schools. Under these conditions, how are the mental health needs of our students being addressed? We need to make sure that students have all of the support they need to be successful.



▲
**Katie Shoemaker
using art
therapy focusing
techniques
while counseling
students at
Galileo.**

*Photo courtesy of
Katie Shoemaker*

management, and clinicians are spread too thin across multiple schools. Under these conditions, how are the mental health needs of our students being addressed? We need to make sure that students have all of the support they need to be successful.

Through creative thinking, my principal has implemented a plan that frees me from case management and allows me to follow the American School Counselors Association model for a comprehensive school counseling program. I work with students, teachers and parents on many things, including social-emotional health related issues. This year alone, I have had 197 individual sessions, 59 small groups and have been in every classroom in my school for whole-group lessons. Based on my own surveys, students who have worked with me feel two to three times better after our meeting. Teachers at my school have seen a decrease in behavioral instances and an improvement in grades for students doing regular check-

ins with the counselor.

When I was doing case management, I was unable to complete regular check-ins with students because I was in meetings. I was unable to help the students that needed support from their counselor. All students deserve a counselor they can talk to. All students deserve a counselor not restrained by paperwork, checkboxes, compliance reports and spreadsheets.

Said Alan E. Beck, "You can't do the Bloom stuff until you take care of the Abraham [Maslow] stuff." **CTU**

Katie Shoemaker is in her eighth year as a professional school counselor at Galileo Academy. Shoemaker is currently fighting for the right to continue being a counselor and says, "I hope that due to budget restraints and position movement I continue the opportunity to reach all students to help address their social and emotional health. It is sad how much our job can change from year to year without any consideration to what serves the students best."

Michael Flynn: 'A Tiny Ripple of Hope'

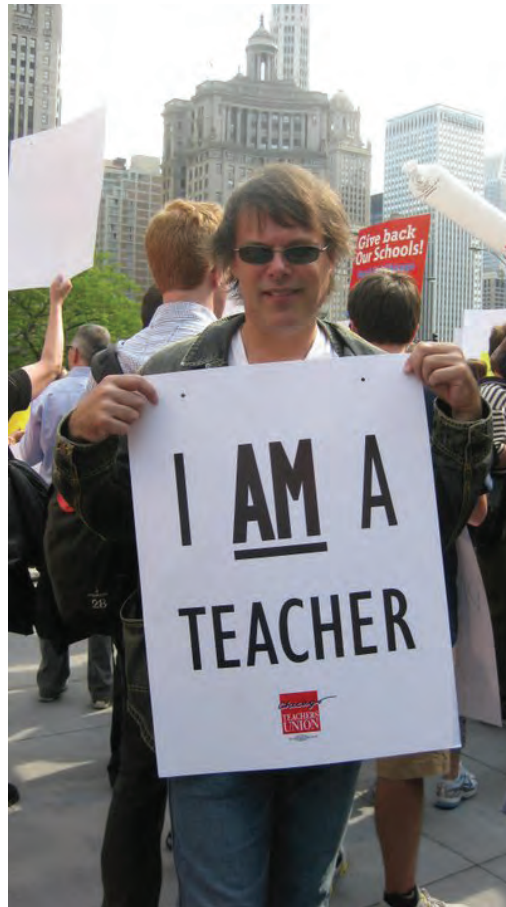
BY JACKSON POTTER

Otis Elementary School teacher Michael Flynn is the epitome of a stalwart delegate, and dedicated to the labor movement and the defense of public education. Flynn is a second generation CPS employee who followed in his father's footsteps and became a school custodian almost 30 years ago. He used that experience to expand his appreciation and perspective on what it takes to run a school and nurture young minds.

As a Chicago Teachers Union (CTU) delegate and district supervisor, Flynn has worked tirelessly to help other delegates organize their school buildings, count strike votes and attend critical rallies and events in our fight for the schools Chicago's students deserve. He is also in need of a gifted editor to finalize his life story. Take a read and get to know one of the CTU's unsung heroes.

How did you get into teaching and why Chicago Public Schools?

Back in the late eighties I was divorced with custody of my two children, Shannon and Neil, and working as a custodian at Piccolo Elementary on the West Side. And, although it was often a struggle, I enjoyed having my two kids with me every day. I liked teaching them, helping them with their homework, cooking for them and giving them a bath. I thought that perhaps some of the skills that I had developed in nurturing my own children might be applied to other people's children as well. I was also extremely idealistic back then. I used to



◀ Michael Flynn at 2011 Hyatt Regency protest. Photo courtesy of Michael Flynn

have a speech on my wall by Robert F. Kennedy in which he said that each time a man stands up against injustice he sends forth a "tiny ripple of hope." In my ongoing naiveté over nearly 34 years in CPS, I have done all I could to instill that ideal in the children placed before me in my classroom.

What was it like to be part of two distinct unions in your different jobs within CPS?

Well, first of all, my father Jimmy was first a fireman and then an engineer in CPS from 1963 until his death from lung cancer in 1973 at the age of 35. He was a delegate for the engineer's union and worked at Wells High School, Crane High School and died while serving at Hess, which I believe now houses Lawndale Academy... if a charter school hasn't cannibalized it. My dad came from a family of 10, four of whom were engineers for CPS. Through his illness, I saw how his union brothers

You cannot measure or capture love, desire, tenacity, commitment and empathy, etc. with simplistic adjectives like “basic,” “proficient” or “distinguished.”

and sisters supported him no matter how tough things became. He was never abandoned throughout his ordeal and the support my family received made an impression upon me even though I was only 12.

As for me, I started at Piccolo Elementary as a custodian at the beginning of November 1983, just as my daughter Shannon was born. I came to Piccolo from Dyett, where I had only worked a couple of days. The position at Piccolo was available because the engineer wanted a scab that had crossed the picket line transferred to another school. I was his replacement. As a custodian, I went on two additional strikes in the eighties, one of which lasted 19 days. I learned a great deal from

my co-workers regarding sticking together and supporting each other through some pretty lean times on a custodian's salary. By the time I became a teacher in 1993 and a delegate for CTU in 1995, I had experience on picket lines with janitors, firemen and engineers, and had learned how to represent teachers as a delegate in addition to what I'd learned at my father's knee. Looking back I think it was pre-ordained that I spend my career in CPS.

▼
Michael Flynn
 with daughter,
Shannon,
 and son, **Neil.**

*Photo courtesy of
 Michael Flynn*



If you could wave a magic wand to improve teaching and learning in our district, what would you do?

The first thing that must happen if teaching and learning are to improve is that conditions must improve for teachers. Politicians must realize that they have no idea what quality instruction looks like, and have the courage to grant us more autonomy and provide the structural supports—not only to make success obtainable, but to make the job appealing as a career in which individuals are invested in the system because they feel it is a worthwhile enterprise both for themselves and society as a whole. Instead of developing sanctions in the form of an evaluation system that is dubious at best, and standardized tests that are not used to inform practice but rather as a club to punish, those at the policy-making level of CPS need to understand that not everything can be measured. You cannot measure or capture love, desire, tenacity, commitment, and empathy etc. with simplistic adjectives like “basic,” “proficient” or “distinguished.” However, you do know these qualities when you see them on a daily basis. The qualities that cannot be measured are undoubtedly more important than what is contained in a REACH evaluation.

The system needs to work on developing talent for the long haul and be prepared, without complaint, to recruit and pay for experienced teachers who are fully invested in their students and their school communities. More importantly, CPS needs to create conditions that will encourage the best of teachers to continue in our city's schools where they are most needed. Right now, the powers that be seem to want to make teaching something akin to a four-year stint in the Peace Corps, making the job ever more difficult, increasing teacher turnover by promoting intolerable conditions at every turn and losing good people before they reach their full potential as educators. Unfortunately, I think I would need more than a single magic wand to make all of the above happen given



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Instructor: Theresa Insalaco-DeCicco, M.Ed., NBCT



For pricing options and registration, visit:

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

**In order to receive any credit, participants must be in attendance for the entire course.*

If you have any questions about this series, contact:

Theresa Insalaco-DeCicco at 312-329-6296 | TheresaInsalaco-DeCicco@ctulocal1.com



If you are ever confused as to what the right thing to do in a situation might be, it's not hard to figure out. The right thing is always harder.

the current climate within the mayor's office and among the Board of Education hierarchy.

You are a district supervisor and one of our key union leaders who help to engage members around our fight for educational justice. What made you sign up for this difficult job, and explain your involvement and dedication to the CTU?

I try to lead by working tirelessly behind the scenes. I've reached a point in my life where I don't require accolades or even to be recognized as a "leader." If I work hard and push delegates to be all they can, that is its own reward. If you work hard people will come to know you by reputation. On a personal

level, I took the district supervisor position when asked because I enjoy being a step closer to the Union's core and picking the brains of people who are either at the bargaining table, for example, or in the field dealing with a variety of situations on a daily basis. I enjoy networking with smart, passionate people. In my view, the job is a free education.

As you prepare for retirement, any last thoughts or advice to your brothers and sisters in the system? What are your future plans?

My father gave me a great piece of advice when I was a kid saying, "If you are ever confused as to what the right thing to do in a situation might be it's not hard to figure out. The right thing is always harder." As we as a union move forward, I believe this simple, yet profound sentiment is the best I can offer my brothers and sisters. Whatever happens, it will not be easy—it never has been. Let us know what lies ahead and fight gladly knowing that we are right.

As for me, I finished My Ph.D. in public policy at University of Illinois at Chicago years ago and I have been working on a book which is a dark comedy about CPS under Rahm Emanuel juxtaposed against what I experienced hanging out with my father in CPS boiler rooms in the 1960s as a kid. It's tentatively entitled, "Serious as a [expletive]." The title was a term of endearment that the other custodians at Piccolo would say to each other as they pointed to me in the boiler room poring over my college texts late at night. I currently have 500 single-spaced pages and am in great need of a gifted editor. I'd also like to try my hand at developing a podcast around issues relating to politics and education in the city. Last but not least, my daughter gave birth to my first grandchild, Violet, in January, and I would like to spend a great deal of time holding her and teaching her what I have learned on this less travelled road I've been negotiating for five and a half decades now. **CTU**

Jackson Potter is the CTU staff coordinator.

▼
**Michael Flynn
and Cook County
Commissioner
Jesus "Chuy"
Garcia, December
2014.**

*Photo courtesy of
Michael Flynn*



Beyond April 1

THE ROAD
AHEAD

By **Michael Borge** and **Ronnie Reese**

As contract negotiations continue, Chicago Public Schools has more than its share of budget issues due to mismanagement, failed attempts at privatization and rampant borrowing. Hence the term “broke on purpose.” CPS has no power to create revenue beyond issuing bonds, but with a credit rating four stages below junk from Moody’s, this is a difficult task. The Chicago Teachers Union has laid out the road for recovery. Will the district follow? ►



SOLIDARITY!
CTU



▲
Photo:
Charles
E. Miller

The latest bond issue sought to bring in \$850 million, but sold at \$750 million at a discount. CPS brought in \$615 million (a \$135 million loss) on bonds that will be repaid with 8.5% interest. This bond issuance was used to pay old debt—the governmental equivalent of using one credit card to pay another. In negotiations with the Chicago Teachers Union, the Board of Education has threatened to take away the pension pick-up that is part of the contract that lays out the terms of our employment until a new contract is reached. CPS teachers do not collect social security, so the pension pick-up is a critical part of teachers' income in retirement. The pension structure needs to change, but the cut proposed outside of a new contract is a violation of labor law.

Changes need to take place within negotiations. CPS CEO Forrest Claypool is an unelected bureaucrat, and as such he cannot pass legislation

that would change the way schools are funded. Without the power to pass legislation, and with borrowing options exhausted, Claypool's only tool to balance the budget is to make cuts. This has taken the form of budget cuts to schools across the city earlier this year, teacher and PSRP layoffs, and laying off nearly 25 percent of the Central Office staff at CPS. We cannot cut our way out of a crisis, because despite these measures, the budget deficit continues, and there is little, if any, clarity on how to reduce the massive debt that CPS is buried under. There are also reports that the CPS demographics department is currently looking at school populations across the district to shutter as many as 100 buildings when the moratorium on school closings lifts next year.

With all of the problems facing CPS, it is worth noting that the issues are much bigger than just our district. Currently, 38,000 state workers in the American Federation of State, County and Municipal Employees (AFSCME) union are without a contract, and more than \$72 million in Monetary Award Program (MAP) grants have not gone out to our state universities. According to Sophia Mihic, professor of political science and president of the Northeastern Illinois University faculty union, MAP grants account for roughly 30 percent of the revenue for NEIU. The most extreme example of this lack of funding can be seen on the South Side of the city, where Chicago State University recently laid off one-third of its employees because of a lack of funding.

All of these issues can be traced back to a lack of revenue. The reality is that without changes in how revenue is collected, and how education is funded in Illinois, these problems will not be resolved. The one-day strike on April 1 was designed to shift the dialogue around revenue in this state, ending in part with a contract that helps to improve the quality of education in our city. Without changes in revenue, discussions around improving education will remain political platforms and little else. The union predicated our April 1 strike on the idea that

exercising our collective power alongside other labor and community allies could help open the doors to the progressive revenue legislation needed to fund our state's schools and services. Now, Springfield is suddenly alive with substantive discussions about a new school funding formula that

would put an additional \$300 million into CPS every year; a \$600 million infusion into a struggling university system; a millionaires tax; a fair tax; a new dedicated pension levy; a "banks paid last" bill; and transparency legislation to stop our schools from succumbing to bad bank deals in the future.

Illinois Gov. Bruce Rauner is still obsessed, however, with cutting the government's role in helping ordinary working and poor families. So we cannot limit ourselves to Springfield—we need to pressure city government to take every action it can and stave off the "broke on purpose" catastrophe that Chicago Board of Ed negligence has made imminent. Mayor Rahm Emanuel and his predecessors have pushed the district to the brink after years of pension holidays, corporate tax breaks, toxic swap

The reality is that without changes in how revenue is collected, and how education is funded in Illinois, these problems will not be resolved.

deals to banks, ongoing charter expansion and the siphoning of money from schools to wealthy developers through the tax increment financing (TIF) program. Now they are in a bind and must use every tool at their disposal to save our schools.

The mayor seems content to let schools languish, but will bend over backward and dream up creative financing so a billionaire Hollywood mogul can display his action figure collection by the lake. The Chicago area is home to more than 40 percent of the state's total income tax receipts and more than two-thirds of the state's economic output. Emanuel is simply wrong to claim that only Springfield can save us. The city, if it chooses, could play a role as well by taxing, for example, corporations and wealthy university endowments.

The work is just beginning. April 1 brought the Union and 50 other unions and community organizations together to shift priorities in our state from rhetoric to action. We remain ready to lead if the city and state are willing to commit to the future of social services and public education. **CTU**

Michael Borge is a teacher at Jones College Prep and a CTU associate delegate. Ronnie Reese is the Chicago Union Teacher associate editor and a CTU member communications coordinator.







April 1:
The Day
in Pictures



Photos submitted to the Chicago Teachers Union by our rank-and-file members. View all photos at <http://www.ctunet.com/april-1-pics>.



PSRPs Take Vegas By Storm

BY **CHRISTEL WILLIAMS-HAYES**

Chicago Teachers Union PSRPs represented in full force at the 2016 American Federation of Teachers Joint PSRP & Higher Education Professional Issues Conference in Las Vegas. Held April 1-3, the conference marked the first collaborative effort and combined sessions of the AFT PSRP Conference and the AFT Higher Education Conference. Among the highlights was Solidarity Night, which featured spoken word poetry from CTU PSRP Luwanda Johnson-Harper and a skit that spoke volumes about the state of public education here in Chicago.

We were so very proud to say that we were members of the CTU all weekend as we stood in solitary with the AFT and others from across the country.

Christel Williams-Hayes is the CTU PSRP organizer.



▲ Photos: Russ Curtis



Solidarity...

A POEM BY **ERIK YOUNG**

Solidarity adds clarity to the disparity, because
injustice is NOT a rarity
Look around Chicago and you'll see the polarity
More specifically
The Core and the Periphery
The Haves and the Have Nots
It's time to open up the padlocks
Expose the truth and a wealth of info.
Come out of the shell, it's no time to tiptoe
In our classrooms, we teach Cause and Effect
But CPS.....seems to Pause and Neglect
To mention, the roots of the tension
Like doomed working conditions
And the screwed up pension
Maybe we ought to elect... New Leaders...and
there would be less dissension?

It's no time to succumb to the corporate
We cannot run and forfeit
This stuff has got to stop
No more toxic swaps
And attacks on Blue Collars and Red Shirts
"It makes me wanna holler" and it makes my

head hurt
But forget about me! What about the mantra...
espousing "Students First?"
Some may say it's more like a monster...shout-
ing "Students Cursed!"
By Brutal Budget Cuts, Spooky Spending, Sev-
ered Services & Eerie Sound Effects
Frankly, are we training Students like Zombies,
to merely pound out tests?
They claim, we should educate students to think
critically
They become angry, when we educate students
to act politically
From afar, they idolize and romanticize freedom
fighters and historic events
But they mar, change happening in front of their
eyes, they ignore the sequence
We are here to say. "Stop the Ridiculous Rheto-
ric and the Erroneous Etiquette!"
We are here to stay. That is evident and we will
not become hesitant
Solidarity adds clarity to the disparity, because
injustice is NOT a rarity **CTU**

*Erik Young is a member of the CTU Black
Caucus and a Contract Action Team leader and
teacher at King College Prep.*

Testing Season: The Least Wonderful Time of the Year

BY MEGAN KOWALSKI

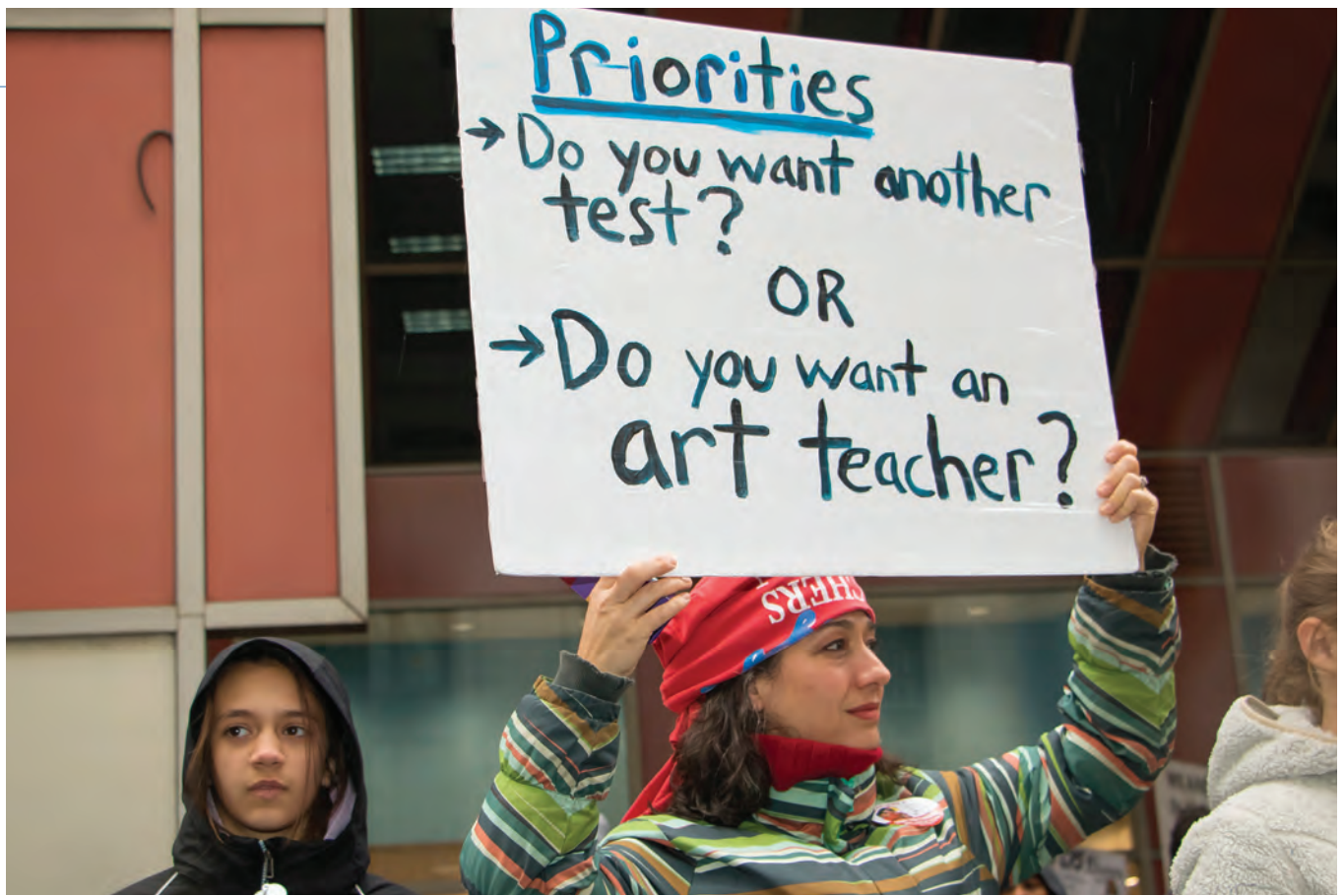
Testing is the bane of my existence and I suspect it's the bane of pretty much any teacher's existence every spring. I'm not going to give you data and research against administering an excessive number of tests. Instead, I'm going to give you a couple of anecdotes so that you can understand what my class goes through during testing season.

Our schedule is not only disrupted, it's completely disregarded and recreated for the majority of the testing window to allow for teachers to proctor two 120-minute test sessions each day, and for special education teachers to test consistently all day in small groups or one-on-one. Homerooms are then dispersed among the non-proctoring teachers, who sometimes spend a double period in a single classroom after spending a double period testing. My students have disabilities, however, and they thrive on consistency. When I have to unexpectedly use the bathroom during the day, chaos reigns for the two minutes I'm gone. Students panic and begin asking questions like "Do we still have lunch?!" (Yes, we always have lunch), "What recess do I go to?" (The only one we offer—on the playground), or "What about gym?" (You don't have gym until tomorrow and if you did have it today we wouldn't miss it). Imagine the mayhem that ensues when my kids spend almost no time on their regular schedule for three and a half weeks. I catch them standing in the hallway aimlessly staring, and when I ask what they're doing, they tell me they're just trying to find someone from their homeroom to follow to the right class.

Worse than the panic and confusion over

The few [special education students] who are capable of achieving a high score are unlikely to do so because they're simply exhausted at the end of testing season.

scheduling is the time lost in the classroom. For the first time since I started teaching in Chicago Public Schools, I am seriously concerned about my REACH evaluation because of my value-added score. My students returned from spring break to finish Partnership for Assessment of Readiness for College and Careers (PARCC) testing, and Northwest Evaluation Association (NWEA) testing begins shortly thereafter. At this point, I expect they'll be checked out and unable to put more effort into a test. I know that they have made gains this year; some of them have made remarkable gains, but will they show it at the end of six weeks of testing and a one-week break? I doubt it. Worse than the effect this could have on my evaluation is the fact that seventh grade spring NWEA scores are used to determine eligibility for CPS high school applications. My students already have the odds stacked against them. Even the few who are capable of achieving a high score are unlikely to do so because they're simply exhausted at the end of testing season. Not to mention that they have missed their special education services for weeks while I tested. Because



▲
Photo:
Bob
Simpson

I provide minutes for two or three subject areas for each student, a student who sees me only twice a day would have lost 3,600 instructional minutes in that time!

I feel that this excessive testing resembles some kind of cruel and unusual punishment for students in the U.S. who haven't immediately adapted to the Common Core State Standards (CCSS). Adapting to the CCSS should take time if we're doing it with fidelity and consistency. For example, introducing PARCC a year after implementing CCSS isn't enough time for students to successfully manage that change. As a punishment for not adapting quickly enough to a much higher level of rigor in reading and mathematics, students were tested on out-of-date computers that can barely run the PARCC TestNav application. PARCC testing took weeks out of their education as they sat for the test themselves or waited for their peers to sit for the test. Students who refused the PARCC spent the entire testing season waiting for everyone else to finish, or found themselves enduring "talks" with a principal desperately grasping at any straw they can to coerce students into

actually sitting for the test.

Students have now completed the PARCC only to face a litany of end-of-year tests that actually count for promotion and graduation, and are used to help schools appropriately place students. After sitting and waiting for close to a month, students now have to complete NWEA MAP testing, the Illinois State Board of Education science tests, final REACH assessments and perhaps others depending on what grade they're in that year. Each of these tests results in scores that are used for something, unlike the PARCC.

It's time to seriously consider whether we can afford the academic costs of excessive testing and whether tests can measure student growth when they completely stop regular instruction for weeks at a time. Our district is in a position where we can't ignore the financial burden of paying for these tests. It's time we start making cuts that will benefit the district. Let's start with pointless high-stakes tests. [CTU](#)

Megan Kowalski is a fifth-year special education teacher at Walsh Elementary.

National report shows new teacher evaluation systems causing harm

The Problem With Teacher Evaluation

BY THE NETWORK FOR PUBLIC EDUCATION

The Chicago Teachers Union helped to solicit educator survey responses and provided staff support and research for a newly released Network for Public Education (NPE) report on teacher evaluation. *Teachers Talk Back: Educators on the Impact of Teacher Evaluation* is a ground-breaking report that brings forth the voices of those on the front lines, teachers and administrators, to reveal the impact that changes to teacher evaluations are having on our schools, teachers and students.

The new NPE report confirms that what educators in Chicago have been experiencing as a result of the REACH teacher evaluation system is not unique and is part of a national and systematic assault on professional educators. The negative consequences of the misuse of teacher evaluation are far reaching and will take efforts on both local and national levels to change.

Teachers Talk Back: Educators on the Impact of Teacher Evaluation is authored by a team of educators from around the country. The team drew on survey responses from nearly 3000 educators from 48 states who shared their firsthand experiences with the new models of teacher evaluation which resulted from Race to the Top. What respondents reported is cause for serious concern. Their observations explain the reports of falling morale and rising rates of teachers leaving the profession.

"Many of us are concerned about the impact we have observed in our schools," said NPE executive director and recently retired principal Carol Burris, who contributed to the report. "This report makes it clear that the problems are systemic, and they are hitting schools across the nation."

Some of the report's key findings are:

- » Eighty-three percent of respondents report that the use of test scores in teacher evaluations has had a negative effect on instruction.
- » Seventy-two percent indicate that the use of

test scores has hurt the sharing of instructional strategies among teachers.

- » There have been sharp decreases in collaboration and increases in competition among teachers.
- » Evaluations are consuming inordinate amounts of time and energy, without benefit.

"The current evaluation system has eroded and undermined collaborative relationships between teachers by placing teachers in competition against one another by creating a competitive and isolating

Network for Public Education Teacher Evaluation Report:

This report reveals the impact that changes to teacher evaluations are having on our schools, teachers and students.

Teachers Talk Back: Educators on the Impact of Teacher Evaluation

"Most everything my peers and I do in terms of instruction, planning, collaboration, professional development, and reflection is driven by the need to improve student test scores, even to the detriment of student needs."

"Everyone feels like losers. The testing system was designed to pick winners and losers."

"Minority teachers and veterans are most negatively impacted. Seems as if focus is on getting rid of these groups rather than being supportive."

"Teachers often feel driven by tests and evaluations instead of the real reason we do what we do. The evaluation system has been created to benefit students but it feels as if it has had the opposite effect. Morale is way down, stress and anxiety is way up. Further, as much as I love teaching, I am seriously considering leaving the profession after this year. The amount of time and stress involved is taking a toll on my health."

"Depressing constant attention [is placed] on what kids can't do and how to make them do it."

"We have to teach to the test because if we don't have students who can successfully mark a correct answer but can't write correct sentences."

"Under the new system teachers are often forced to use dry, outdated texts designed to prepare students for tests that are written in a way that is not only difficult for students but experienced teachers as well."

The team drew on survey responses from nearly 3000 educators from 48 states who shared their firsthand experiences with the new models of teacher evaluation which resulted from Race to the Top. What respondents reported is cause for serious concern. Their observations explain the reports of falling morale and rising rates of teachers leaving the profession.

professional culture,” said Jessica Martinez, an Albuquerque, New Mexico teacher and contributor to the report.

Respondents also raised concerns regarding possible bias against veteran teachers and minorities. Given major declines in the number of African-American teachers in many major cities, the report recommends further research to investigate the role that test-based evaluations may play. “This project haunts me recognizing the impact of teacher evaluation on teachers of color,” said project facilitator Elaine Romero. “Where have all the teachers of color gone...how does not having their presence,

voice and ideas impact our profession?”

Both responding teachers and administrators agree that the use of test scores for evaluation has had terrible consequences for children and teachers alike.

The report offers six recommendations:

- » An immediate halt to the use of test scores as any part of teacher evaluation.
- » Teacher collaboration should not be tied to evaluation but instead be a teacher-led cooperative process that focuses on their students’ and their own professional learning.

Facts:

- 72% of respondents also reported that the use of standardized test scores in teacher evaluation had a negative impact on sharing instructional strategies.
- Over 41% of black and 30% of Latino/a educators reported racial bias in evaluations.
- Two-thirds of survey respondents reported effects on their relationships with students as a result of changes in teacher evaluation.
- About 84% of respondents report a significant increase in the amount of teacher time spent on evaluations.
- 84% of respondents said that the new evaluation system in their state had negatively changed the conversations about instruction between their supervisors and themselves.
- 75% of respondents stated that these new evaluation systems incorrectly label many good teachers as being ineffective.
- Nearly 85% of respondents stated that these evaluation systems do not lead to high-quality professional growth for teachers.
- Nearly 82% of teachers reported that test scores are a significant component of their evaluation.

Impact:

The radical shifts in education policy have led to a high rate of turnover for teachers with a detrimental impact—especially on low-income, bilingual, disabled, and at-risk youth.

THE IMPACT OF TEST SCORES ON EVALUATIONS

No Impact	Positive	N/A
4%	2%	6%
Negative: 82%		

TEACHER HOURS PER MONTH SPENT ON THEIR EVALUATIONS

0-1 hours	2-3 hours
5%	24%
4-5 hours	6-8 hours
27%	23%
8-9 hours	
22%	

THE EFFECT ON TEACHER/PRINCIPAL RELATIONSHIPS

No Impact	Positive	N/A
8%	6%	1%
Negative: 84%		

Across the nation...far too many educators are leaving the classroom. Headlines report teacher shortages in nearly every state.

Nationwide Teacher Shortage

Recommendations:

- An immediate halt to the use of test scores as any part of teacher evaluation.
- Teacher collaboration should not be tied to evaluation but instead be a teacher-led cooperative process that focuses on their students’ and their own professional learning.
- The observation process should focus on improving instruction—resulting in reflection and dialogue between teacher and observer—the result should be a narrative, not a number.
- Evaluations should require less paperwork and documentation so that more time can be spent on reflection and improvement of instruction.
- An immediate review of the impact that evaluations have had on teachers of color and veteran teachers.
- Teachers should not be “stowed” in professional development activities.

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Teachers Talk Back: NPE Teacher Evaluation Full Report Here

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- » The observation process should focus on improving instruction—resulting in reflection and dialogue between teacher and observer—the result should be a narrative, not a number.
- » Evaluations should require less paperwork and documentation so that more time can be spent on reflection and improvement of instruction.
- » An immediate review of the impact that evaluations have had on teachers of color and veteran teachers.

Teachers should not be “scored” on professional development activities. Nor should professional development be dictated by evaluation scores rather than teacher needs.

“Current teacher evaluation programs are so flawed that they are causing an exodus of experienced teachers and a precipitous decline in the number of people who want to become teachers,” said NPE president Diane Ravitch “This report offers research-based recommendations that can fix teacher evaluation so that it helps teachers and improves instruction.”

“Every policymaker should read the report and consider implementation of its sound proposals,” Ravitch said.

The NPE urges policymakers and the public to remove evaluations based on test scores and strengthen teacher collaboration. Read the full report at <http://www.ctunet.com/npe-teacher-eval-report>. **CTU**

The Network for Public Education (NPE), a national nonprofit education advocacy organization, was founded in 2013 by Diane Ravitch and Anthony Cody. The NPE’s mission is to protect, preserve, promote and strengthen public schools for both current and future generations of students. For more information, please visit <http://www.networkforpubliceducation.org>.



Chicago Shakespeare Theater Now Accepting Applications for “Bard Core” Professional Learning Seminar

When Reading Gets Tough...Play!

BY **THE CHICAGO SHAKESPEARE THEATER**

Four hundred years after his death, Shakespeare remains ever-present in our urban classrooms—and ever-challenging, to students and teachers alike. His work is some of the most difficult that a high school student is required to read. So why should we take up the challenge? Perhaps because, as Cambridge School Shakespeare founder Rex Gibson said, “Every student is entitled to make the acquaintance of genius.” Shakespeare’s portrayal of human

nature is encompassing, and his plays bridge generations and cultures. Shakespeare’s language helps to shape our experiences in the world—and studying Shakespeare can be accessible, achievable and fun.

Chicago Shakespeare Theater (CST) on Navy Pier supports teachers approaching this challenge through “Bard Core Curriculum: Reading into Shakespeare”—a free, 30-hour course for English teachers at non-selective CPS high schools—that introduces drama-based strategies for engaging all students, including struggling and



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Photos:
Daniel
Ribar

reluctant readers, diverse learners and English language learners, with Shakespeare and other challenging texts.

Over the course of eight morning sessions (one week in summer and three Saturdays interspersed throughout the school year), teachers practice a range of skills used in the rehearsal room to break open Shakespeare's text, combining theater practices with best practices in reading—in Shakespeare and beyond. With instruction by curriculum and reading experts, as well as educator artists and structured peer-learning, teachers work toward mastery of these skills through “on-your-feet” instruction, as they actively explore the implications of these strategies for their own students and teaching environment.

Each year, Bard Core's 24 participants are overwhelmingly recruited by the word-of-mouth from their own colleagues who have graduated from this uniquely dynamic and powerful seminar. Each Bard Core session is aligned with CPS learning objectives and supports teachers' development in several domains of the CPS Framework for Teaching. Bard Core “creates an environment that allows students to take ownership of their learning and become more critical thinkers and courageous learners in the classroom,” said one Bard Core 2015-16 participant, an English teacher at Phillips Academy High School.

The seminar begins with a week-long summer workshop, August 8 – 12, 2016, and concludes with three Saturday mornings on October 15, December 3 and March 11. In the summer, teachers will build a toolkit of strategies, which includes text work, scene work, arts-integrated writing, improvisation and active reading strategies; Saturday mornings will bridge Bard Core lessons with participants' unique classroom experiences.

Teachers who complete the seminar receive 20 free tickets to a student matinee of Chicago



Shakespeare's abridged *Romeo and Juliet* in March 2017. Participating teachers earn Lane and CPDU credits.

Teachers are encouraged to participate with a colleague from their school. To foster service to schools across the city, no more than two teachers per school are accepted. Now entering its thirteenth successful year, Bard Core has served more than 250 CPS teachers in over 70 high schools across the city.

Interested teachers are asked to submit a short application form and participate in a brief phone interview; a \$50 deposit then secures one's place and is refunded on the seminar's first day.

For high school English teachers who wish to apply, call CST's Education Department at 312-595-5678 or email mtruglia@chicagoshakes.com to request an application. **CTU**

AL1 AUSTIN-NORTH LAWDALE ELEMENTARY Collins, John T.; Pesce, Jennifer; Rivas, Marisol; Sciarine, Kathleen / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Egwuekwe Maxey, Kelechi S.; Ellison, Samantha M.; Humphreys, Timothy A.; Thrash, Rasheeda M. / **BP1 BURNHAM PARK ELEMENTARY** Bruesch, Michael D.; Laidler, Autumn M.; Shaw, Janice D. / **BP2 BURNHAM PARK ELEMENTARY** Garcia, Chandra D.; Hegwood, Catherine; Horton, Kawana T.; Ringhand, Allison B.; Washington, Nathalia A. / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** All Present / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Brown, Marsandra Y.; Hurley, Christine M.; Jarrell, Ashley N.; McNeal, Susie E. / **FR1 FULLERTON ELEMENTARY** Berry, Tamica L.; Chavez, Lisa B.; Milano, Dena M. / **FR2 FULLERTON ELEMENTARY** Bruhl, Steven C.; Charles, Jacquelynn; Jacobson, Johanna T.; Kearns, Donald E.; Pfeiffer, Beth A. / **FL1 FULTON ELEMENTARY** All Present / **FL2 FULTON ELEMENTARY** All Present / **FSS FAR SOUTH SIDE HIGH SCHOOL** Broussard, Jeffrey A.; Doyle, Michael T.; Randolph, Ian C.; Rountree, Eric F. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Brignoni, Michele D.; Greco-Serwa, Sandra M.; Paez, Gabriel / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Clark, Clinetta M.; Kruger, Christopher R.; Smith, Elayne P.; Trowers, Laquinya; Watson, Joyce / **LC1 LAKE CALUMET ELEMENTARY** Coleman, Angela K.; Dowd, Darnell A.; Grant, Lorrie A.; Kallianis, Patricia L.; Melton, Wilene M.; Spearman, Nicole N.; Whitehead, Sheryl F. / **LC2 LAKE CALUMET ELEMENTARY** Hernandez, Nancy; Lee, Tyrone T.; Silva, Soila R. / **ME1 MIDWAY ELEMENTARY** Boyle, Amanda K.; Hester, Kamau L.; O'Malley, Margaret M. / **ME2 MIDWAY ELEMENTARY** Anderson, Eric E.; Auguste, Camille C.; Jameson-Hardy, Jacqueline; Julian, Denise S.; Waywood, Anna J.; Worthy, Jennifer L. / **NW1 NORTH-NORTHWEST SIDE H.S.** Coupaud, Helena; Gryglak, Emma E.; Kimbrue, Haley A.; Maeda, Ann T.; Plencner, Scott M.; Plum, Keith R.; Schmidt, Sharon M.; Sloan, James; Smith, Laura; Vanover, Daniel L. / **NW2 NORTH-NORTHWEST SIDE H.S.** Bach, Barbara A.; Bertenshaw, Thomas M.; Boatman, Wendy M.; Flanagan, Eleanor D.; Grauer, Brian M.; King, Elizabeth M.; Lionberger, John H.; Mead, Thomas C.; O'Shea, Mary Rose; Padilla, Ernestina M.; Pedersen, Christian E.; Starr, Kristen J.; Tacke-Pucylowski, Lisa K.; Vlahos, Peter A.; Yonan, Joanne S. / **OH1 O'HARE ELEMENTARY** Allison, David R.; Blaszczyk, Diane L.; Spagnola, Patricia A.; Tsatsos, Mary G. / **OH2 O'HARE ELEMENTARY** Burchfield, Elizabeth J.; Cantu, Lisa A.; Davidson, Susan K.; Papadogiannis, Mark-Anthony P.; Pappas, Liza R. / **PE1 PERSHING ELEMENTARY** Fernbach, Laura A.; Gonzalez, Omar; Padilla, Jose G.;

AL1 AUSTIN-NORTH LAWDALE ELEMENTARY Anderson, Grace A.; Collins, John T.; Pesce, Jennifer; Rivas, Marisol / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Ellison, Samantha M. / **BP1 BURNHAM PARK ELEMENTARY** Armstrong-Shaffer, Denita N.; Ferguson, Heather C. / **BP2 BURNHAM PARK ELEMENTARY** Burrell, Curtis A.; Horton, Kawana T. / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** Reeder, Candice C.; Threlkeld, Selena M. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Brown, Marsandra Y.; McNeal, Susie E. / **FR1 FULLERTON ELEMENTARY** Pena, Tasia L.; Weston, Lindsay N. / **FR2 FULLERTON ELEMENTARY** Kearns, Donald E.; Nguyen, Triet M.; Stamps, Tara S.; Weingarten, Wendy J. / **FL1 FULTON ELEMENTARY** All Present / **FL2 FULTON ELEMENTARY** Griffin, Allison E. / **FSS FAR SOUTH SIDE HIGH SCHOOL** Brownlow, Dorothy M.; Pincham, Robert E.; Rountree, Eric F. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Brignoni, Michele D.; Greco-Serwa, Sandra M.; Paez, Gabriel; **GH2 GARFIELD-HUMBOLDT ELEMENTARY**; Smith, Elayne P.; Trowers, Laquinya; Watson, Joyce / **LC1 LAKE CALUMET ELEMENTARY** Miller, Taniko S.; Spearman, Nicole N.; Whitehead, Sheryl F. / **LC2 LAKE CALUMET ELEMENTARY** All Present / **ME1 MIDWAY ELEMENTARY** Hester, Kamau L.; McGrath, Patrick W.; O'Malley, Margaret M. / **ME2 MIDWAY ELEMENTARY** Contreras-Espinoza, Jose A.; Cragg, Kevin T.; Hintz, Linda S.; Lewis, Melissa; Linehan, Joseph A.; Waywood, Anna J. / **NW1 NORTH-NORTHWEST SIDE H.S.** Coupaud, Helena; Gryglak, Emma E.; Schmidt, Sharon M.; Walsh, Matthew J.; Wasowski, Robert A. / **NW2 NORTH-NORTHWEST SIDE H.S.** Bach, Barbara A.; King, Elizabeth M.; Lionberger, John H.; Yonan, Joanne S. / **OH1 O'HARE ELEMENTARY** Allison, David R.; Galligan, Mary V. / **OH2 O'HARE ELEMENTARY** Boettjer, Thomas A.; Kurzyldo, Vicki L.; Papadogiannis, Mark-Anthony P.; Reyes, Julia A.; Ward, Anne C. / **PE1 PERSHING ELEMENTARY** All Present / **PE2 PERSHING ELEMENTARY** Grijalva, Brandon C.; Lerner, Joshua D.; Mata, Rommy C.; Moulton, Allison M.; Strentz, Madilyn A.;

Polak, Alexander M.; Pulaski, James / **PE2 PERSHING ELEMENTARY** Ferrin, Nicole M.; Walls-Kirk, Kimberly A. / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** Fragoso, Miguel; Guerrero, Jesus A.; Monahan, Dorothy M.; Rentz, Kathleen M.; Toman, John A. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Ma, Amy / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** DeJesus, Iris; Demeros, Aspasia A.; Hartman, Paul W.; Janes, Karen J.; Lancaster, Elizabeth R.; Lewis, Angela D.; Rosario, Victoria P.; Veugeler, Paul M. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Bruno, Elda; Drase, George P.; Obichere, Marie C.; Tours-Andrikopoulos, Pamela C.; Wiltse, Nora S. / **R11 ROCK ISLAND ELEMENTARY** Holmes, Davina; Jemison, Diannia; Lekkas, Harry G.; Powell, Leslie U. / **R12 ROCK ISLAND ELEMENTARY** Calandriello, Joanna; Himes, Lewis; Poindexter, Monique R. / **SK1 SKYWAY ELEMENTARY** Blake Boose, Robin; Crockett, Nicole M.; Edgin, Megan L.; Norment, Sonya C.; Simpson, Allyson L.; Thomas, Chanel C. / **SK2 SKYWAY ELEMENTARY** Baker, Daniel J.; Brown, Marlene; Brown-Murray, Adrienne J.; Harrell, Lucinda P.; Jones, Lawanda D.; Kimble, Cynthia R.; Moore, Arneice A.; Phillips, Jala L.; Simpkins, Lynette G. / **SSH SOUTH SIDE H.S.** Cameron, Alisia L.; Fisher-Gary, Tonya D.; Handelman, Adrienne J.; Reid, Kimberly M. / **SW1 SOUTHWEST SIDE H.S.** Burke, Heide L.; Newcomb, Bernard C.; Penuelas, Homero L. / **SW2 SOUTHWEST SIDE H.S.** Crockett, Turan C.; Harris, Shelly; Moore, Cheryl D.; Skalinder, Eric / **WS1 WEST SIDE H.S.** Banks, Ramona; Colsant, Tricia D.; Fernandez, Alexander; Sanchez, Jesus / **WS2 WEST SIDE H.S.** Dudley, John B.; Holic, Sara L.; Keddy, Thomas M.; Renteria, Rita; Rice, Scott; Waters, Cynthia R. / **CITY-WIDE CAREER SERVICE** Butler, Mary S.; Catlege, Lisa A.; Davis, Sharon D.; Hampton, Vermie L.; Johnson, Kimberly Y.; Johnson-Harper, Luwanda; Kirkpatrick, Kelsey; Parker-Taylor, Karmen L.; Scott, Ella M. / **CITY-WIDE** Ahmad, Huma A.; Bashir, Gloria J.; Bures, Robert F.; Carter, Cathaline G.; Christensen, William E.; Douglas Johnson, Cheryl D.; Evans-Douglas, Tonya; Gruodis, Paul J.; Knudstrup, Karen A.; McCormick, Mary T.; O'Connell, Jennifer L.; Schechtman, Judith B.; Schwartz, Jennifer K.; Silver, Jack; Socoloff, Miriam A.; Toro, Theresa L.

Walls-Kirk, Kimberly A. / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** All Present / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** All Present / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Glowacz, Derek; Thomas, Katherine G. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Birden, Darren A.; Drase, George P. / **R11 ROCK ISLAND ELEMENTARY** Holmes, Davina; Jemison, Diannia; Lekkas, Harry G.; Powell, Leslie U. / **R12 ROCK ISLAND ELEMENTARY** Calandriello, Joanna; Herron, Lori A.; Poindexter, Monique R. / **SK1 SKYWAY ELEMENTARY** Crockett, Nicole M.; Laurent, Sidney; Simpson, Allyson L.; Thomas, Chanel C. / **SK2 SKYWAY ELEMENTARY** Kimble, Jennifer N.; Phillips, Jala L.; Simpkins, Lynette G. / **SSH SOUTH SIDE H.S.** Cameron, Alisia L.; Reed, Darryl L. / **SW1 SOUTHWEST SIDE H.S.** Burke, Heide L.; Newcomb, Bernard / **SW2 SOUTHWEST SIDE H.S.** Skalinder, Eric; **WS1 WEST SIDE H.S.** / **Colsant, Tricia D.** Fernandez, Alexander; Forbes, Dominique A.; Moliviatis, Lucky A. / **WS2 WEST SIDE H.S.** Holic, Sara L. / **CITY-WIDE CAREER SERVICE** Hampton, Vermie L.; Johnson, Kimberly Y.; Phillips-Everett, Clovise; Sanders, Vickie; Scott, Ella M.; Spiff, Inodu; Watson, Kimberly A. / **CITY-WIDE** Ahmad, Huma A.; Breckenridge, Patricia A.; Carter, Cathaline G.; Evans-Douglas, Tonya; Gauld, Patrick J.; Gruodis, Paul J.; Knudstrup, Karen A.; Lamme, William R.; McCormick, Mary T.; Nevels, Leigh M.; O'Connell, Jennifer L.; Saffro, Scott J.; Schwartz, Jennifer K.; Socoloff, Miriam A.; Steward, Drunita; Thompson, Theodore; Toro, Theresa L.; White, Leandres

Delegates Not Present

HOUSE OF DELEGATES MEETING

Wednesday, April 6, 2016

Delegates Not Present

HOUSE OF DELEGATES MEETING

Wednesday, May 4, 2016

In Memoriam

2015

December 9 **James B. Collins**, Sullivan

2016

February 15 **Laverne Shavel**, McPherson

February 19 **Timothy H. Carson**, Tilden

February 20 **Ella Mae Clark**, Pullman

February 21 **Thomas Keane**, Substitute Teacher

February 21 **Lucille Lehnert**, Hanson Park

February 21 **Claudia R. Smith**, Robeson HS

February 22 **Nancy G. Gerich**, Yates

February 25 **Joan E. Debock**, Substitute Teacher

February 25 **Ruben C. Smith**, Julian

February 26 **Frank W. Appleby**, Clinton

February 26 **Susan A. Cobin**, Substitute Teacher

February 26 **Norman V. Rose**, Prosser HS

February 29 **Mary Ann Hardtke**, Bunche

February 29 **Nelson Lieberman**, Hope

February 29 **Bernice Murray**, Burns

February 29 **Sabina E. Nelson**, Christopher

February 29 **Lue Ellen Nunez**, Bradwell

February 29 **Theodore E. Smith**, Murray

March 2 **Martha F. Giles**, Goudy

March 2 **Thomas J. Schurla**, CW Req Sch Sup

March 3 **Georgia J. Chrisos**, Davis Playground

March 3 **Roland K. Steinhauser**, Senn

March 4 **Dennis Keller**, Paderewski

March 4 **Susan Kathryn O'Connor**, Schurz HS

March 4 **Willie M. Shannon**, Colman

March 5 **Dorothy M. Lendabarker**, Ellington

March 6 **Frank Joseph Linster**, Fenger Acad HS

March 6 **Patricia Toyoda**, Burley

March 7 **Mary Swinney**, Tilden

March 7 **Phyllis Teets**, Bell

March 9 **Elsa G. Garcia**, McCormick

March 9 **Frances M. Layo**, Harper HS

March 9 **Helen Jean Nelson**, Kosciuszko

March 10 **Isaac L. Battle**, Bunche

March 10 **Rita Einweck**, Taft

March 12 **Richard P. Carroll**, Brenan

March 12 **Ruby Jones**, Substitute Teacher

March 13 **Barbara R. Fersten**, Lincoln Park HS

March 13 **Glenda S. Wyatt**, Hendricks

March 15 **John L. Schwartz**, Senn Metro Acad

March 19 **Teresa Vidal**, Wells Community Acad

March 19 **Deboree Delores Williams**, Barnard

March 20 **Janette Korecki**, Ebinger

March 21 **Michaeline M. Rojek**, Lincoln Park HS

March 23 **Larue B. Powell**, Substitute Teacher

March 23 **Samuel Rosenthal**, Jackson

March 24 **Sharon Herzog**, Leslie Lewis

March 25 **Elden Genitis**, Petersen

March 26 **Vivian Garland**, SouthShore HS

March 27 **Margaret F. Moran**, Stevenson

March 28 **Charlotte S. Price**, Phil Sheridan

March 29 **Lorraine M. McVoy**, Pope

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 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.