

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.



ChicagoUnionTeacher

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Sisters and Brothers,

Some of wealthiest people in our country, guided by schemes that have made them fortunes in the private sector, have converged to set the government's agenda for public education. Among these people is the Illinois governor, whose first legislative session—the 99th General Assembly—has been marred by sparring over his so-called “Turnaround Agenda.” As Chicago public school educators, we all know what “turnaround” is code for, which is a changing of the guard where trusted, veteran ideals and principles are tossed aside for strategies that call for competition, choice, deregulation and incentives.

Rauner and the like have demeaned our profession, discriminated against our students, accelerated privatization and justified anti-union attacks that have chased away scores of education professionals. These interests that fear democracy and wish to exclude us from decision-making power want us to believe that they are the saviors of our children and communities, but they are not. It makes me proud to see our members and many of the families that we serve reject these notions, and instead, call for the expansion and democratization of education through an elected representative school board, in conjunction with expansion of the public sector to secure jobs, housing and vital services in our schools and communities.

This issue of Chicago Union Teacher focuses on the political climate in which our union finds itself today—our legislative victories, and how movements at the local, national and international levels work to combat the so-called reformers who have adopted an agnostic attitude towards the important social issues of our time. Too often I have heard from those who represent the interests of the corporate elite that in order for transformation to take place in education, we must remove it from the realm of politics and the broader social context in which operates. This is disingenuous. In fact, it is through politics that so-called “reformers” commit their greatest transgressions. The opposition to our vision for schools and communities across Chicago has used politics to resist our efforts to secure the schools and city that all Chicagoans deserve.

The type of private education that Bill Gates can buy for his children looks very different than the one he promotes through privatized charters. The type of elite selective enrollment public education that Bruce Rauner secures for his children based on power and access is very different than the type found at the charter that bears his family's name. This suggests that the value a child receives from an education is equal to the resources securing that education, but in reality,



the greatest predictor of what each child gets from their education should be their equal and inherent dignity and worth. Our contract demands, in particular, are inextricably linked to these outcomes.

Our students deserve small class sizes, nurses, counselors, fully funded special education services and a well-rounded curriculum. Our families deserve publicly funded neighborhood schools, livable wages, safe streets and democracy in education. As a union, we are at our best when we secure these needs and challenge the political dynamics to secure the protection of those we serve.

In solidarity,

Karen GJ Lewis, NBCT



Support the Campaign for Clinicians to Take Lunch

Recently the Chicago Teachers Union developed a campaign for clinicians to take a lunch period during the school day. More often than not, clinicians find themselves unable to take their lunch period, a hard-fought right that was put into the 2012-2015 contract with the Board. The pressure to do many tasks from both schools and the Office of Diverse Learner Supports and Services forces many dedicated clinicians to eat while working or not at all! At the August 31, 2015, meeting of all clinicians, Union staff talked about this campaign and distributed buttons that read, "Clinicians need lunch, too!" Please support your clinicians in their effort to take their lunch period.

Clinicians are invited to send the CTU a photo of their school teams wearing the button, red CTU t-shirt and eating lunch to leadership@ctulocal1.com.

*Susan Hickey, LCSW,
retired CPS social worker*

Fight Charter Expansion

I hope the Union remembers the fate of the air traffic controllers under President Ronald Reagan. I hope the Union is asking members to call their

aldermen to protest the idea of unaffordable charter school expansion during a time of declining enrollment. If Rahm wins the charter school expansion, he will be forced to close schools to balance the budget. Don't let a crisis go to waste, get rid of a political enemy and reduce pensions... all he has to do is to reduce or eliminate neighborhood schools.

Please ask Union members to fight charter school expansion. Our Union and our jobs may depend on it.

Debra Ditkowsky, teacher



'The Bad, the Worse and the Ugly' is the Worst

I do not understand what possible benefit can result in name calling. "The Bad, The Worse and The Ugly"?

Exactly who is "The Ugly"? If we are professionals, why would we address any person in this fashion? Additionally, I am very offended that anyone would choose to list information regarding any person's family and background next to a poorly Photoshopped graphic of this person wielding a chainsaw. Where is the benefit in this feeble attempt at humor?

I would like to know who approved this juvenile style of journalism? I would also be very curious to understand the rationale used to make this horrible decision. Rather than being a provider of information and resources, it appears that the main thrust of this magazine is Rahm, Forrest and Bruce bashing. Who could ever think that would be beneficial to our members?

*Thomas Hollatz,
Hanson Park Elementary*

Ed note: The cover design and feature art mentioned in Mr. Hollatz's letter was intended to be satire, which is defined online as "the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues." We welcome criticism from our membership, yet we also are aware of widespread anger and frustration among families, teachers and the community about cuts to special education, teacher layoffs and the attacks on our pensions. These are the themes that make up the overwhelming majority of Chicago Union Teacher content.



Zopp defends no-bid SUPES contract vote

Andrea Zopp, an experienced prosecutor and former executive director of a non-profit organization whose mission is to improve the lives of African-Americans, is claiming innocence in approving the \$20 million no-bid SUPES contract while she served on the Chicago Board of Education. Ms. Zopp claims that, "with the information available at the time," that it was the right decision to make. This "information" included having blind faith in indicted former CPS CEO Barbara Byrd-Bennett because she was "the educational expert." Two obvious problems with that statement—that any good prosecutor would rebut—are the fact that BBB was approved to be CPS CEO in the first place, without proper investigation, and that the Board of Ed does not have other "educational experts" to confer with, despite the fact that there were also two former CPS principals serving on the board with Ms. Zopp at the time in question.

Ms. Zopp approved the appointment of BBB even though BBB was clearly a representative of the corporate education reform movement that is firing Black teachers, closing schools in Black communities and benefiting white millionaires. CPS turned a blind eye to BBB's tenure as a superintendent in Detroit and Cleveland, both of which she left in suspicious

circumstances, simply because Mayor Rahm Emanuel wanted to hire someone who could close a ton of neighborhood schools in Black communities.

Ms. Zopp also claims that there was urgency in approving a principal training program. What are the reasons for that? Maybe because CPS had pushed out so many principals who refused to follow the racist corporate school reform agenda? What about other principal training programs that CPS already uses, including the Urban Education Leadership Program at U.I.C.? What about asking the Chicago Principals and Administrators Association for their input? What about grilling BBB on her reasons why she was pushing the SUPES contract so much—did Ms. Zopp even ask her about the conflict of interest regarding her employment there? The no-bid SUPES contract, now under federal investigation, cost the district \$30,000,000. That money could have hired about 429 school librarians or counselors—two school positions that provide services that have proven time and again to help students succeed in school.

Ms. Zopp cannot recuse herself from the dereliction of duty under her watch governing a school district that serves nearly 400,000 students—most of whom are low-income students of



▲
Andrea Zopp

color. Apparently Hillary Clinton is Ms. Zopp's role model in her quest for the Senate seat. The policies enacted by President Bill Clinton also hurt low-income families of color—with welfare reform and the free trade agreement that shipped so many of our jobs overseas—and Ms. Clinton is also trying to plead innocence in regards to the non-existent weapons of mass destruction that sent us into the devastating war with Iraq. I guess there's a new meaning to the term Chiraq now.

Sarah Hains, CTU researcher



Too young to think about retirement? Think again.

BY JACKIE UMBLES

If you're at the beginning of your career or just began working for Chicago Public Schools, it can be hard to imagine what retirement will look like. Your pension is an important part of your future financial picture and, as a new employee, it's important to understand your benefits.

Fund Basics

The Chicago Teachers' Pension Fund (CTPF) has been providing secure retirements for Chicago educators for more than 120 years. Founded on July 1, 1895, the CTPF is the oldest pension fund in Illinois and one of the oldest funds in the country.

Who Participates in CTPF?

The CTPF provides benefits for certified teachers and administrators employed by Chicago Public Schools. Membership currently includes more than 63,000 active and retired members.

Each time you receive a paycheck, you make a contribution to the fund. An employee's total contribution is 9 percent of their salary. The employee pays 2 percent of this and your employer picks up the other 7 percent.

Fund Governance

While the CTPF provides benefits for CPS employees, it is its own

separate entity, governed by Illinois law and managed by an independent 12-member Board of Trustees. Teachers, administrators, and pensioners elect representatives to the Board of Trustees; the Chicago Board of Education appoints two members. CTPF trustees have fiduciary responsibility for fund operations, approving benefit programs and making investment decisions. The next election for two CTPF teacher trustees will be November 6, 2015.

Pension v. 401(k): What's the difference?

There are two major types of retirement investments: Defined Contribution plans [401 (k)] and Defined Benefit plans [pension].

In a Defined Contribution plan, you and your employer contribute to a retirement account on a regular basis. At retirement, your income is based on the contributions made and the investment returns you accumulate.

The CTPF offers a defined benefit retirement plan. This plan bases your benefit on a pension formula—not investment returns. Your pension is paid for your lifetime and is protected from inflation with an Automatic Annual Increase. When you reach retirement age, your benefit will be calculated based on your service credit and final average salary. Your service credit may be combined with service

from other participating systems in a reciprocal pension. The CTPF also helps protect your family's financial security with a survivor pension and death benefit.

Social Security and Medicare

The CTPF was established in 1895, long before the Social Security Act was signed in 1935. Some CTPF members do not make Social Security contributions, but members employed after 1986 make contributions toward Medicare. You'll need 40 quarters of Medicare contributions to be eligible for premium free Medicare Part A when you reach age 65.

Will my pension be enough?

Your pension is designed to provide a stable income in retirement, but a pension should not be your only retirement asset. When you retire, some of your expenses may decrease, but many of your expenses may remain stable or increase. Retirees who are under age 65 and do not qualify for Medicare often pay more for health insurance at retirement than they did while employed.

CPS may offer retirement savings options known as a 403(b) or a 457 retirement plan. When you participate in these plans, contributions are deducted from your pay on a pre-tax basis. Investments and gains in the plan are not taxed until distributed. This provides a regular and systematic

savings plan. Contact your employer to ask about your retirement savings plan options.

What should I do now?

1. Complete a CTPF Designation of Beneficiary form and update it as important life events occur (marriage, civil union, childbirth, divorce, etc.). Download a copy at www.ctpf.org.
2. Keep your employer and the CTPF up-to-date with any changes in your demographic information. You can download a change of address form at www.ctpf.org.
3. Make sure to register your e-mail address at www.ctpf.org.
4. Read Pension News, E-Lerts, E-News and other important alerts from the CTPF. Stay informed and share your voice.
5. Take an active role in protecting your pension by becoming a Pension Fund Ambassador. Learn more at http://www.ctpf.org/general_info/advocacy.htm and register as an ambassador at gl/Qtr.MVV.
6. Vote in the CTPF's Trustee Election. Trustees represent your interests. The next election will be held in schools on November 6, 2015.

Where can I find more information?

Visit the CTPF website at www.ctpf.org.

Jackie Umbles is the Chicago Teachers' Pension Fund Communications Specialist.



Photo: Howard Heath ▲

Retirees for Dyett

BY KATHY MURRAY

On Tuesday, September 1, 28 retired Chicago Teachers Union members boarded a bus to visit the offices of elected officials in the Dyett high school community. The group paid visits to Illinois state representatives Christian Mitchell and Ken Dunkin, aldermen Will Burns and Pat Dowell and U.S. Congressman Bobby Rush. Their message was to urge these elected officials to support the Dyett hunger strikers and add pressure to the fight to bring a green technology high school to the community. The bus tour ended outside of Dyett with a visit and continued show of support to the hunger strikers, who went without food for 34 days to win an open enrollment neighborhood high school.

Our active retired members do a tremendous amount of outreach on behalf of CTU membership. This outreach often consists of political action that also took them to Springfield to support the Dyett hunger strikers. Many times, calls to action such as this take place during the school day when our active members

are working, so we are always grateful for the support our retired members provide to the CTU.

Again, we always value our retired CTU members and encourage more of them to provide activism and support when it comes to issues that affect our students, schools, members and pensions. The Retiree Functional Group has monthly meetings during the school year that take place at SEIU, 2229 S. Halsted St. in Chicago. Meetings begin with coffee and sweet rolls at 9:45 a.m. and conclude at noon. The next meeting will be held on Wednesday, November 18.

Kathy Murray is a CTU organizer and staff liaison to the Retiree Functional Group.

Retiree Appointed to LSC Advisory Board

BY CTU COMMUNICATIONS

Chicago Teachers Union retiree Jerry Yanoff has been appointed to the Local School Council (LSC) Advisory Board for a two-year term. The Advisory Board is the conduit between Chicago Public Schools' more than 500



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.




Jerry Yanoff

individual Local School Councils and the Chicago Board of Education. Its purpose is to advise on all new and changed Board of Ed policy. Yanoff was appointed as a community member of the Boone School LSC.

Yanoff was the CTU delegate from Mather High School and became a functional high school vice president in the 1980s and 1990s. He was also an American Federation of Teachers and Illinois Federation of Teachers convention delegate, taking the 5 + 5 retirement package in 1993. At that time, he began teaching at National-Louis University in his field of special education. He taught at National-Louis for 18 years, during which time he also wrote three handbooks for teachers: “The Classroom Teacher’s Trouble-Shooting Handbook,” “The Classroom Teacher’s Inclusion Handbook” and “The Excellent Teacher’s Handbook.” He also did in-services for CPS teachers’ continuing professional development.

Yanoff appears to be the only CTU member on the Advisory Board. “There are principals, parents and community members, but no one other than I who will consider the view point of the teachers,” he said. “I do not yet know how much power we have, but at least we can be heard during policy making and changing.”

“I don’t think I will save the system,” he added, “but I do hope to make some dents.” 

Infiltration of the PPLC

BY JOSEPH MCDERMOTT

The Professional Personnel Leadership Committee (PPLC) is the legislated tool teachers use to advocate for curriculum initiatives, input on budget and professional development. PPLCs meet with school administrators to collaborate on these three things, and are made up of teachers elected by their peers to represent the interests of classroom teachers. Essentially, the initiatives of the PPLC come from rank-and-file teachers and are presented to the administration for implementation.

The Chicago Board of Education doesn’t always like or support the PPLC. There are no network chiefs that monitor PPLCs, nor are there PPLC trainings provided by the Board. The Board doesn’t conduct walk-throughs to see the implementation of PPLC initiatives in classrooms.

Instead, the Board uses Instructional Leadership Teams (ILT) as a means to usurp the democratic power of the PPLC. The Board mandates and funds trainings for ILTs, which are monitored by network chiefs. Some principals allocate money to pay teachers who participate on the ILT. (ILT members are selected by the principal.) The ILT oversees many instructional ideas that are generated at the structural network level. The ILT is a top-down, undemocratic tool of management.

This year, for the first time in the history of PPLCs, a far Southwest Side high school principal directed two administrators to join the PPLC. The school posted a notice of nominations. Five teachers and two administrators showed up for the meeting. This is how the

administrators got elected to the teachers PPLC.

The following is my open letter to that principal. This step is a serious threat to the spirit and intent of the law that lead to the creation of PPLCs. This is a dangerous precedent. I share this letter to ensure that no other school allows this to happen ever again.

This step is a serious threat to the spirit and intent of the law that lead to the creation of Professional Personnel Leadership Committees.

Dear Principal,

The Professional Personnel Leadership Committee (PPLC) was created in 2003. PPLCs were created as an amendment to the 1988 School Reform Act, which created Local School Councils (LSC). The spirit and intent of the PPLC was to give teachers a voice in the creation of curriculum, professional development and school improvement efforts. Deborah Lynch, the president of the CTU at this time, personally testified before the Illinois General Assembly and explained the reasons to create PPLCs. Some legislators, along with President Lynch, advocated for this bill as a means to provide teacher voice in school decision making. The legislative notes reveal the following testimony:

Senator James DeLeo testified that, “the current committee now serves as an

The Board uses Instructional Leadership Teams (ILT) as a means to usurp the democratic power of the PPLC.

advisory committee... This changes the title and it's called the PPLC, and it has teacher-members who work with the LSC and principals in determining matters of curriculum and school improvement plan development." Senator DeLeo makes references to teachers as being the members. DeLeo's reference to teachers also includes the intent that teachers will be empowered with specific tasks to improve the school.

Senator Willie Delgado testified that the PPLC would allow principals to "develop a working relationship with teachers, who know what's going on all day long, and to provide that counseling and recommendations to the overall budget for that particular school." Senator Delgado refers to the knowledge a teacher has in the school, which should be viewed as different than the experience and view of a principal. The purpose of the PPLC is to allow for a different perspective, which would be different than that of an administrator.

Delgado also adds that PPLCs "allow the teachers to have a bit more opportunity...because they understand the things that are going on in their classrooms and the dynamics that are necessary to have a successful budget." It is clear that Delgado believed the law would apply to teachers because they have a different experience than principals. The PPLC would allow teachers to take that different experience and use it to recommend policy to the principal and LSC.

I urge you to consider the testimony of the General Assembly. You allowed for an administrator to take a place on the PPLC. This is an action that has never been done by any other principal in Chicago Public Schools. It is an unprecedented action that would violate all past practices within the district. It sets a very dangerous precedent that could usurp the entire spirit and intent of the PPLC, which was to give teachers a voice in the creation of school policy.

The administration already has a pronounced voice in school policy and decision making. In fact, through



James DeLeo



Willie Delgado

initiatives such as ILTs, student-based budgets and other principal autonomy measures, principal voice and power has increased in the past 11 years. I ask you, what has been done to balance principal autonomy with teacher voice? The PPLC must be maintained as a body that is exclusive to teacher membership.

The PPLC is a democratically elected body that empowers the voice of teachers in the guidance of their school. The Board countered that by creating Instructional Leadership Teams (ILTs) to carry out the agenda of the network, Board and school administrators. The ILT's are principal-appointed, rather than elected like the PPLC. The ILT creates its agendas based on mandates from a central authority. The PPLC solicits the needs of the teachers and presents them to the administration. The Chicago Teachers Union contends that you already have the ILT, and therefore the PPLC is needed to be the place where teacher voice is driven by teachers only.

Please take these arguments into consideration. You could prove to be a hero to your teachers. You could show that you want to collaborate with the Union, and not combat it. You could demonstrate that you model self-reflection by changing your mind. The Union asks principals to give teachers feedback, give them a chance to practice that feedback and then re-evaluate their performance. In this case, the Union is giving you feedback, asking you to self-reflect and then giving you the chance to demonstrate growth. I thank you for your consideration of this request. **CTU**

Joseph McDermott is a CTU teacher field representative.

BUILDING YOUR RESUME

October 26, 2015
5:15 - 7:15 PM

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- list of professional organization memberships
- "LinkedIn" profile URL (if you have one)
- Other pertinent professional experiences and skills

Instructor: Walter Taylor, NBCT

Workshop Date:
October 26th, 2015

Workshop Time:
5:15 - 7:15 PM

Tuition:
\$15

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Chicago Teachers Union
222 Merchandise Mart Plaza,
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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.

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If you have any questions about this workshop, contact:
Walter Taylor at 312-329-6273 | WalterTaylor@ctulocal1.com

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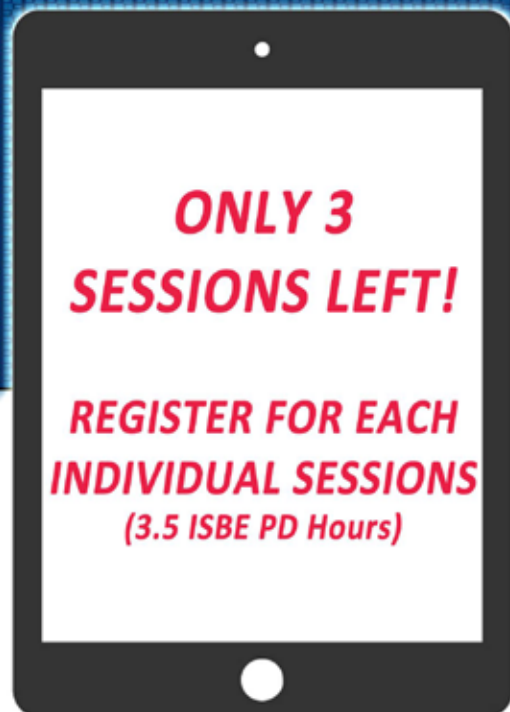
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SESSION 4 – 10/27/15
TECH-BASED ASSESSMENT PRACTICES
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SESSION 5 – 11/3/15
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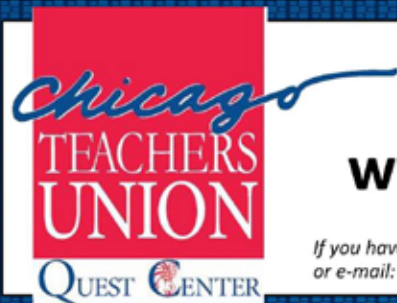
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— RALLY —

NOVEMBER 23, 2015 / **AUDITORIUM THEATER**

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**CHIEF EXECUTIVE OFFICER'S GUIDELINES
FOR DESIGNATING SEPARATED EMPLOYEES AS
INELIGIBLE FOR REHIRE**

Effective July 1, 2011
Amended October 1, 2015

Rev. 151001

I. PURPOSE

The District changed its guidelines for designating certain separated employees (non-renewed probationary appointed teachers) as ineligible for rehire ("DNH") in May 2010. These Guidelines memorialize and amend those guidelines by:

- providing more discretion to principals and hiring managers with respect to rehiring employees who were separated for certain reasons,
- creating more transparency so that affected current or former employees are informed about the designation,
- creating a more forgiving policy with respect to employees who are separated for certain reasons, and,
- creating parameters for removal of the DNH designation.

II. SEPARATED EMPLOYEES WHO WILL RECEIVE DNH DESIGNATIONS ON AND AFTER JULY 1, 2012

Effective July 1, 2012, and thereafter, the following separated employees shall be designated as ineligible for rehire:

1. Employees dismissed for cause, including:
 - a. Employees who were incompetent.
 - b. Employees who engaged in misconduct.
 - c. Certified full-time teachers dismissed for cause because they worked without renewing their certification (meaning that they did not complete professional development after several notices or had their certifications suspended or revoked for cause).
2. Employees who resign while dismissal charges or actions are pending or in lieu of dismissal.
3. Employees who separated while an investigation was pending and that investigation ultimately substantiated serious misconduct by the employee.

Rev. 151001

III. NOTICE OF DNH DESIGNATION

Effective July 1, 2011, and prospectively, the following notice procedures will go into effect:

1. A copy of these Guidelines shall be posted on the Talent Office's web-site.
2. The Office of Labor Relations shall notify employees when their dismissal is sought under the Employee Discipline and Due Process Policy Procedures, CEO Guidelines governing dismissal actions or under 105 ILCS 5/34-85 that, in the event that they are dismissed from CPS employment, they will not be eligible for rehire. The notice may be contained in one or more of the following: dismissal charges, notices of hearing, notices of recommended decisions and notices of dismissal.
3. When an employee who resigns while dismissal charges or a dismissal decision is pending is designated as ineligible for rehire, the Office of Labor Relations or the Talent Office shall notify the employee in writing of the DNH designation.
4. When a separated employee receives the DNH designation because an investigation substantiates that the separated employee committed misconduct, the Office of Labor Relations or the Talent Office shall notify the separated employee of the designation and reasons for it. Except in cases that present legitimate privacy or safety concerns, a copy of any applicable investigatory report issued by an investigator employed by the district shall be included in the notice with appropriate redactions in the case of student information or other privacy concerns.

In the event one or more of the foregoing notices is not given, the Office of Labor Relations shall take appropriate remedial action by notifying the separated employees as soon as the lack of notice is discovered. The failure to give notice shall not affect the underlying separation or the separated employee's eligibility for rehire.

IV. REQUESTS FOR REMOVAL OF DNH DESIGNATION.

Eligibility for rehire is a hiring standard that is within the sole discretion of the Board to establish. That authority has been delegated to the Chief Executive Officer.

Separated employees who are ineligible for rehire may petition the CEO for removal of the designation by submitting a request to the Office of Labor Relations which sets forth reasons why the cause for the designation is no longer valid or should be excused. Reasons for removal of the designation include, but are not limited to, changed circumstances (*e.g.*, additional experience, additional education or training, a period of good work performance for another employer) and evidence in support of the reasons should be submitted (*e.g.*, letters of recommendation *etc.*)

Rev. 151001

If the separated employee is a member of a bargaining unit, the exclusive representative may submit its opinion in writing about whether the DNH designation should be removed and the reasons for its opinion.

Chief Executive Officer or designee shall give due consideration to the opinion of the labor organization and to any exigent circumstances, subsequent remediation, or subsequent evidence that the causes for which the DNH designation was originally placed have been removed. The Chief Executive Officer or designee shall not however substitute their judgment of an employee's performance for that of the principal or manager responsible for the employee's evaluation or rating.

A request to remove the designation may be made at any time after it has been placed; however, the CEO or designee will only consider a request for removal of the designation once every two (2) years. The CEO's or designee's decision on whether to remove the designation is discretionary.

V. EXISTING DNH DESIGNATIONS.

1. In conjunction with the development and ultimate implementation of these Guidelines, the district has either removed or offered to remove the DNH designations for the following groups of separated employees:
 - a. Probationary Appointed Teachers who were non-renewed more than once.
 - b. Day-to-day substitute teachers who worked without a day-to-day substitute teacher certificate.
2. The Office of Labor Relations shall notify all probationary teachers who were designated as DNH in 2010 to the extent that they have not already been notified.
3. The Office of Labor Relations will continue to review DNH designations upon receipt of a request for a review under Section IV of Guidelines.

Rev. 151001



Mr. Mayor and CPS, we want to know: **Where did our money go?**

Total: **\$1.2 billion***



CPS losses: **\$450 million***

City losses: **\$750 million***



\$459 million



\$200 million

Toxic swap payments to **Bank of America** and other banks

Cash bonuses to top five **Bank of America** executives (1999-2009)

Most recent round of **CPS** budget cuts

*Estimated

Politicians and CPS administrators have **drained school coffers** to fund their **pet projects**, while shortchanging parents, students and teachers.

They are happy to spend money on charter schools that translate **public funds into private profits**, while they close down public schools that serve whole neighborhoods.

They've **diverted money from the pension fund** for the last decade, and now they wonder why the pension fund is underfunded!

And **bad financial bets on toxic interest-rate swaps** by the city and CPS have handsomely **rewarded bank executives**, especially at **Bank of America**, who are friends and colleagues of city and school officials.

Now that CPS is **broke on purpose**, they want teachers to pay the price, and the parents and students they serve to **ex-**

pect and accept less.

CEOs across the country, including administrators at CPS, say their outsized salaries are justified in order to attract top talent to the job. So how does CPS expect to **attract and retain quality teachers** by paying them less and making teaching in the public schools into a **daily struggle**?



Contact Bank of America Illinois President **Tim Maloney**
 Tell **Tim Maloney** (312-904-8262, abuse@bankofamerica.com) to return the money that Bank of America has taken from Chicago Public Schools.



For more information, ctunet.com



New UChicago Consortium report: Risk of Suspension Is Higher in Schools Serving the Most Vulnerable

BY THE UNIVERSITY OF CHICAGO CONSORTIUM
ON CHICAGO SCHOOL RESEARCH

Students' risk of suspension is more strongly determined by which school they attend than by their backgrounds—including their race, gender or income. A subset of Chicago schools—about a quarter of high schools and 10 percent of schools with middle grades—have very high suspension rates, and almost all of these schools predominantly serve African American students. These schools' students come from the poorest neighborhoods with the lowest incoming achievement; many have been victims of abuse or neglect. At high-suspending high schools, about half of students received a suspension in the 2013-14 school year.

Following an earlier report that found Chicago has been experiencing an overall decline in suspension rates since 2009, *Suspending Chicago's Students: Differences in Discipline across Schools* examines reasons for racial and gender disparities in suspension rates and finds that suspensions are concentrated among schools serving the most vulnerable student populations. *Suspending Chicago's Students* also explores the degree to which differences in schools' suspension rates are related to school climate and student achievement.

"The group of high schools that are suspending at very high rates are facing extreme concentrations of disadvantage," said UChicago Consortium researcher Lauren Sartain, lead author on the report. The combination of deep poverty, low achievement, and exposure to trauma presents enormous challenges. Without supports, that's a recipe for frustrated students, stressed teachers, and an environment where tensions escalate.

Key findings from *Suspending Chicago's Students* include:

1. **At Chicago high schools serving students who live in extreme poverty and have low levels of**

academic achievement, all students are at a high risk for being suspended. Racial disparities in suspension rates are largely attributable to the degree to which Chicago high schools are segregated by race, poverty, and achievement. The schools serving students from the highest-poverty neighborhoods with the lowest incoming achievement are either predominantly African American schools or schools that serve a mix of African American and Latino students. Thus, suspension practices at these schools drive the racial disparities at the district level. However, there are also many schools that predominantly serve African American students that do not have high suspension rates; the students in these schools tend to have high prior achievement or come from neighborhoods without substantial poverty.

2. **Students with a history of abuse or neglect are at particularly high risk for being suspended.** For the first time, researchers were able to combine discipline data with child welfare data and found that almost a third of the students with a history of abuse or neglect were suspended in the 2013-14 school year. Students with a history of abuse or neglect are concentrated in schools with high suspension rates; in almost all high-suspending high schools, at least 10 percent of students had a documented history of abuse or neglect.

3. **Schools with higher suspension rates have worse climates for learning, even when compared to schools serving similar student populations.** Frequent use of suspensions is related to greater disorder in schools and with less positive peer relationships among students. District policies discouraging suspensions, shortening their length, and encouraging alternative discipline approaches such as restorative justice have mixed effects. Shortening



the length of suspensions, which mostly affected schools with the highest suspension rates, was associated with improved attendance but worse school climate. Restorative practices that accompany suspensions have a more positive association with climate in schools with lower suspension rates, suggesting that policy solutions are particularly difficult to implement effectively in schools with the most disciplinary problems.

4. **Disparities also exist because African American boys are suspended at higher rates than other students in their school.** At schools that have racial/ethnic diversity, suspension rates for African American boys are about 13 percentage points higher than the suspension rates for other students who attend the same school.

"Students with the most disadvantages are most in need of a supportive school climate, and all too often they're not getting it. Further, they're more likely to be suspended, miss even more instructional time, and fall further behind," said Elaine Allensworth, Lewis-Sebring Director at UChicago Consortium and co-author of the report.

"The vast majority of Chicago schools are safe and orderly and have low suspension rates," said Consortium researcher and report co-author Shannette Porter. "That's especially true in the middle grades, where there is less concentrated disadvantage than at the high school level. Everyone's likelihood of suspension goes up in the transition to high school, but it's particularly problematic for African American boys." **CTU**

Democracy Award Given to Two Chicago Public Schools

BY THE ILLINOIS CIVIC
MISSION COALITION

The Illinois Civic Mission Coalition (ICMC) has recognized Uplift Community High School and Westinghouse College Prep as Democracy Schools, for providing students with authentic experiences in the rights, responsibilities and tensions of a constitutional democracy. Through these experiences, participating schools equip students with the knowledge, skills, and dispositions necessary for informed and effective engagement in our democracy. Since 2006, 41 Illinois high schools have successfully completed a school-wide civic assessment and have been subsequently recognized as Democracy Schools.

Uplift and Westinghouse are two of 10 exceptional Illinois high schools honored as Democracy Schools. The other Illinois high schools that have earned this distinction in 2015 are: Antioch Community High School, Antioch; Francis W. Parker School, Chicago; Granite City High School, Granite City; Marion High School, Marion; O'Fallon High School, O'Fallon; Oswego High School, Oswego; Oswego East High School, Oswego; and Prairie Ridge High School, Crystal Lake.

Illinois Democracy Schools embrace the mission to provide high-quality civic learning opportunities for all students. Their leadership emphasizes civic learning through development of professional faculty and staff capacity, and proven civic learning practices are woven throughout the formal curriculum. Democracy Schools foster a school climate that nurtures and models civic dispositions and builds reciprocal relationships within the surrounding community.

The new Democracy Schools will



▲ Westinghouse College Prep

Photo: Jennifer Johnson

receive funding from the Robert R. McCormick Foundation, which convenes the ICMC to invest in high quality civic learning initiatives.

"Our Democracy Schools network spans the state and represents its rich diversity," said Shawn Healy, Ph.D., chair of the Illinois Civic Mission Coalition and civic learning scholar at the McCormick Foundation, a leading funder of civic learning initiatives. "With the emerging civics course requirement in Illinois, our 2015 Democracy Schools stand as models for their peers throughout the state to emulate."

Democracy Schools provide opportunities for students to participate in the democratic process through a range of classes and clubs. From class discussion on current issues to democratic simulations and service learning opportunities, students are able to experience first-hand the critical role they can play in shaping their government and society. **CTU**

The Illinois Civic Mission Coalition is a broad non-partisan consortium including educators, administrators, students, universities, funders, elected officials, policymakers and representatives from the private and non-profit sectors.

2016 Scholastic Art & Writing Awards



Scholastic
Art & Writing
Awards

Alliance for
Young Artists
& Writers

Dive in to your imagination!

Classroom Poster

How to Enter in 5 Easy Steps

New in 2016 Announcements

Educator's Guide • Classroom Exercises

ABOUT THE SCHOLASTIC ART & WRITING AWARDS

For more than 90 years, the Scholastic Art & Writing Awards have recognized the exceptional vision of our nation's youth. Established in 1923 by Scholastic founder Maurice R. Robinson, the Scholastic Awards have grown to become the nation's highest honor and largest source of scholarships for creative teens. Through a nationwide partner network of 118 Affiliates, the 2015 Awards received 300,000 submissions spanning 28 categories of art and writing. Students are encouraged by their educators, both in schools and through out-of-school programs, to submit their original work. All students in grades 7 through 12, whether in public, private, or home schools, can apply. Notable Scholastic Awards alumni include Andy Warhol, Sylvia Plath, Cy Twombly, John Baldessari, Kay WalkingStick, Richard Avedon, Stephen King, Luis Jiménez, and Truman Capote—to name just a few.

RECOGNITION

In 2015, the Alliance and our Affiliate partners provided recognition at the regional and national levels to more than 60,000 teens. Of these top regional award recipients, more than 17,000 went on for consideration at the national level, with more than 2,000 students receiving National Medals. National Medalists in the poetry category also have the opportunity to be selected for the National Student Poets Program (artandwriting.org/nspp).

EXHIBITION

More than 1,000 works of art and writing by National Medalists were shown in the Art.Write.Now.2015 National Exhibition at the Sheila C. Johnson Design Center at Parsons School for Design at The New School and Pratt Institute's Pratt Manhattan Gallery. Throughout the year, selections of work will travel the country with the Art.Write.Now.Tour 2015—with upcoming stops in Springs Preserve, NV; Grand Rapids, MI; and Bozeman, MT—or spend a full year on display at the U.S. Department of Education or the President's Committee on the Arts and the Humanities in Washington, D.C.

How to Enter in Five Steps

Registration for the 2016 Scholastic Art & Writing Awards opens on Wednesday, September 16, 2015. On this date, you can start your submission process in five easy steps:

1. Create an account on artandwriting.org/registration
2. Upload your work
3. Sign the submission form
4. Pay your submission fee, or obtain a fee waiver
5. Mail your submission form

PUBLICATION

The Alliance features works by National Medalists of both art and writing in our annual National Catalog. Additionally, we publish a collection of exemplary written works in this anthology, *The Best Teen Writing*, and a chapbook that features works from the National Student Poets. These publications are distributed free of charge to schools, students, educators, museums, libraries, and arts organizations across the country. Our searchable online gallery of 30,000 art and literary works from 2010 onward can be accessed at artandwriting.org/galleries.

SCHOLARSHIPS

The Alliance distributes more than \$250,000 in direct scholarships annually to National Medalists. Students can leverage their success in the Awards through our Scholarship Partners, a national network of dozens of esteemed universities, colleges, and art schools for additional opportunities. Additionally, our Alliance Summer Arts Program pairs students with top-tier summer arts and writing intensives around the nation, providing scholarships to talented emerging artists and writers.

Empowering Students in Police Interactions

BY JENNIFER JOHNSON

Chicago Public Schools students often encounter police officers, not only in their communities but also within their own school buildings. However, it is infrequent that we engage our students in conversations about how they are impacted by those interactions with police. Even less frequently do we facilitate discussions that address how students can be empowered to take actions that encourage positive police interaction. We must have conversations with our students about how they can have a voice in the increasingly loud discussions about law enforcement in citizens' everyday lives.

We know that people of color nationally face disproportionately higher rates of arrest, punishment and fines stemming from interactions with police. Our students of color also often face proportionately higher levels of discipline within their school that can cause them to be funneled into the "school-to-prison pipeline." According to a Project NIA report called "Policing Chicago Public Schools," while Black youth represent 42 percent of all CPS students, Black students accounted for 75 percent of school-based arrests in 2012. Reports such as "Black Girls Matter: Pushed Out, Overpoliced and Underprotected" goes a step further and highlights how nationally, Black female students face even higher rates of discipline as compared to their white peers than do Black male students and their white counterparts.

Amidst the increased attention to police violence in the last few years, many local organizations were already doing work to combat these problems. These organizations deserve additional credit, support and attention for fighting for social justice. Local Chicago

organizations such as First Defense Legal Aid (FDLA) and We Charge Genocide (WCG) are committed to helping students have a voice and become informed of their rights when they interact with police officers. Organizations such as VOYCE (Voices of Youth in Chicago Education) and Project NIA have worked to educate Chicagoans—from legislators to CPS students—about inequitable school discipline and policing. They have advocated for, and won, changes in legislation and school policy. VOYCE, with the support of the Chicago Teachers Union, has been instrumental in the May 2015 passage of Senate Bill 100 in the Illinois General Assembly which will eliminate so-called "zero tolerance" discipline procedures in CPS and further efforts to increase restorative justice practices in schools.

To help address the inequities in school discipline and to disrupt the "school to prison pipeline," the CTU is committed to supporting and expanding the work of providing teachers and CPS staff with professional development in restorative practices. The CTU has been involved in the Safe Schools Consortium, a partnership funded by the Robert Wood Johnson Foundation which brought together the CTU, CPS, Alternatives Inc. and VOYCE to bring restorative practices to a number of CPS schools to help improve the school climate. The CTU also is dedicated to negotiating with CPS for a restorative justice coordinator position in every school, as well as limitations on police officers being stationed in schools.

First Defense Legal Aid

First Defense Legal Aid (FDLA) is focused on ensuring that community members, including



students, know their rights when interacting with police and have access to lawyers if faced with arrest. FDLA provides free, 24-hour legal representation to people in police custody in Chicago, and educates Chicagoans about how to protect their constitutional rights. The organization undertakes these activities "to promote fairness and accountability in the justice system," according to its mission. CPS educators can invite FDLA staff to lead a workshop with their students about their rights in their school. For more information or to schedule a workshop, contact Vennessa Redmond at redmondvennessa@gmail.com. To see Redmond's short video on your rights when stopped by the police, visit <http://ow.ly/TfYeJ>.

We Charge Genocide

The mission of We Charge Genocide (WCG) is to be a "grassroots, inter-generational effort to center the voices and experiences of the young people most targeted by police violence in Chicago." WCG aims to end police violence through "education and documentation," including in-school workshops to help students understand how policies like "stop and frisk" impact communities and what they can do to contribute to ending policies that target the poor and people of color. The name "We Charge Genocide"

comes from a petition filed with the United Nations in 1951 that documented 153 racial killings and other human rights abuses, "mostly by the police."

WCG led a workshop this past 2015 at Kenwood High School hosted by teachers and CTU members Jemeria Bedford-Carter and Mike Shea. WCG's Page May and Malcolm London helped the nearly

*Black power is not anti-white.
Feminism is not anti-men. Not
wanting to see people discriminated
against and hated for who they
choose to love does not make you gay.
Not wanting people to die in
Palestine does not make you anti-
Semitic. And if you care, then you
have to do something about it.*



150 Kenwood students become more informed about the disproportionate impact of police practices on people of color and how they can get involved with the WCG “#ChiStops” campaign. Early in the presentation, the students watched and reacted to a video of a young man whose first experience being stopped by the police was when he was 13 years old and running an errand for his mother. May and London shared the rates of “stop and frisk” in New York City at the peak of that policy to the exponentially higher rate of stops by police in Chicago, particularly of Blacks. While only 32 percent of the population of Chicago is black, 72 percent of all police stops are of blacks. The data begged the question of how police practices intersect with historical racism and perceptions held about Blacks. As a result of this knowledge and the experience of Chicagoans, WCG is aiming to pass a Stops, Transparency, Oversight and Protection (STOP) Act in the Chicago City Council to improve the way police report stops so that the race, gender and reason for the stop are all recorded and that anyone stopped receives a receipt of the stop. They believe such an act would de-incentivize excessive stops and provide a mechanism of accountability.

During the closing of the school visit, London asked students to consider the question “What is

justice?” for family members of victims of police violence, such as the John Burge torture victims, or the mother of Chicagoan Rekia Boyd who was killed by a Chicago Police Department officer in 2012. He asked the students to consider that working to end police violence is a part of larger struggles for justice that are going on throughout the world. He asked the students to repeat a mantra that urged them to act in ways that support justice for those oppressed:

Black power is not anti-white.

Feminism is not anti-men.

Not wanting to see people discriminated against and hated for who they choose to love does not make you gay.

Not wanting people to die in Palestine does not make you anti-Semitic.

And if you care, then you have to do something about it.

If you’d like to invite representatives from WCG to your school, please email info@wechargegenocide.org, Page May at page.organizing@gmail.com or Malcolm London at malcolmxlondon@gmail.com. You can also follow WCG on Twitter at [#wechargegenocide](https://twitter.com/wechargegenocide). [ctu](https://twitter.com/ctu)

Jennifer Johnson is the CTU Teacher Evaluation Facilitator.

▲
Photo: Sarah Jane Rhee

Cultural Competency – Valuing Diversity

Wednesday, October 28, 2015

5:15 - 8:45 PM

3.5 ISBE PD Hours



In this professional development offering, participants will learn what cultural competency and diversity really mean, and why it is important to develop cultural competencies and identify and value diversities in the classroom. Attendees will begin to build the capacity for cultural self-assessment. They will learn the importance of strategically planning lessons that reflect the cultures representative of the children they teach. Participants will also learn how implicit and explicit biases play a part in a teacher’s ability to effectively teach ALL children. They will begin to develop skills that enable them to respect diversity within and among cultures; avoid stereotyping and overgeneralizations; use effective learner-centered and parent-centered interactive communication skills to form and maintain constructive and collaborative relationships with students and families; and, incorporate students’ cultural backgrounds into daily teaching practice as a way to honor and value diversity, build in cultural competencies, and enhance the classroom environment and instruction. This workshop is aligned to the **CPS Framework for Teaching Components 1b, 2a, 2b, 3c, 4a, 4c, and 4d.**

Instructor: Walter Taylor, NBCT



Register at www.ctunet.com/pd

If you have any questions about this course, contact:
Walter Taylor at 312-329-6273 | WalterTaylor@ctulocal1.com

Workshop Date:
Wednesday, October 28, 2015*

Workshop Time:
5:15 - 8:45 PM*

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

Tuition:
3.5 ISBE PD Hours - \$30

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.





Parent Advocacy: Taking Action!!!

January 13, 2016

5:00 - 8:30 PM

3.5 ISBE PD Hours

This workshop is designed to assist teachers with strategies for empowering parents to advocate for their children, including children with special needs, and to enrich their collaboration with parents. Teachers will analyze parent advocacy research and its implications. Participants will learn how to connect parents to decision making bodies at the school, district, and community level, as well as independent advocacy groups that lobby and work for school improvement. The workshop will enable teachers to educate and support parents in attending LSC meetings in order to advocate for necessary allocation of school resources, appropriate hiring processes, and holding their schools accountable for the conditions in which all students learn. They will discover techniques to join families with each other to enact needed change. Workshop participants will learn how to actively engage parents in decision-making structures and processes, and how to provide parents with knowledge, skills, and opportunities to navigate and negotiate the school system, in order to effectively advocate for the education their children deserve. The attendees will learn about services and resources that support family empowerment, advocacy guidance options for parents of children with Special Needs, and how their students individually and as a class can benefit from parent voice and advocacy. Attendees will brainstorm ways to strategically partner with parents and parent organizations to advocate for systemic improvements. **This workshop is aligned to the CPS Framework for Teaching - Components 2a, 2b, 4c, 4d and 4e.** Instructor: Walter Taylor, NBCT

Workshop Date:
January 13, 2016

Tuition:
\$30

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.

Workshop Time:
5:00 - 8:30 PM*

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

Register at www.ctunet.com/pd

If you have any questions about this workshop, contact:
Walter Taylor at 312-329-6273 | WalterTaylor@ctulocal1.com

Created In House by CTU Staff



Steward's Corner

Use Recertification to Build Your Union

BY SAMANTHA WINSLOW

Many thought Wisconsin Governor Scott Walker's anti-union Act 10 would be a death sentence for Wisconsin's public sector unions. They've been given a high hurdle to clear: every year they have to recertify the union with yes votes by 51 percent of the bargaining unit. Not voting counts as a "no" vote.

But teacher unions around the state, while objecting to a law that ties two hands and a leg behind their backs, have taken the law's obstacles and turned them into organizing opportunities.

Recertification grants a union legal recognition to bargain with its district—but only over the one topic Act 10 allows, wages. And increases are legally capped at inflation, around 2 percent. Some public sector unions have opted not to recertify, seeing it as pointless when bargaining is so limited.

But half the state teacher locals did recertify this year, including many of the largest districts, such as Madison, Green Bay, Milwaukee, and Racine.

The Wisconsin Employment Relations Commission conducts the votes. This year unionized workers could vote by phone or online, for a two-week period November 5-25.

"We like doing it," said Milwaukee Teachers Education Association Vice President Kim Schroeder. "It's a constant reminder that the system is made

for us to fail. Even when the rules are stacked against us, we can still win."

The Milwaukee union won all four units it represents: teaching assistants, substitute teachers, accountants, and teachers. Overall, 70 percent of members voted, and 99 percent of those voted yes.

Racine teachers got 87 percent of teachers to vote, and 98 percent yes. (For "no" voters, there's little incentive to vote, since not voting is equivalent.)

Update Your Lists

While the law presents a unique challenge that unions in other states and sectors don't face, the lessons of how to win are the same basic steps as any organizing campaign: list-building, phone-banking, having leaders in every building, and having the capacity to reach all your members in a short period of time.

In 2014, voting began the day after public sector unions tried and failed to unseat Walker in midterm elections, so unions were already in full turnout mode.

The first step is to make sure the list provided by the employer is accurate.

With non-votes counting against you, this is essential. A teacher who's no longer employed but still on the rolls hurts the outcome. Schroeder said it took a long back-and-forth with the district to get the list fully updated.

On the union side, list updating has become part of the local's ongoing

program, not just something they scramble to put together before the vote. At the beginning of the year, the Milwaukee union gives each building representative a list of employees the union thinks are working at the school. The rep updates the list with new employees and those who've left, and returns it to the union office.

Organize Each School

Having active leaders at each school is essential. If anything, having recertification loom each year motivates unions to build organization.

While the exercise is an unfair bar for unions to meet, it creates urgency that can help unions with an organizing model improve their turnout for their other campaigns, too. Leaders at both Racine and Milwaukee said it helps to do a big campaign launch. "We had a committee that put the campaign together," said Al Levie, a Racine teacher who helped lead the recertification campaign. "We created the timeline, the literature, the training."

What's most crucial is engaging in campaigns on the issues teachers and school employees care about.

Levie helped train all reps on the recertification process. “They took their membership list building by building, went around asking people to vote,” he said. “This year in the first week [of voting] we won the election.” Nonetheless they continued turning out votes in the second week, to get the highest participation possible.

In Milwaukee, leaders tried to make a fun event out of the first days of voting, getting people together for a party at lunchtime or after school. The goal was to get votes in right away, before interest waned.

Phone-banking filled in the gaps when employees couldn't be reached at work. Unions tracked who reported voting, with the phone-bankers updating leaders at the school sites and vice versa, so they could zero in on those who hadn't yet voted.

“Once you ask somebody, it's fairly easy to get a yes,” said Milwaukee teacher and union executive board member Stephanie Schneider. “The biggest challenge is just getting everybody.”

Uphill Battle

While the election results looked good for the teacher unions that participated, winning recertification every year has to be part of a bigger strategy to stay organized.

Statewide, teacher union membership has plummeted more than 30 percent since the law was passed. Not only is membership voluntary, but the law also prohibits employers from deducting dues from employees' paychecks. The union has set up a separate process for members to pay union dues.

Since the Wisconsin Employment Relations Commission shares the list of who voted (just not how people vote), the union can use last year's



▲ **Governor Scott Walker's attacks on public employees compel Madison teachers to recertify each year.** Photo: Lynn Friedman, CC BY-NC 2.0.

voting results—targeting teachers who voted but are not yet members. In Milwaukee, they do a big sign-up push in the summer.

Unions have to work extra-hard to get people to pay dues, given that they can't win improvements through collective bargaining. Building membership really comes down to identifying issues that would make people want to join.

Fight for What Matters

Before Act 10, “for a lot of people it wasn't something you thought all too much about when you sign your contract—it was a given you'd join the union,” Schneider said. But now, “since we couldn't conduct bargaining like we had in the past, we had to demonstrate the need for the union.”

What's most crucial is engaging in campaigns on the issues teachers and school employees care about. This year the Milwaukee union fought to raise wages for teaching assistants and to add preparation time for teachers. It mobilized teachers to school board meetings, and engaged with parents and the public.

In Racine, leaders facilitated discussions at every school to identify the issues affecting teachers. The union does take on specific school concerns,

but on a larger level, it found the key issue to be the attacks on public schools. The state has cut public school funding across the board, and is diverting remaining funds to pay for proliferating private and charter schools—with devastating effects.

So the Racine union has framed its work as a fight to reclaim the teaching profession. “It's hard,” said Levie. “People have to see the union as absolutely relevant.”

With no time to recover after winning recertification, Milwaukee and Racine teachers had to pivot into an even bigger fight. Under the guise of accountability, an assembly bill introduced in January would close schools deemed failing based on student test scores, replacing them with charters or private schools in the voucher system.

The unions aim to stop it. Teachers testified at the state capital about the disastrous impacts such policies have had already.

“Messaging-wise, it's part of the same fight,” said Schroeder. “These forces want to end our union, and end public schools. We show our strength by recertifying.” **CTU**

The original version of this article appeared in Labor Notes #431, February 2015, and is reprinted with permission of the author.

Community leaders and elected officials demand that communities on the Island get the same financial relief that has been granted to banks and big corporations

Puerto Rico Needs Debt Relief Based on Justice

BY THE PUERTO RICAN CULTURAL CENTER

Several community and labor groups and elected officials held a press conference Oct. 1 calling on the Federal Reserve Bank to refinance Puerto Rico's debt. The groups highlighted that the Fed has helped banks and big corporations, and that now it's the time to help hard working Americans too. They warned that higher taxes, lower wages and cuts to essential services would only harm already struggling families on the Island.

“In 2008, the Federal Reserve told us we had to bail out Wall Street because the banks were too big to fail,” said José E. López, the Executive Director of the Puerto Rican Cultural Center. “Today, the five million Puerto Ricans living on the US mainland are here to tell the Fed that the people of Puerto Rico are too big to fail. We are calling on the Fed to make an investment in Puerto Rico to help get the Island's economy back on track and avoid devastating austerity measures that will cause endless pain and suffering for the Puerto Rican people.”

The organizations present in front of the Federal Reserve Bank of Chicago included the Puerto Rican Cultural Center, the Chicago Teachers Union, Hedge Clippers, the ReFund America Project at the

Roosevelt Institute. They were joined by Chicago Alderman Carlos Ramirez-Rosa and Illinois State Representative Cynthia Soto.

They also drew attention to fact that the Wall Street banks and hedge funds that helped create the debt crisis on the Island and are also responsible for the harsh austerity measures being imposed on local communities in Chicago as a result of predatory financial deals. The City of Chicago and Chicago Public Schools have either already paid or owe Wall Street firms like Bank of America \$1.2 billion for interest rate swaps. Interest rate swap penalties have cost Puerto Rico nearly \$640 million.

“The same toxic swap deals that are responsible for school closings and teacher layoffs in Chicago are also responsible for school closings in Puerto Rico,” said Chicago Teachers Union President Karen Lewis. “From Humboldt Park to San Juan, big banks like Bank of America are robbing our children's futures so they can make a profit.”

*The press conference comes just a day after the Archbishop of Puerto Rico Roberto González Nieves presented a proposal in Washington DC calling on refinancing as a way to help Puerto Rico from harmful austerity and exploitation of workers.

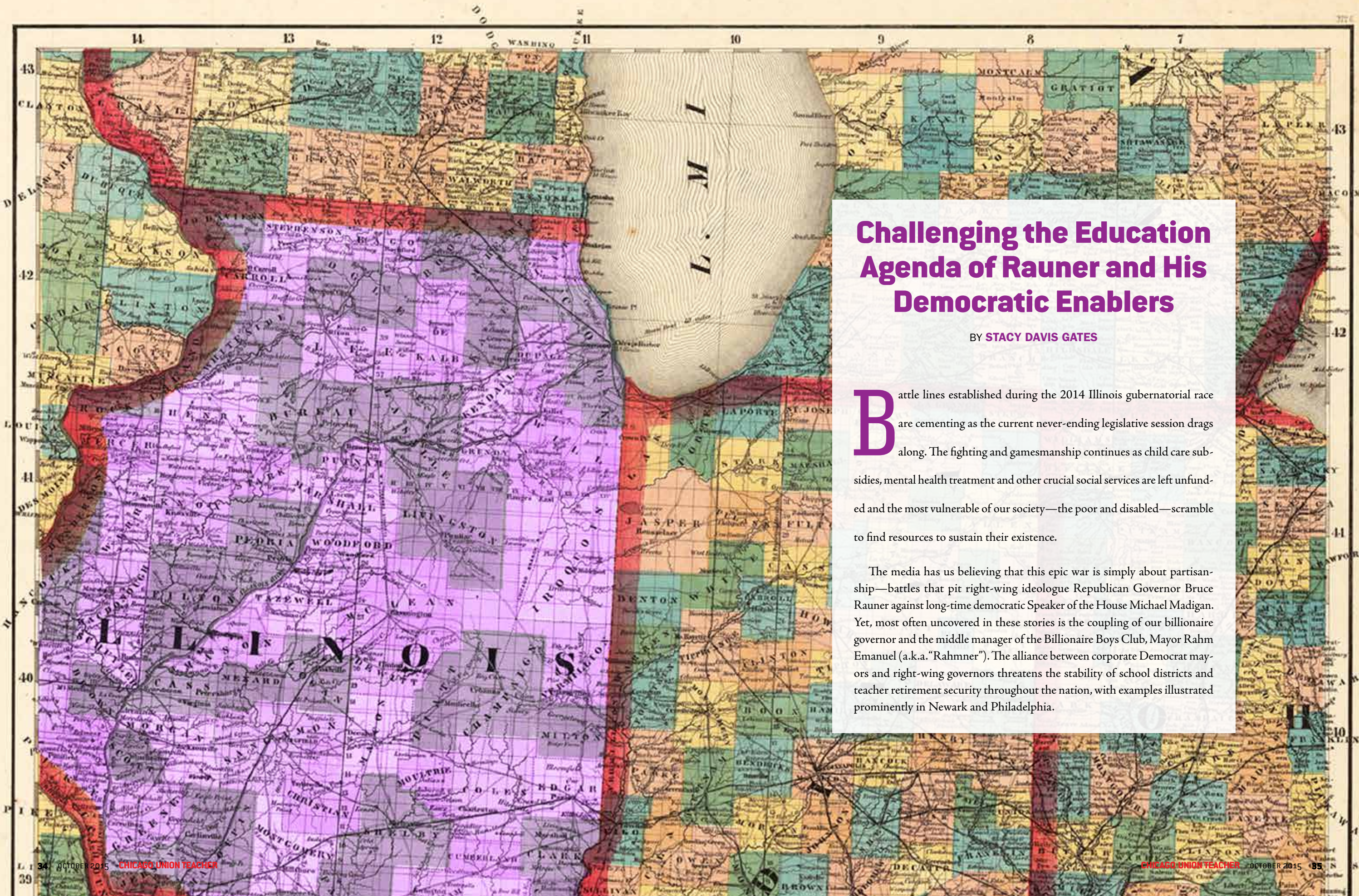
The proposal, based on a report put out by the Hedge Clippers campaign, shows that “Under Section 14(2)(b) of the Federal Reserve Act, the Federal Reserve has the authority to directly purchase new bonds issued by the Commonwealth of Puerto Rico to purchase back outstanding government debts of up to \$47 billion.”

“Puerto Rico has been a victim of predatory lending,” said Saqib Bhatti, Director of the ReFund America Project and a Fellow at the Roosevelt Institute. “The same financial firms that benefited from the Federal Reserve's bailout programs have preyed on the Island's structural economic problems. The Fed has a moral obligation to act now to protect the livelihoods of 3.6 million American citizens living in Puerto Rico.” **CTU**

▼ **José E. López, Executive Director of the Puerto Rican Cultural Center, speaks before a crowd at the Federal Reserve Bank of Chicago.**

Photo: Puerto Rican Cultural Center





Challenging the Education Agenda of Rauner and His Democratic Enablers

BY STACY DAVIS GATES

Battle lines established during the 2014 Illinois gubernatorial race are cementing as the current never-ending legislative session drags along. The fighting and gamesmanship continues as child care subsidies, mental health treatment and other crucial social services are left unfunded and the most vulnerable of our society—the poor and disabled—scramble to find resources to sustain their existence.

The media has us believing that this epic war is simply about partisanship—battles that pit right-wing ideologue Republican Governor Bruce Rauner against long-time democratic Speaker of the House Michael Madigan. Yet, most often uncovered in these stories is the coupling of our billionaire governor and the middle manager of the Billionaire Boys Club, Mayor Rahm Emanuel (a.k.a. “Rahmner”). The alliance between corporate Democrat mayors and right-wing governors threatens the stability of school districts and teacher retirement security throughout the nation, with examples illustrated prominently in Newark and Philadelphia.

Illinois—once a blue state, now purple—
faces unending threats of mobilization
from those reluctant to identify with
anything close to a progressive ideology.

The Republicans' inactivity and refusal to participate in the legislative process has fueled an atmosphere of hyper-partisanship. Illinois—once a blue state, now purple—faces unending threats of mobilization from those reluctant to identify with anything close to a progressive ideology. The work to support those protecting encroachments on collective bargaining and services for the underserved must be balanced with a challenge to corporate Democrats who are virtually indistinguishable from their Republican brethren. The dismantling of public education through assaults on educators and silence on equitable school funding and progressive revenue policies are bipartisan catastrophes.

Governor Rauner's "Turnaround Agenda" attacks the state's poor, working and middle class citizens. His agenda promotes a repeal of taxes while failing to provide a pathway to sustain the state's current services and liabilities. The "Turnaround Agenda" is silent on how we acquire revenues needed to offer an adequate and equitable school funding plan. His agenda begs for regressive policies that have little empirical evidence of success, and urges privatization schemes that have failed our city and school district for years. The absence of progressive revenue proposals is a glaring omission and demonstrates irresponsible leadership. The privatization of public accommodations and legislation to eliminate collective bargaining and retirement security will surely fail the state of Illinois like it has Chicago Public Schools.

The opposition to Rauner's agenda is sharp. Labor, progressive advocates and Democratic members of both legislative chambers continue to repudiate his harmful policy points. Similarly, this alliance also is creating space to challenge corporate Democrats who share similar policy points, and political contributors who promote and pass equally harmful legislation. The creation of the shadowy Illinois State Charter School Commission crafted by the American

Legislative Executive Council (ALEC) think tank was pushed through the legislative process by a corporate Democrat (Sen. Heather Steans).

Chicago teachers already know the harm of a "Turnaround Agenda." In fact, the 1995 Chicago School Reform Amendatory Act—predecessor to Rauner's "Turnaround Agenda"—passed during the time when both legislative chambers and the governor's mansion were filled with Republicans (and pushed by a Democratic Chicago mayor). This act gave the sole power and authority over CPS to the mayor of Chicago and curtailed the ability of the Chicago Teachers Union to negotiate on matters other than wages and benefits—much of our collective bargaining rights—while allowing for the proliferation of charter schools. Additionally, the pension levy that once funded Chicago teacher pensions was removed. This reckless, ill-conceived piece of legislation concentrated power in the hands of the mayor and his handpicked Chicago Board of Education, a dynamic that gave way to the funding of unchecked privatization that's left our schools filthy, our district with mediocre education options and opportunities, and scores of veteran educators standing in unemployment lines.

Twenty years later, the full impact of the Amendatory Act is realized. The proverbial chickens have come home to roost. The mayor can no longer ignore the impact of multiple pension holidays and the underfunding of deferred compensation as a result of non-payment by CPS. Also, the unchecked proliferation of private charter operators has led to leveraging students for profit, widespread sweetheart deals to third party vendors, the outsourcing of jobs

to external providers and the loss of thousands of experienced Black teachers.

The condition of CPS is a case study for what not to do in administering public education. Exhibit A is its recently indicted former CEO Barbara Byrd-Bennett. Further, while the mayor slashes school budgets, eliminates valuable services and positions and gives lip service to the under-resourcing of schools, he does nothing to acquire the necessary funding to enrich our district. The mayor of Chicago cannot effectively manage the school district. After appointing a tone deaf and disconnected Board of Education and recruiting two inadequate administrators to lead our district, he has returned to the age-old patronage system by hiring a political insider known for slashing public services and firing workers.

The Democrat-controlled White House just released more than \$157 million in funding for private charter operators, while CPS and public school districts across the country collapse under their own weight. In Chicago, while the city hall media machine promotes a message that blames Springfield, teachers, paraprofessionals and clinicians for our current budget woes, it is the lack of democracy, loss of worker agency, and the mayor's inability to secure adequate progressive revenue sources that fail our district. The "broke on purpose" narrative tells the story of both a local and national crisis, and the path forward for us, while not easy, is clear:

1. Create an Elected Representative School Board. Nearly 90 percent of Chicagoans in 37 wards agree that our city's voting electorate deserves to have a say in how our district is led and how tax dollars are allocated. The mayor has repeatedly failed to offer our city's children a complete, well-rounded and fully resourced public education. An ERSB would do a better job of that.
2. Secure revenue. The district and our city will collapse under "scoop and toss" financial practices and bad toxic swap deals. The mayor must join us and our allies in demanding that those who are able to pay, pay. We must secure progressive
3. Finally, we must restore the full collective bargaining rights of Chicago educators. The 1995 Amendatory Act and its successor, Gov. Rauner's "Turnaround Agenda," are bad policy. The inability of Chicago educators to balance the neoliberal school reform design has resulted in a dangerous over-testing regime, 50 school closings and the financial destabilization of the entire district. It is clear—now more than ever—that the voice of educators is needed to right the wrong path of unchecked and unbalanced political power. **CTU**



revenue streams for our city and school district. Ideas such as a progressive city income tax or a LaSalle Street Tax must be prioritized over regressive parking ticket fees and red light and speed camera fines. It is unacceptable to expect that those who have the least should shoulder the burden of our city's budget woes.

▲
"Rahmner"

Stacy Davis Gates is the CTU Legislative Coordinator.

2015 General Assembly Recap

BY THE CTU POLITICAL DEPARTMENT

Due to the budget impasse of 2015, the Illinois General Assembly never officially adjourned and has been in continuous session since May 31, 2015, highlighted by major, ongoing battles over Gov. Bruce Rauner's so-called "Turnaround Agenda" and the state budget. It is in this environment that legislators continue to debate policy on labor, pensions, revenue, publicly funded and privately operated charter schools, restorative justice and education.

Despite this challenging environment, the Chicago Teachers Union had an impactful spring and summer. There were a cadre of bills that have been passed into law and HB428—a bill providing for an elected school board in Chicago—garnered 50 co-sponsors.

Revenue

1. The state budget is the fundamental issue moving forward. The House and Senate Democrats passed "spending" plans that minimized cuts and shifted additional money toward K-12 education, but there is insufficient revenue to support those proposals, and Gov. Rauner has promised to veto (could be full, line-item, or amendatory veto) the bills. The continued public theater around the budget is designed to shift public sentiment toward either the Democrats' or the Governor's position. Given that the session has gone past May 31, a budget solution requires supermajorities of 71 votes in the House and 36 votes in the Senate.
2. HJRCA 26, a constitutional amendment to institute a millionaires' tax that would be used for education funding, received 68 votes in the House but required 71 votes to move forward.
3. The governor wants to permanently freeze property taxes across the state. Such a proposal sounds great on the surface, but in practice, the proposal would strangle revenues going to municipalities and school districts, putting schools in an especially untenable situation. The property tax freeze

came up for a symbolic vote in the House, where it received only 38 votes in support, far below the 60 votes required.

4. HR 531, a resolution that urges the General Assembly to reduce fees to banks if budget cuts to municipalities are enacted, passed the House. The resolution also included a provision that would put bank fees last in line to be paid after paying employees, meeting pension obligations and paying other legitimate bills.

Pensions

1. The biggest pension development was the early May decision by the Illinois Supreme Court that struck down the state pension reforms that resulted in deep cuts to active and retired teachers' pensions. The unanimous 7-0 decision affirmed the state constitution's plain language on diminishment of pension benefits and ensures that benefit changes cannot mean reductions.
2. SB 777, a bill to change the funding ramp for Chicago police and fire pensions, passed both chambers and appears headed for a gubernatorial veto. The bill increases funding to both funds, but at a slower rate than the current law requires.
3. HB 3695, a bill to reinstate the dedicated property tax levy for the Chicago Teachers Pension Fund, passed the House but did not even get a hearing in the Senate. The bill would not add new revenue to the pension fund, but it would establish a floor on the amount of revenue going to the fund.

Charter Schools

1. SB 1591, a CTU bill to require disclosure of civil and criminal law enforcement investigations into charter applicants (board members and the organization itself), passed the Senate unanimously and received a veto-proof 104 votes in the House. The bill will be sent to the governor and we eagerly await his signature.
2. HB 397, a bill to end the Illinois State Charter



School Commission's appeal function, passed the House with the minimum requirement of 60 votes, and did not move forward in the Senate.

Restorative Justice

1. SB 100, a Voices of Youth in Chicago Education (VOYCE) bill to end zero-tolerance student discipline approaches and reduce the use of exclusionary discipline that has resulted in major disparities between white and Black and Latino students, passed both chambers.
2. SB 1304, the major police "reform" and police camera bill, passed both chambers.
3. HB 218, a bill to decriminalize the possession of small amounts of marijuana and require a ticket rather than arrest, passed both chambers.
4. HB 494, a bill to allow non-violent, minor offenders access to working in public a set period of time after their sentences conclude (rather than completely barring people from the opportunity to work in schools), passed both chambers.

Education and Instruction

1. HB 306, the bill to allow parents to opt their students out of standardized tests, including the

Partnership for Assessment of Readiness for College and Careers, passed the House with 64 votes and had a hearing in the Senate, but the bill has not yet come to the Senate floor for a vote.

2. HB 4025 makes civics a required high school class and passed both chambers.
3. HB 3428 would provide college credit at Illinois public universities for every student who scored three or better on an Advanced Placement exam and passed both chambers.

Labor

1. The House debated the Governor's proposal to create local right to work zones and rejected the proposal with 72 "no" votes.
2. The House held a rare "committee of the whole" hearing on workers' compensation and then rejected the governor's proposals on work comp changes. The House later passed a series of amendments to a bill that would make changes to codify an Illinois Supreme Court decision.
3. SB 1229, an AFSCME bill that gives up the right to strike in exchange for binding arbitration to settle a contract dispute, passed both chambers and will likely be vetoed by the governor. **CTU**

Statement from Chicago City Council Progressive Reform Caucus on impact of Emanuel's budget on working families

It's Time That the Wealthy and Corporations Pay Their Share

The Progressive Reform Caucus is encouraged that the Emanuel administration is finally talking about taking steps to right the city's broken finances and ending poor fiscal practices like 'scoop and toss' bonding. But we have grave concerns about the impact on Chicago's neighborhoods and working families of the Emanuel administration's proposed FY 2016 city budget.

"The nearly \$600 million property tax increase will have a disproportionate impact on low-income homeowners and seniors. That is why we support the administrations' efforts to expand the Homestead Exemption in Springfield. But with no end in sight to the gridlock in Springfield, passage of the expanded exemption is not assured. That is why we are offering a meaningful rebate program for working families who own their homes.

"We are also troubled that the Emanuel administration has not included a plan to implement an Alternative Minimum Property Tax on the Central Business District. This represents a serious deficiency in the administration's property tax plan. Until the building owners in the Central Business District are stopped from gaming the system and are required to pay their fair share, those costs will continue to be passed on to homeowners in the neighborhoods."

"We are alarmed that the administration is floating the possible

'outsourcing' of 311 jobs. Again and again, we've seen that privatization leads to reduced quality services and lower wages. The 311 operators are city residents. They live and spend money in Chicago communities. We must learn from past privatization mistakes and reject this plan.

"While we were encouraged that the Emanuel administration proposed increasing taxes on ride-share companies, the Progressive Caucus strongly opposes the proposal to open the airports and McCormick Place to ride-shares. This will inflict real harm on the thousands of Chicagoans who drive cabs, creating negative ripple effects in local economies all over the city.

"We look forward to working alongside the mayor, his team and our colleagues in City Council to ensure that the FY 2016 budget asks the very wealthy and big corporations to pay their fair share, rather than creating undue burden on working families and seniors." **CTU**

Progressive Caucus members include Ald. Leslie Hairston (5); Ald. Roderick Sawyer (6); Ald. Susan Sadlowski Garza (10); Ald. Toni Foulkes (16); Ald. David Moore (17); Ald. Ricardo Muñoz (22); Ald. Chris Taliaferro (29); Ald. Scott Waguespack (32); Ald. Carlos Ramirez-Rosa (35); Ald. Nick Sposato (38); Ald. John Arena (45).



A Note from Alderman Sue



BY **SUSAN SADLOWSKI GARZA**

I took the office of 10th Ward alderman on May 18, 2015. There was no transition, no training and my predecessor didn't even leave me a paper clip, so I had to dive in feet first and hit the ground running.

In my office, I'm very comfortable working with my constituents and taking on the day-to-day responsibilities of being an alderman. As a Chicago Public Schools counselor and Area Vice President for the Chicago Teachers Union, for a long time I've been listening to people's concerns and directing them to resources that would enable them to help better their situation.

After working in CPS for almost 22 years, taking on a whole new role and walking into City Hall as an alderman was something that I could never have imagined. The first days in my new environment were overwhelming, to say the least. I never had a doubt that I could do this job, but I have a lot to learn about the way city government is being run. I had this image of how things were supposed to work, and then I stepped through the door. They are not the same. From taking the oath of office to meeting one-on-one with Mayor Rahm Emanuel, and now working on a budget with a \$600 million deficit, this experience has been nothing short of drinking from a fire hose.

The first 100-plus days as the Chicago City Council's first-ever elected CTU member has been one of the most exciting things to ever happen to me. As long as I stay true to myself, stick to my values, and remember that I work for the people who elected me—and also the ones who didn't—I will be hopefully become one of the best alderman Chicago has ever known. **CTU**

Susan Sadlowski Garza is alderman of Chicago's 10th Ward.

Photo:
Sarah
Jane
Rhee



The Intersection of Politics and Teacher Evaluation

BY **CAROL CAREF, PH.D., KURT HILGENDORF**
AND **JENNIFER JOHNSON**

With every story about a great teacher being fired for wonky Value-Added Metric (VAM) scores; with every legal challenge to unfair evaluations; and with a good chunk of conversations held during teachers' lunches, it becomes clearer that Illinois and other states' teacher evaluation systems were born of a particular ideology and politics, and not "best practices" in improving educational outcomes. Education research is clear that smaller class sizes, wrap-around services, modern facilities, arts instruction, enriched curriculum opportunities and professionally staffed libraries in every school all directly and effectively contribute to student learning.

The research is equally clear that devoting resources to support robust teacher preparation, including programs like Grow Your Own that prepare community residents to teach the children in their neighborhoods, positively impact student achievement. The research also notes that our society does not address the out-of-school social issues that account for at least two-thirds of the variation in student achievement.

Teacher evaluation mandates were not developed to improve teaching. They were developed by corporate reformers and funders such as the Gates Foundation, who view education as a business. The New Teacher Project (now named only by its acronym, TNTP) published "The Widget Effect" in 2009, which claimed that the main problem in education was the fact that teachers were almost all evaluated as "good or great." The well-publicized movie "Waiting for Superman" promoted the idea that bad teachers were never fired, but went from school to school inflicting their poor teaching practices on new groups of students. The President Barack Obama administration developed a funding policy (Race to the Top) which demanded that states implement evaluation plans tied to student achievement growth.

It was this corporate reform ideology that drove the Illinois state government to pass the Performance Evaluation Reform Act (PERA) of 2010. The current Chicago Teachers Union leadership was not yet in office, and there is no record of any fight against PERA by the previous CTU leadership. Chicago Public Schools, the state's largest and most complex school district, was the first to begin implementation in September of 2012 as a test run for

how the evaluation system would work.

PERA was not the only change to evaluations, however. Education reformers wanted to “up the stakes” and push out experienced, more costly, teachers. The anti-union group Stand for Children poured millions of dollars into Illinois political races, contributing \$2.8 million to legislative candidates running in the November 2010 election and filling a funding vacuum created when the Illinois Federation of Teachers (IFT) and Illinois Education Association (IEA) chose to withhold political campaign contributions. Ed reform-friendly legislators, buoyed by Stand’s new money and influence, introduced Senate Bill 7 in January 2011, which proposed to change tenure (and other) provisions of the Illinois School Code. The CTU, IFT and IEA negotiated changes to SB7, but the controversial bill and its provisions of tenure tied to teacher evaluation passed. Attacks on tenure continue throughout the country, headlined by the Vergara decision in California, which declared key aspects of teacher tenure and due process protections



unconstitutional.

In the wake of PERA and SB7, CTU representatives on the statewide Performance Evaluation Advisory Council (PEAC) worked with the IFT and IEA to promote as many reasonable policies as possible. For example, PEAC was charged with defining a percentage for “significant” in PERA’s requirement that student growth be a “significant” part of evaluation. The unions had argued for 10 percent but others wanted 50 percent. PEAC established a compromise of 25 percent as a minimum for the first two years of the evaluation system and 30 percent in subsequent years. This move helped the CTU keep CPS from implementing a system with 60 percent student growth measures tied to teacher evaluations, which they included in early evaluation proposals. However, prior to the 2012 strike, CPS still insisted on making student growth 45 percent of evaluation. Fortunately, the 2012 strike knocked the student growth percentile down to the state minimum.

The problem with the reformers’ dogma on teacher evaluations is that its premise to begin with is completely wrong. Their belief that huge numbers of bad teachers populate the classroom is false. The number of teachers identified as “Unsatisfactory” barely moved after the REACH evaluation system was put in place. In the first year of REACH, which only applied to non-tenured teachers, the total identified as “unsatisfactory” went only from 1 percent in the old evaluation system to 3 percent. Principals spent six hours on each observation to move that number of “unsats.” Moreover, those numbers may not have been accurately representative of the first year, since the new system was rolled out with little professional development for teachers and administrators. Clearly, the problem is not “bad teach-

Teacher evaluation mandates were not developed to improve teaching. They were developed by corporate reformers and funders such as the Gates Foundation, who view education as a business.



◀ ▲
Photos:
Sarah
Jane
Rhee

ers” and the fix is not more evaluation.

As more information comes in, and as additional Illinois districts are subject to the law, the results are leading more teachers to follow the CTU’s lead in challenging the evaluation system’s worst elements. We’ve chipped away at the usage of VAM with patient, consistent and research-based claims and questions which the Chicago Board of Education has been forced to acknowledge to a degree. We first tackled school-wide VAM and the inappropriateness of Educational Planning and Assessment System tests for high school teacher evaluation. Pre-K through 2nd grade teachers no longer have a school-wide VAM score in their rating and, for now, high school teachers do not either. Elementary teachers in the tested grades are now the sole teachers subjected to VAM, which feels unfair and we must fight against it, but it represents some serious victories.

We have to anticipate that CPS trying to force the use of Partnership for Assessment of Readiness for College and Careers (PARCC) tests for teacher evaluation, and we must actively combat the PARCC

even as the number of states even using this test has shrunk dramatically. We’re continuing to tie the issue of student over-testing to teacher evaluation and arguing for other growth measures to be used. We know that Performance Tasks are imperfect and contribute to the testing calendar, but they are the most reasonable growth measure for teachers at the present time.

The CTU and CPS representatives nearly completed a contract extension this summer, but the deal -other, “SLD”;;; teachersEcontinues

Evaluation is just one of the many issues that highlight the need for the CTU and its members to tackle political work. Next to bringing the “Share. Advocate. Mentor.” mantra to life in Chicago’s public schools, actively advocating for sound, research-based evaluation practices in bargaining and the political arena will ultimately yield the greatest rewards. **CTU**

Carol Caref, Ph.D., is a CTU research consultant, Kurt Hilgendorf is the CTU policy researcher and lobbyist and Jennifer Johnson is the CTU Teacher Evaluation Facilitator.

Amicus “Friend of the Court” briefs spotlight harm to students and failings of decision

Education Experts Urge Reversal of Deeply Flawed Vergara Ruling

BY THE CALIFORNIA
TEACHERS ASSOCIATION

Some of the nation’s top legal scholars, education policy experts, civil rights advocates, award-winning teachers, school board members and administrators filed five amici curiae, or “friend of the court,” briefs with the California Court of Appeal. The filings shine a spotlight on the numerous and major flaws that would harm students in last year’s decision, striking down important due process rights for California educators, as well as other laws governing hiring and layoffs of state educators. The briefs strongly criticize the Vergara ruling on both legal and policy grounds, urging that the decision be reversed.

Prominent civil rights organizations including the Lawyers’ Committee for Civil Rights, Equal Justice Society, Education Law Center, Southern Poverty Law Center, and Advancing Justice-L.A. filed powerful briefs. These organizations argued that a lack of adequate funding, and certainly not the challenged statutes, is the primary cause of educational inequity, and that in order to close the achievement gap, disadvantaged schools and students must have the support and resources they need to succeed. Arguing that money and race influence competition for qualified teachers and the ability of districts to enact proven reforms like smaller class sizes, the organizations urged the Court to reverse the “...plaintiffs’ attempt to lay blame at the feet of the tenure system for disparities that are the product of other factors, including chronically inadequate funding for education.”

Some of California’s most honored teachers—including 2012 National Teacher of the Year Rebecca Mielowocki, and 2014 California Teacher of the Year

and national nominee Timothy Smith—wrote of the importance of due process and how these laws ensure they are able to teach without fear of discriminatory, politically motivated or baseless termination, and how the laws support the risk-taking often necessary to be an outstanding teacher. They also stressed how striking down the challenged statutes would likely worsen teacher turnover in already disadvantaged school districts. The educators were joined in their brief by the American Association of University Professors, the Arab-American Anti-Discrimination Committee, and the Korematsu Center for Law & Equality.

More than 90 top national education researchers and scholars, including Diane Ravitch, Richard Ingersoll and Eva Baker, took the decision to task for failing to establish any causal link between the challenged statutes and any alleged problems the suit purports to address. These experts argued that current laws play a key role in the recruitment and retention of quality teachers in a job market where teaching is unfortunately often becoming less and less attractive as a career option for university students. The researchers were also highly critical of the plaintiffs’ proposal to rely on standardized test scores and the “value-added

The trial court ultimately failed to consider the possibility that relying solely on VAMs as a way to administer reductions-in-force could drive teachers away from the profession and exacerbate the teacher shortage.



method” (VAM) of interpreting those scores as the major criteria for teacher layoffs due to budget cuts. “VAM scores have been shown to be unstable and to fluctuate dramatically from year to year, so that a teacher could appear very ineffective one year and then very effective the next,” they wrote. “The trial court ultimately failed to consider the possibility that relying solely on VAMs as a way to administer reductions-in-force could drive teachers away from the profession and exacerbate the teacher shortage.”

Past and present school board members, as well as school administrators, filed a brief that argued making teaching a more attractive profession is in the best interest of students. Vergara would make teaching a less desirable profession and would exacerbate a growing teacher scarcity, especially in light of the fact that it is just one among many ongoing orchestrated attacks on educators. Among supporters of the appeal were Kevin Beiser, board member of the San Diego Unified School District; Joan Buchanan, former state lawmaker and trustee of the San Ramon Valley Unified School District; and Steve Zimmer, board pres-

ident of the Los Angeles Unified School District.

Perhaps most devastating to the decision was the brief by some of the top legal scholars in the country, among them Dean Irwin Chemerinsky and Catherine Fisk of the University of California-Irvine Law School, Charles Ogletree of Harvard Law School, and Pam Karlan of Stanford Law School. These experts said there was simply no basis in the law for finding the challenged statutes unconstitutional or that any causal link had been demonstrated between the statutes and a diminished education for any student. They argued that striking down the statutes could in fact make things worse for students. They wrote, “In this case, the trial court substituted its judgment about desirable education policy and the best way to improve education for students without regard to the harms its policy choice might cause and without regard to the evidence or the law about the cause of educational inequities and the likelihood that the court’s injunction would redress it. The trial court exceeded its role in our constitutional system and its ruling must be reversed.” [CTU](#)

A Laundry List of Problems With New edTPA Teacher Assessment

BY LARRY VIGON

Beginning on September 1, students in teacher preparation programs in Illinois will be required to pass an assessment known as edTPA in order to obtain a license. The test was added on to a list that already includes the Test of Academic Proficiency (also known as the basic skills test) or an acceptable score on the ACT or SAT; a content test before student teaching; and the Assessment of Professional Teaching.

Surprisingly, there has been little debate about edTPA, and coverage in the mainstream press has been scant. However, many in the educational community have some major concerns with this new assessment.

The edTPA was developed by Stanford University as a multiple-measure uniform assessment, and will be scored in Illinois by Pearson Education, a private, for-profit corporation that provides products and services for educators and school districts. (Pearson has also amassed the largest amount of student data in the country, which should be alarming for those worried about the privacy of student information.)

What is most worrisome about the edTPA is that student teachers will need a passing score for licensure and this score will gradually rise, making it more difficult to pass in the years ahead. What the final score will ultimately be has yet to be decided. Hopefully, the required score for licensure will not be determined by a failure/pass ratio, guaranteeing that some students would have to fail in order for the edTPA to be considered valid.

Impersonal, costly and subjective

Aside from the scoring system, a number of other issues are troubling to the educators who are

mentoring these students: The evaluators hired by Pearson have absolutely no contact with the students. It is completely impersonal, yet these evaluations will determine the destiny of students who might very well be exemplary candidates as judged by their instructors and supervisors at their college. No matter how many A's these students have on their transcripts, and no matter how praiseworthy their letters of recommendation, it will be these Pearson evaluators who, in the end, determine their professional fate.

Instructors see their students during seminars, confer with them after scheduled observations, and exchange emails with them offering guidance and suggestions. This constant contact exemplifies the close, professional relationship that develops between instructors and their students, and in most cases ends in a successful student teaching experience. As any veteran teacher will tell you, relationships matter, but this is totally lacking in the edTPA/Pearson experience.

What is particularly painful from a financial viewpoint is that Illinois is not even picking up the \$300 tab that goes to Pearson. The full cost is borne by the students who must pay an additional \$300 if the entire test has to be retaken due to a poor score. (The basic skills test and content-area tests each cost \$135.)

What makes the edTPA totally offensive is that instructors are severely limited by illogical guidelines. For example, certain types of support for their students are deemed unacceptable such as leading comments about their observations in order to help their students pass edTPA. This represents such a fine line that I totally excused myself from the edTPA classes, and focused instead on the non-edTPA classes, knowing I had full reign to say whatever I needed to say to help my students improve.



▲ **The edTPA is a costly assessment that doesn't accurately predict good teaching and takes educators who know the candidates out of the equation, says one professor.**

Photo: Shutterstock

Having gone through the edTPA pilot program this semester, I have found Pearson evaluators to be highly subjective, despite rubrics that are in place. One score was so outlandish that it is hard to believe that such an individual is currently employed and in a position to cause some real harm to highly qualified students. Each edTPA portfolio can receive a total of 75 possible points and in this case there was an 18-point differential between what the Pearson evaluator gave one of my students and what I determined the final score should be. The other scores were within 1 and 5 points, indicating a real problem with the score.

It should be noted that Pearson evaluators are paid for each portfolio they grade so it makes economic sense for them to grade as many portfolios as they can, as fast as they can. Obviously, monetary rewards may come into conflict with their professional responsibility to give each portfolio the time it needs to properly evaluate it.

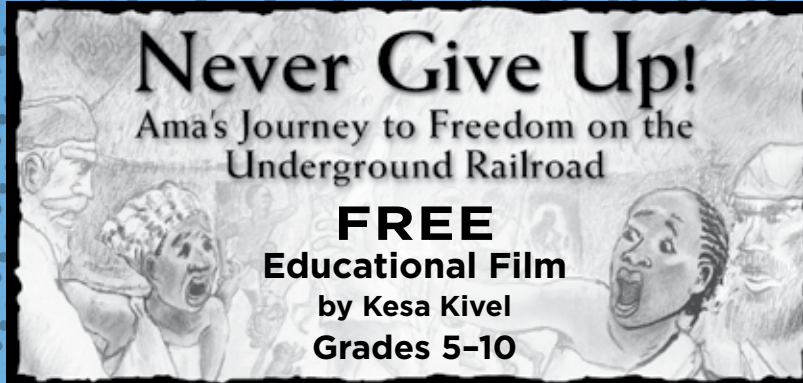
Drain on time, doesn't predict good teaching

Another problem is the video component of the edTPA. Permission slips have to be distributed and collected, and due to deadlines, the videos of classroom

instruction have to be completed early in the student teaching experience. Since student teachers invariably improve over time, it is basically impossible for edTPA evaluators to see how much the candidate has grown by the end of the semester. Then there is the fear, at least on my part, that some evaluators might even be biased against candidates because of their skin color, accents, or the fact that they wear turbans or hijabs.

One of the most frustrating aspects of edTPA was the time it took to deal with the minutiae. A required "language function" was so vague that none of my students even understood it. Neither did I. Also, much emphasis deals with formative and summative assessments. This sounds good in practice, but is impractical given that the final high-stakes summative assessment could take place weeks beyond the three to five lessons that the edTPA entails.

The handbooks contain a lot of information and much of it had to be explained to my students. This took up crucial class time that was needed to discuss appropriate methods and strategies that I had developed over the course of a 36-year teaching career at elementary and secondary schools in the private and public sector. Furthermore, my students constantly



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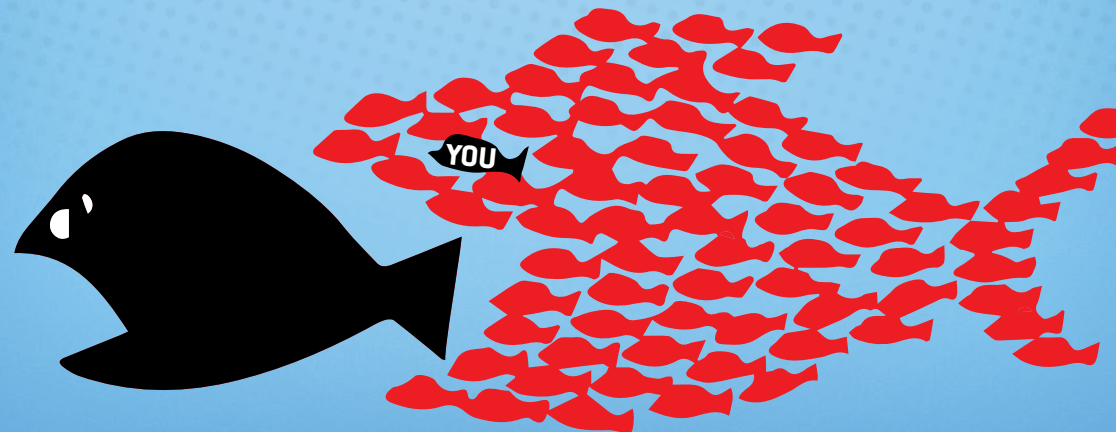
complained how burdensome this was and how they needed more time to prepare for their non-edTPA classes. Anyone who has gone through student teaching can tell you how challenging it is. The edTPA is an unnecessary drain on their time, and becomes extremely troublesome if their school asks them to help coach or advise an extracurricular activity as part of their student teaching experience. For instance, one of my students was deeply involved with the history fair at her assigned school.

What amounts to an educational entry level "bar exam" is also impractical since it is not a predictor of performance. After being hired, some exceptional teachers burn out and quit within five years, while others with fewer skills continue to grow and even become master teachers. In addition, evaluating a student teacher in one school does not mean that they will be hired in the same educational setting. In my case I did my student teaching at a public high school in Chicago, but was first hired by a Catholic elementary school where I taught junior high students.

While the Illinois State Board of Education will determine the score that is needed to pass the edTPA, the colleges of education throughout Illinois and their instructors need to have the final say. These instructors know their students best and are familiar with the strengths and weaknesses of the schools where they have been placed. They will witness their progress over many weeks, while the evaluators at Pearson will be limited by viewing two relatively short 10-minute videos and reading commentaries and lesson plans submitted by the students.

It will be the instructors of student teachers who will recognize the many nuances that eventually result in successful teaching, and it will be these new and successful teachers that will motivate and inspire our children. **CTU**

Larry Vigon is an adjunct instructor at the College of Education, Northeastern Illinois University and a former veteran classroom teacher. This article was originally published in *Catalyst Chicago*, which can be found online at <http://catalyst-chicago.org/>.



CTU Enters Service Agreement with Chicago Alliance of Charter Teachers and Staff Local 4343

BY BRIAN HARRIS

The Chicago Teachers Union has entered into a service agreement with the Chicago Alliance of Charter Teachers and Staff Local 4343 (ChiACTS) and the Illinois Federation of Teachers (IFT) to provide bargaining and grievance representation for ChiACTS members. As of September 1, 2015, the CTU became responsible for contract negotiations and contract enforcement for more than 1,000 ChiACTS members at 32 Chicago charter schools.

This transition sets the stage for greater collaboration in the Union's efforts to improve the education of 400,000 Chicago public school students. The IFT previously provided these services to ChiACTS, which were transferred through a servicing agreement with the state union signed by officers of the CTU and ChiACTS.


"At ChiACTS, we are always trying to discover ways to strengthen our bond with the CTU, and this is a fantastic arrangement for both unions and for the people of Chicago," said Brian Harris, ChiACTS president. "Since teachers and staff at charters and at CPS both serve the young people of our city and are equally subject to the terrible decisions of the unelected school board, it makes sense for us to work together as closely as possible."

For nearly a decade, the CTU, IFT and American Federation of Teachers have worked together to unionize teachers working in Chicago's charter schools. During that time, nearly 20 percent of the teachers at Chicago charters have decided to form a union, which has become ChiACTS Local 4343. The CTU and ChiACTS have greatly deepened their work together over the years by planning shared conferences, showing solidarity for campaigns and developing joint strategies to address professional problems, charter expansion and school funding issues.



"We are hoping to create a unified voice for public educators in the city of Chicago," said CTU Vice President, Jesse Sharkey.

As the CTU and ChiACTS embark on a new phase of collaboration, Chicago charter schools will benefit from a focus on improving many of the issues affecting traditional neighborhood schools, such as poorly run outsourced services, increasing class sizes, attacks on special education and an abundance of standardized testing.

"If we are ever going to defeat the corrupt education reform movement, we need unity among all teachers and school staff," Harris said. "This agreement will help us build our unity." 

Brian Harris is a teacher at Chicago International Charter School and president of ChiACTS.

Special Education Class Size and ISBE Waivers

BY JIM CAVALLERO


Chicago Teachers Union members should be aware of general education class sizes that serve students with special needs. Regardless of whether the class is taught by only a general education teacher or co-taught with a special education teacher, the Illinois State Board of Education guidelines of a 70/30 ratio of general education students to students with special needs is the standard. Our contract article 21-13.2 "Limitations on Workload" states that:

Bargaining unit employees who work with students with disabilities shall not be required to exceed caseloads, class sizes, limits on ratios of students with disabilities to general education students and limits on ratios of students with disabilities to teachers and PSRPs as required under law.

Chicago Public Schools is often granted waivers as high as a 60/40 ratio. However, any time the number of students with special needs exceeds 30 percent, a school must complete an "Application for Deviation." It is important to note that the 70/30 Deviation should be the last resort and reprogramming should be considered first. The form schools are required to complete can be found on the ISBE website at <http://www.isbe.state.il.us/spec-ed/pdfs/34-38a-deviation-forms.pdf>.

The Application for Deviation requires that the general education and special education teacher submit information regarding how classroom instruction would be impacted by the addition of students with special needs. It also asks how these teachers were consulted regarding the placement of students with special needs and also what supports are being provided to them. This application must be applied for prior to the implementation of the deviation from class size.

Article 21-13.2 was a victory the CTU won for our students with special needs in our last contract. It allows us to advocate for what is the best learning environment for our students. At my school, Chicago Academy High School, I was programmed for an inclusion class of more than 40 percent students with special needs. I brought the class size contract violation to the attention of my principal along with information about the deviation from the 70/30 ratio. I was able to get that class size reduced so that it best served the needs of all students in the class.

We have to advocate for our students—especially our students with special needs. Our contract provides opportunities for us to do so. If your classes with students who have special needs are in excess of 30 percent, bring it to the attention of your principal. Ask if some reprogramming can be done. Ask to see the Application for Deviation. In my situation, a grievance did not need to be filed. If you cannot work out something at the school level or are told there is no Application for Deviation, or that you can't see the Application for Deviation, contact your CTU field representative to file a grievance. 

Jim Cavallero is a CTU delegate and special education teacher at Chicago Academy High School.





AL1 AUSTIN-NORTH LAWNDALE ELEMENTARY Anderson, Grace A.; Hatfield, Jamie L.; Pittman, Sylvelia I.; Poole, Alethea; Proctor, Laurel; Sciarine, Kathleen / **AL2 AUSTIN-NORTH LAWNDALE ELEMENTARY** Buchanan, Latasha B.; Humphreys, Timothy A.; Thrash, Rasheeda M. / **BP1 BURNHAM PARK ELEMENTARY** Shepherd, Yvette C. / **BP2 BURNHAM PARK ELEMENTARY** Berger, Michael S.; Ringhand, Allison B.; Washington, Nathalia A.; Zaturski, Steven A. / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** Reeder, Candice C.; Ruff, Nadra C.; Sharp, Daisy L.; Smith, Vera I. / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Hurley, Christine M.; Jarrell, Ashley N.; McNeal, Susie E. / **FR1 FULLERTON ELEMENTARY** Chavez, Lisa B.; DeLaPena, Alejandra; James, Ramses D.; Montgomery, Andrea H.; Vacco, Angela L. / **FR2 FULLERTON ELEMENTARY** Bruehl, Steven C.; Jacobson, Johanna T.; Kearns, Donald E. / **FL1 FULTON ELEMENTARY** Alexandroff, Pam; Cerda, Brian; Maurello, Rosemary S. / **FL2 FULTON ELEMENTARY** Griffin, Allison E. / **FSS FAR SOUTH SIDE HIGH SCHOOL** Arredondo, David; Broussard, Jeffrey A.; MacDonald, Francis J.; Rountree, Eric F.; Styler, Kenneth D. / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Brignoni, Michele D.; Farder, Dejernet M.; Metzger, Suzanne M. / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Bonatz, Julia M.; Haynes, Marci S.; Smith, Elayne P.; Trentham, April L. / **LC1 LAKE CALUMET ELEMENTARY** Dowd, Darnell A.; Spearman, Nicole N. / **LC2 LAKE CALUMET ELEMENTARY** Goodar, Vanessa P.; Morgan, Kelly A. / **ME1 MIDWAY ELEMENTARY** Bendik, Robert; Hester, Kamau L.; O'Malley, Margaret M. / **ME2 MIDWAY ELEMENTARY** Magallanes, Lucero; Paz, Juliana / **NW1 NORTH-NORTHWEST SIDE H.S.** Archambault, Kelly A.; Goodman, Michael A.; Gryglak, Emma E.; Phelan, Audrey R.; Plencner, Scott M.; Plum, Keith R.; Schmidt, Sharon M.; Sloan, James; Smith, Laura; Walach, Erin; Walsh, Matthew J. / **NW2 NORTH-NORTHWEST SIDE H.S.** Hungerford, Robert; Pedersen, Christian E.; Yonan, Joanne S. / **OH1 O'HARE ELEMENTARY** Allison, David R.; Irwin, Melissa L.; Spagnola, Patricia A. / **OH2 O'HARE ELEMENTARY** Burchfield, Elizabeth J.; Dillon, Barbara K.; Medina-Correa, Naomi C.; Ortiz, Lorraine G.; Reyes, Julia A.; Skaggs, Sara L. / **PE1 PERSHING ELEMENTARY** Pulaski,

James / **PE2 PERSHING ELEMENTARY** Melero, Juanita; Putnam, Jeffrey A. / **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY** Guerrero, Jesus A.; Reed-Lopez, Anne C.; Toman, John A. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Ma, Amy / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Feeney, Charles L.; Janes, Karen J.; McLaurine, Cody P.; Mountz, David B.; Pulliam, Davina M. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Birden, Darren A.; Davis, Stephanie A.; Skweres, Steven; Soto, Karen J. / **RI1 ROCK ISLAND ELEMENTARY** Foy, Brandon J.; Lekkas, Harry G.; Martin, Donna M.; Menefee, Jeremy R. / **RI2 ROCK ISLAND ELEMENTARY** All Present / **SK1 SKYWAY ELEMENTARY** Blake Boose, Robin; Carter, Laundry F.; Evans, Karen; Hall, Redina; Norment, Sonya C.; President-Brown Chapman, Rochelle M.; Reed, Cynthia M.; Rudin, Lisa H. / **SK2 SKYWAY ELEMENTARY** Brown, Marlene; Coleman, Kathy L.; Pabellon, Meaghan; Phillips, Jala L. / **SSH SOUTH SIDE H.S.** Cameron, Alisia L.; Collins, Valerie M.; Fisher-Gary, Tonya D.; Grigsby, Lacy B.; Lucchesi, Lauren; Nichols-Sweat, Shari A.; Reed, Darryl L. / **SW1 SOUTHWEST SIDE H.S.** Brode, Amanda A.; Burke, Heide L.; Kelly, Timothy J.; Moten, Latonya; Penuelas, Homero L. / **SW2 SOUTHWEST SIDE H.S.** Crockett, Turan C.; Harris, Shelly; Skalinder, Eric / **WS1 WEST SIDE H.S.** Harris, Stephanie J.; Jones, Emily C.; Stout, Alyson H. / **WS2 WEST SIDE H.S.** Butler, Tonya L.; Kampton, Katherine M.; Miller, Cynthia L.; Rice, Scott / **CITY-WIDE CAREER SERVICE** Aguirre, Emma N.; Cruz, Griselda; Gonzalez, Maria A.; Guerrero, Geneveva; Hampton, Vermie L.; Hathaway, Ida M.; Krantz-Perlman, Isaac J.; Parker-Taylor, Karmen L.; Phillips-Everett, Clovise; Sanders, Vickie; Scott, Ella M.; Spiff, Inodu / **CITY-WIDE** Ahmad, Huma A.; Clam, Matthew C.; Evans-Douglas, Tonya; Ford-Kendrick, Onna L.; Freed, Jeanne M.; Gruodis, Paul J.; Heath, Howard L.; Lofton, Saria C.; McCormick, Mary T.; Nevels, Leigh M.; Nyberg, Angelica M.; O'Connell, Jennifer L.; Ong, Jantra; Racky, Denise M.; Socoloff, Miriam A.; Thompson, Theodore; Whitfield, Benita A.

Delegates Not Present

HOUSE OF DELEGATES MEETING

Wednesday, October 7, 2015

In memory of...

2015

- | | | | |
|-------------|---|--------------|---|
| March 4 | Sadie L. Turner , Woodson | September 8 | Margaret N. Burke , O'Toole |
| March 24 | Carlotta J. Dunbar , Ryder | September 8 | Maggie Lee Wilson , Curtis |
| July 8 | Dolores Ann Arnold , Shoop | September 9 | Florence G. Jackson , Calumet HS |
| August 3 | Mary Alice Bentley , Kelvyn Park HS | September 9 | Kathryn Moffat , Sub |
| August 5 | Ora D. Epps , Sayre Language | September 9 | Jane A. Oehlerking , Spalding |
| August 10 | Mark Alan Palermo , Senn | September 10 | John J. Bolger , Darwin |
| August 13 | Lois E. Willis , Englewood | September 10 | Joanne Lee Gerst , Lyon |
| August 21 | Dorothea E. Adams , Wright | September 10 | Patrick J. Rodgers , Wells HS |
| August 21 | Randy S. Metzler , Sub | September 11 | Anthony W. Dopke , Stockton |
| August 24 | Joseph P. Fitzgerald , Arts Of Living | September 11 | Harold W. Frazer , William Gray Elementary |
| August 25 | Patricia M. Ryan , Stewart | September 12 | Yvonne T. Johnson , Parkman |
| August 26 | Tim Francis , Schurz HS | September 13 | Gertrude Fields , Crown Magnet |
| August 27 | Betty L. Richards , Gifted Program-Central | September 13 | Johanna R. Kasper , Smyser |
| August 28 | Margarita Fiscella , Alexander Graham | September 15 | Carennea Ferrell , Cather |
| August 29 | Irene C. Arrington , Kelvyn Park HS | September 15 | Constance Maragos , Sutherland |
| August 29 | Rita Shine , Bryant | September 15 | Virginia D. Myers , Schurz HS |
| August 29 | Roberta L. Smith , Julian | September 16 | Robert P. Kacynski , Prescott |
| August 30 | Eileen O'Brien , Schurz HS | September 16 | Angela Reynolds , Dulles |
| August 31 | May I. Stoesser , Reinberg | September 17 | Ruth L. Green , Parker |
| September 2 | Babette Simon , Boone | September 17 | Maurice Harvey , Jordan |
| September 3 | Isadora M. Toney , Burnside | September 17 | Lois C. Ricks , Abbott |
| September 4 | Michael G. Reiniger , Riis | September 18 | Marilyn Enyard Hunter , Lyon |
| September 6 | Nathaniel Ferrell , Cb York Alternative | September 18 | Elaine L. Jackson-Mathis , Attucks |
| September 6 | James W. Foreman , Dunbar Voc HS | September 21 | Miriam Pushel , Jackson |
| September 6 | Albert Pirtle , Burke | September 21 | Theresa W. Threet , Terrell |
| September 7 | Flarizell Creagh , Crane HS | September 22 | Shirley A. Severino , Christopher |
| September 7 | Betty J. Sibley , Cuffe | September 23 | Sam S. Ozaki , Taft HS |
| September 7 | Gladys Smith , Owen Acad | September 25 | Grace R. Kramp , Hale |
| September 8 | Irving Bunton , Central Offices | September 26 | Marie D. Jernigan , Medill |