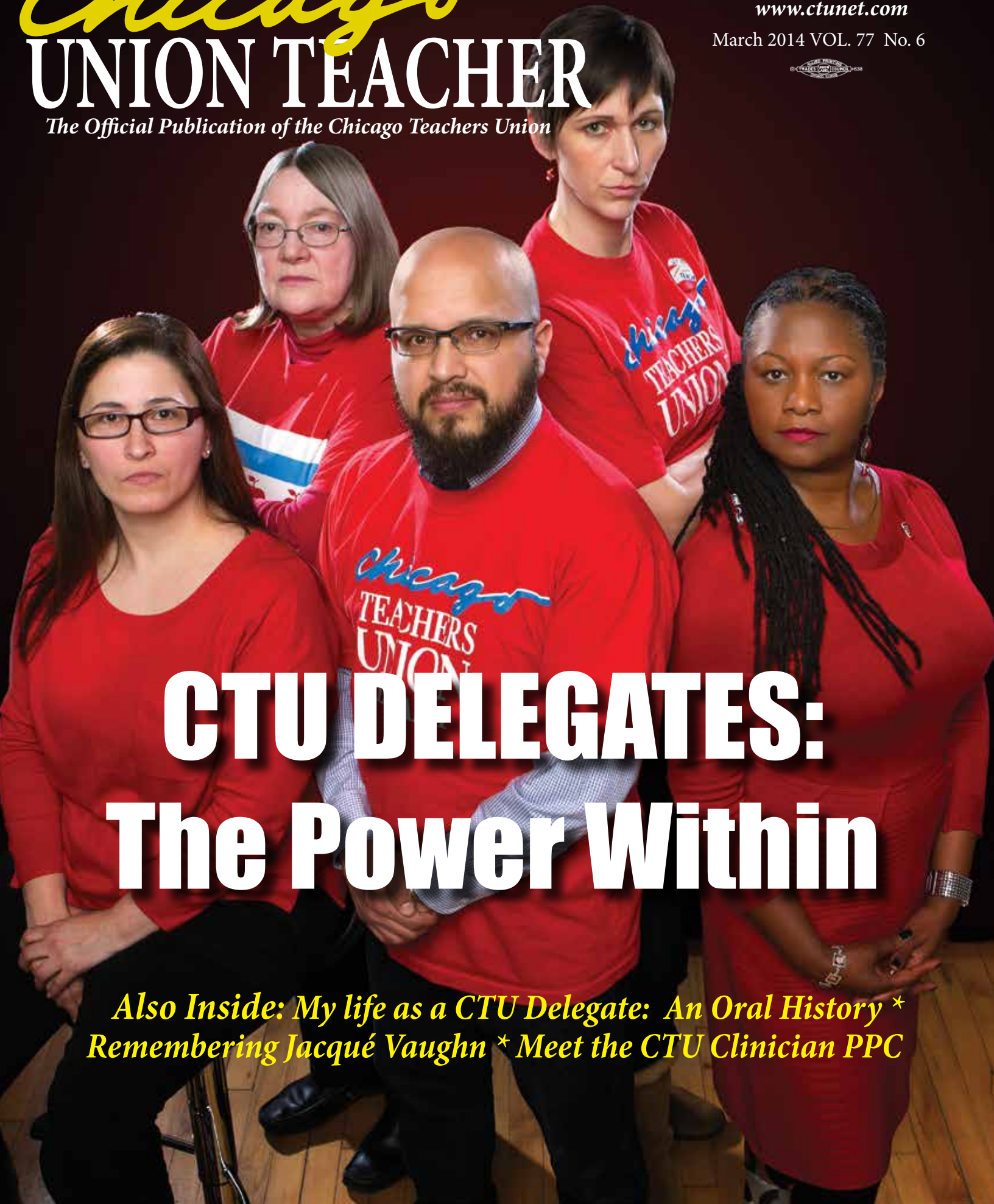


Chicago UNION TEACHER

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CTU DELEGATES: The Power Within

*Also Inside: My life as a CTU Delegate: An Oral History *
Remembering Jacqu e Vaughn * Meet the CTU Clinician PPC*

THIS PAGE: As teachers at Saucedo Elementary planned to protest the ISAT, union activist Sarah Chambers printed these cards to remind them of their rights under federal labor law as union members in any meeting with a supervisor or other representative of CPS administration. On the back of every CTU member's union card is a quote to be read in case of questioning by any administrator:

"If this discussion could in any way lead to my being disciplined or terminated or cause an effect on my personal working conditions, I respectfully request that my Union Representative be present at this meeting. Without representation present, I choose not to participate in this discussion."

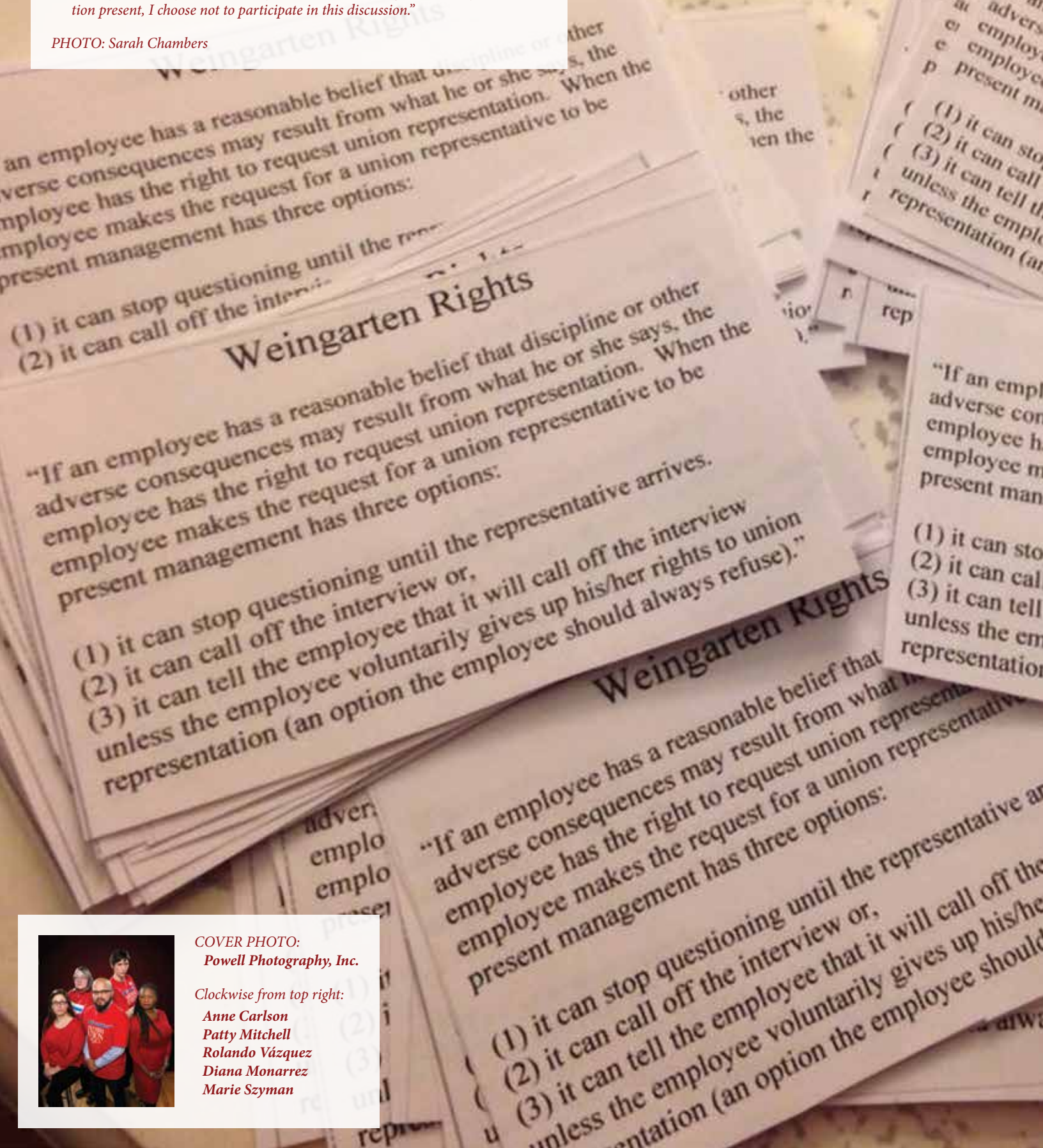
PHOTO: Sarah Chambers



COVER PHOTO:
Powell Photography, Inc.

Clockwise from top right:

- Anne Carlson
- Patty Mitchell
- Rolando Vázquez
- Diana Monarrez
- Marie Szyman



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THIS PAGE: At 5:30 a.m. on February 19, CTU members board the bus bound from Trinity United Church at 95th Street to Springfield for the We Are One Showdown to Protect Our Pensions. Standing is Sherri Dabney-Parker, a teacher assistant at Cather Elementary School. Seated in the row behind her is Kimberly Walls, a teacher at Fulton Elementary School. In all, 28 buses and countless carloads of union workers and supporters converged on the Capitol to demand pensions and benefit promises are not violated. PHOTO: Nathan Goldbaum

Sisters and Brothers,

The attacks on our profession by this mayor and the corporate forces he represents are relentless. Every day we must fight for our schools on multiple fronts. This month I have three things to ask of you. First, work with your delegate to unite and empower your school's staff. Second, support your sisters and brothers who have stood up to the bubble-test mania that ravages our teaching practice. Thirdly, vote on Tuesday, March 18, because our future depends on it.

Delegates represent the power of the union within the school. Your delegate should be the first person you turn to whenever you have doubts or concerns about what may be happening in your school or with your job. Delegates have training in contract enforcement and a relationship with your field representative and organizer. But even with backing from the union office, their power relies on the unity and support of the educators in your school. Delegates must coordinate monthly meetings of all union staff in a school and meetings of the Professional Problems Committee—the group that negotiates with the principal directly over issues in your school. Without this body working to back up and inform the delegate, the weight on one person would be too heavy. Finally, your delegate and associate delegates are your voice in directing this union. Every month they bring your concerns to the House of Delegates—our union's legislative body. At each month's schoolwide union meeting ask them about the House meeting and share with them your thoughts about your union's direction.



I also want to express my pride in our brothers and sisters at Saucedo and Drummond Elementary Schools for their courageous actions in boycotting the ISAT. These teachers put their students first and refused to subject them to an unjust and unnecessary test with no legitimate purpose. Their stance—along with many others around the city who used their personal time to inform parents about over-testing and about their opt out rights—was the right thing for their students. The district's ugly response reveals its true colors to the world. Network staff have bullied and intimidated not only teachers, but parents and students as well. This hysteria shows just how fragile their standardized agenda is. We will vigorously defend our members against any and all retaliation they may experience.

Lastly, the CTU has endorsed candidates in two races—Will Guzzardi in the 39th Legislative District and Jhatayn “Jay” Travis in the 26th Legislative District. Both of these candidates will fight to protect our economic interests and will be a fresh and powerful voice in Springfield. Our members can make the difference in both of these races and I urge you to vote in the March 18 Primary.

Together we will win.

In Solidarity,

 , NBCCT
Karen GJ Lewis, NBCCT

ELECTION NOTICE

There are two (2) vacancies on the CTU Executive Board:

Two (2) High School Teachers

All voting members of the functional groups of the House of Delegates, may vote for one (1) candidate for each vacancy, no matter how many are nominated.

THE PROCEDURE IS AS FOLLOWS:

1. Nominations for vacancies shall be advertised in the Chicago Union Teacher preceding the nomination meeting, on the CTU website and in the meeting notice bulletin for the month of the election.
2. Only those members of the House of Delegates, who represent the functional group to be voted on, may nominate, second the nomination and vote.
3. Nominees must be regular members who have been in good standing for at least two years immediately prior to the date of nomination.
4. Associate delegates may vote. Citywide delegates will sign in as high school or elementary.
5. At the April and May House of Delegates meetings, citywide delegates will be asked to declare which functional group they will vote with – elementary or high school.
6. Nominations will be taken from the floor and seconded from the floor.
7. Voting shall take place at the May House of Delegates meeting following the nomination meeting.
8. Pre-printed ballots will be provided by the Rules-Elections Committee. To prioritize the order, the Rules-Elections Committee will put names in a hat and list them in order of selection. Elected members of the Executive Board may vote within their functional group. Non-voting members of the Executive Board may not vote, unless they are a delegate.
9. At the meeting where the voting is to take place, each nominee shall have the opportunity to speak for one minute in the order in which they appear on the ballot, if they so desire.
10. Delegates will be called to the voting area to pick up the ballots, have their badges checked and sign the voters' signature list.
11. Voters will place cast ballots in boxes at the designated locations.
12. When voting is complete, Rules-Elections Committee members will count the ballots.
13. Up to two representatives may be present during the counting. The candidate may be one of the representatives.
14. The results will be given to the President for announcement at the end of the meeting.
15. In case the candidate does not receive a majority (50 percent plus 1) of the votes cast, there will be a runoff for the position at the next House meeting. Whichever candidates receive 50 percent plus 1 will be automatically seated as functional vice presidents. Candidates in the runoff election will be those who received the greatest number of votes. The number of candidates in the runoff election will be equal to twice the number of remaining vacancies for the position. Runoff ballots will list candidates in order of the number of votes received and beginning with the highest number of votes. For example, if four (4) high school Functional Vice President's vacancies remain after the initial election, the eight candidates who received the greatest number of votes (excluding the candidate who received 50% + 1 of the vote) will participate in the runoff. In the case of a runoff, each remaining nominee will be given one minute to speak in the order in which they appear on the ballot, at the meeting where the runoff voting is taking place.
16. Prior to the House of Delegates meeting where voting will take place, all eligible candidate names will be posted on the CTU website in alphabetical order by functional groups.

The Rules-Elections committee requests that the voting take place at the meeting as early as possible.



MY MODEST PENSION

Dear Editor,

Thank you for the years of service given to teachers in CPS schools. You have done an awesome job overall, and looking out for the retirees when negotiating should become a number one issue.

I am a retired special education teacher. I retired early at age 55 with 26 years of service. I bought two years for \$39,000 cash to increase my years to 28. Because of the huge penalty, I receive a very small pension of \$41,000 annually. This is an insult to the many years of hard work from a teacher.

In addition, I pay \$495 monthly for medical insurance and buy my own dental insurance. After insurance and taxes, I have \$2,700 dollars monthly to live on. A single person could not live on that very small pension.

I retired early in lieu of going on disability for health issues which got progressively worse and got in the way of [me] doing my best. All these issues need to be improved for the retirees.

*Sincerely,
Gail L. Gorman*

NOT DRINKING THE KOOL AID

Dear Editor,

The mayor of Chicago had me, the taxpayer, pay for rehabbing schools that he then closed.

Closing schools and budget cuts caused overcrowding, so now, his [Chicago] Board [of Education] wants me, the taxpayer, to pay for new buildings, new additions to buildings or rental of buildings to relieve the overcrowding he caused.

Then in the next election, he wants me to vote for him so he can repeat this cycle.

Yeah, sure.

*Lotty Blumenthal
Retiree, Jefferson Park*

A PENSION PROTEST LESSON PLAN

Dear Editor,

As a Chicago Teachers Union and Retired Teachers Association of Chicago member, I traveled round-trip to Springfield on Feb. 19 to join We Are One Chicago to protest attacks on our pensions. Our even more threatened active members were of course in classrooms that Wednesday. I planned to help, in however small of a way, my state representative and senator (Democrats Esther Golar and Mattie Hunter) focus better

than they did when both voted “yes” on the previous public employees’ pension reduction bill. I’d hoped to review with them the nouns “distortion,” “pretense,” “discrimination” and “promise”; the adjectives “deliberate” and “inhumane”; the idiom “short change”; the 3:1 ratio of U.S. corporate welfare and pension debt; and lastly—character development—that stealing is naughty.

It’s probably not surprising to the reader that the harried rep, with whom I’ve had occasional face-to-face conversations at neighborhood events, and the tired senator, who had received an equal number of phone messages and letters from me since my 2004 retirement, didn’t know me. Their time to review my chart and reminders was next to nil.

Were these legislators educated in the generations-long large class sizes acceptable to the state forever competing with Mississippi for last place in U.S. education funding? Will our future Chicago legislators be educated the same? This is the same state that took our full right to bargain class size away 19 years ago. Do the Danielson Group’s Evaluation Instrument or the Common Core State Standards have a hill of beans to do with these problems?

Five unions made some noise in the Capitol rotunda on the afternoon of Feb. 19, but an alleged Mandell torture chamber and Mel Reynolds antics in Africa were of greater interest to media.

Yes—run, Karen, run.

Judy Dever, Healy Elementary

RESPECT FOR SUBSTITUTE TEACHERS

In response to, “Substitute Teachers: The Struggle for Dignity and Respect,” by Debby Pope in the January 2014 issue of Chicago Union Teacher.

Dear Ms. Pope,

This article was a testimony to substitute teachers everywhere. Thank you for being our voice and the general of our lonely army. I have been a substitute for three years since my displacement from Charles S. Deneen Elementary where I spent more than decades. Happily, I can say that I have been blessed to reach my retirement and that I will retire from a magnificent educational facility, Thomas J. Higgins Community Academy.

Don’t get me wrong—in the three years that I’ve traveled (AND I DO MEAN TRAVEL) from

11th Street to the north and Midway Airport to the west, I have been privileged to work at some lovely and accommodating schools:

1. Foster Park
2. Orozco Academy
3. Brighton Park
4. McKay
5. Wendell Green
6. Clissold

These are just a few of the schools where I was treated not only with the utmost respect, but called on over and over again to work in a teacher’s stead. However, we all know that the flip side of this story is the HORRID places I’ve been—schools where I was ignored at the front counter and teachers who made verbal differences between my status and theirs (even to the children); schools where the children were allowed to curse and disrespect me the entire day with no consequences; and if this doesn’t beat all, schools that conveniently forgot I was there and failed to send in my time for payroll justification. In this last instance, my pay would eventually be incorrect.

These schools don’t warrant mention, they know who they are.

Ms. Pope, you were spot on when you said, “Substitutes are educators, too.” We definitely are. Those who have been displaced were not [done] so by choice. Our situations have been thrust upon us due to layoffs, payroll cutbacks, turnarounds, etc. We have been made to live without benefit days, affordable insurance for us and our families, as well as salary depletion that are financially uncomfortable. We are punished on our checks for holidays, professional development days and report card pick-ups.

Must we also lie down and roll over for the respect that our lifetime career in education should afford us, but doesn’t? How do we hold our heads up knowing we’ve done our best, but have not been given the best back by our career, in turn? Luckily, I was fortunate enough to find my educational haven at Higgins Academy. Good luck to my educational family, and thank you for replacing my tears and agony with kindness and respect.

*Totally and educationally,
Mrs. Leslie Burton-Ewing*

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Please note that articles may be edited and appear at the discretion of the editor.

WRITE US!



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

CTU DELEGATES: THE POWER WITHIN

By Ronnie Reese

When Chicago Union Teacher decided to shine the spotlight on our delegates, we knew to do so in a way that was powerful, impactful and representative of our struggle. We asked, “Where are the stories?” and once we found them, we had to find the best means of telling them. As we do with every issue of the magazine, we wanted to share information of interest to our members and highlight the ways in which they are valued in their schools. To do that, we needed to be in the schools. To be in the schools, we needed delegates.

If teachers, PSRPs, clinicians and other school staff are the eyes and ears of the more than 600 schools in the district, delegates are the magnifying glass that brings their work into the Chicago Teachers Union’s scope. With more than 25,000 members, and the ever-present, looming threat of political and privatization agendas, the CTU relies on delegates to protect our members and their interests in the schools. Delegates are an invaluable resource—without them, we can accomplish very little.

For this story, Chicago Union Teacher has compiled an oral telling of life as a CTU delegate from more than 50 years of delegate work and nearly two centuries of teaching and school experience. Meet delegates Eric Anderson, Anne Carlson, Adam Geisler, Gale A. Harris, Tim Meegan, Patty Mitchell, Diana Marie Monarrez, Marie Szyman, Phyllis Trottmann and Rolando Vázquez. Read their words and learn about true power in the rank and file.

Anderson: I accepted the nomination because over the years, I had become increasingly angry over what I perceived as the intentional, attempted dismantling of public education. My entire teaching career has been under so-called “reform,” from Mayor Daley’s takeover in 1995 to Vallas and Duncan and Renaissance 2010. And just when I thought things were getting rough, Huberman came in with his performance management and then Rahm was elected.

Geisler: I have always felt a strong sense of solidarity with my sisters and brothers in the classroom. It seemed natural to formalize my role as a delegate to try to fulfill the responsibilities of standing with my colleagues and defending our rights as teachers.

Monarrez: I became a delegate to help build a united, organized, and involved community of teachers, parents and administrators. It was my desire to facilitate closer relationships between teachers and parents, to the ultimate end of more effectively educating our students.

Carlson: I wanted to be part of a union that was based on an organizing model; a union that didn’t use clichés or tired rhetoric; a union that saw teachers as intelligent human beings and respected their choice to be on the front lines every day.

Harris: In reality, I became a school delegate because no one else would do it; however, once I started attending the meetings, going to the delegate workshops and imparting information to the members at my school, I understood how important the role of delegate is.

“I WANTED TO BE PART OF A MOVEMENT IN CHICAGO AND EXPRESS TO THE WORLD THAT EDUCATORS ARE BY DEFAULT POLITICAL ACTIVISTS; WE SHOULD BE HEARD. RIGHT THEN AND THERE I WANTED TO BE THE DELEGATE FOR MY SCHOOL.”

—ANNE CARLSON

Trottmann: Being a delegate means I am the first point of contact and the person who gets to represent our members when they are having problems on the job. I am also the go-to person when it comes to our rights under our negotiated contract.

Mitchell: To be a delegate means to be a jack of all trades. One must have the capability, courage, willingness, knowledge, and most of all, endless energy to represent colleagues and to be a messenger of our union. It means having the capability to disseminate information and be willing to promote union consciousness and values among my colleagues. It means having the courage and knowledge to represent my co-workers, and to ensure that the administration is in compliance with the Union agreement.

“AS A WORKER, IT MEANS BEING PART OF A PROUD TRADITION OF LABOR AND SOCIAL JUSTICE. AS A FATHER AND HUSBAND, IT MEANS DOING THE WORK THAT MY DAUGHTER AND WIFE CAN BE PROUD OF. AS A CTU DELEGATE, IT MEANS BEING PART OF A TREMENDOUS UNION THAT HAS SERVED AS A MODEL FOR OTHER UNIONS AROUND THE WORLD FACING SIMILAR ATTACKS.”

—ROLANDO VÁZQUEZ

Carlson: It means I am part of a larger community of education activists who care about transforming public education and pushing back on privatization; it means representing people at my school with whom I may not share the same politics. That is part of maturing as a delegate. It means getting in the ring and being battered around a bit, but getting back up a little stronger and wiser; it means standing up to the decision makers in CPS and calling them out for decisions that hurt children and teachers; it means being an anchor at the school when the fault lines in CPS are shifting and we don’t know when the next earthquake will hit.

Meegan: It is an exciting time to be a delegate. The challenges we face seem insurmountable, but fighting against all that makes me feel good. Every victory feels like a miracle.

On the front lines of defending member rights: CTU delegates (left to right) Marie Szyman, Diana Monarrez, Anne Carlson, Rolando Vázquez, and Patty Mitchell.

PHOTO: Powell Photography, Inc.



Vázquez: Interestingly, being a CTU delegate has made me a better teacher by honing my passion for a more just world. My students feel it, too, and together we bring deeper levels of meaning to our work—to our purpose.

Geisler: First and foremost, a delegate should be present for her or his coworkers. Sometimes that means talking and advocating into the late hours; sometimes that means answering emails early in the morning. I also consider it one of my duties to inform the teachers and essential support staff of the larger context of our struggles as public school workers.

Meegan: Delegates should represent teachers in disciplinary meetings with the principal, ensure contractual rights are enforced, ensure the administration is following REACH protocol, and encourage the faculty to share the results of their REACH observations. We have to make sure the PPC and PPLC are up and functioning as they should and we have to create an environment where it is safe for teachers to advocate for student needs without threat of retaliation. We have to use the PPLC to bring faculty concerns directly to the LSC. We have to do what we can politically to keep our school open—that means building and maintaining relationships with parents and community organizations. We also have to scrutinize administrative decisions regarding the budget, and protect as many members as possible from layoffs in the face of massive budget cuts. We also have to play a role in protecting teacher

control of curriculum and instruction, and advocate for high quality professional development that gives teachers the tools they need to better serve students and protect their ratings. If necessary, we file grievances.

Szyman: I think the delegate should be accessible, informative and trustworthy. By “accessible,” I mean that I should be in contact with all the teachers and staff on a regular basis. By “informative,” I mean that I try to provide the answers to questions I am asked quickly. If I’m unsure, I call the Union for clarification. By “trustworthy,” I mean that I have had many conversations with my teachers and staff that are very personal and I feel that people can trust me because they know I would never betray a trust.

Monarrez: Delegation is a job that involves listening above all else. A delegate must be very attentive to the needs and concerns of all parties involved. A delegate must then make informed suggestions regarding the direction parties involved should take. Finally, it is important that a delegate does their best to educate their constituency concerning all contractual rights and responsibilities, and raise awareness among the administration.

Harris: I talk to teachers about issues and try to help them understand what we are fighting for. I try to gently persuade them to go to rallies and other activities so that we can all stand as a union. In terms of the charter school issue, I am not only a teacher who works in the 18th Ward, but I am also a resident of the 18th Ward. I have called Ald. Lona Lane’s office on several occasions regarding issues that I felt she needed to know about. When I heard that she had written a letter of support for placing charter schools in the area in which I worked, I became angry. I was willing to do whatever it took to make sure this did not occur. I thought that if charter schools were placed in this area, it would mean that my livelihood and the livelihood of

my children and my colleagues’ children would be at stake.

Anderson: I spoke to the LSC because many members of the community were not aware of the charter school proposal or that Ald.

Lane had voiced her approval. We just tried to spread the word and encourage our supporters to canvass the neighborhood and to call Ald. Lane and urge her to rescind her support. I also spoke at the Board hearing.

“STRONG DELEGATES ARE ESSENTIAL TO BUILDING A SCHOOL COMMUNITY THAT IS PROACTIVE AND TRANSPARENT; IT IS OUR JOB TO FOSTER DEMOCRATIC DECISION-MAKING.”

—TIM MEEGAN

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Harris: I talked to my principal and made her aware of what was going on. Then I organized two union meetings to alert the staff and allow them to hear firsthand what was going on. We got signatures from the parents and staff members asking Ald. Lane to rescind the letter of support for Curtis Sharif Charter School. Once we were able to secure a day that we would be able to visit her office, I placed a letter in each of our buildings and asked staff members to meet me there after school. We filled her office along with staff at Ashburn and Owen schools. Although she did not meet with us, our presence sent a strong message.

Anderson: Fortunately, the Board decided to reject the charter proposal. Although it was a victory for Ashburn, we know that other charters were approved and that the battle continues.

Anderson: Teachers want to teach. Our classroom is a refuge, and when we see that threatened by misguided policies, we get protective. When we see instructional time replaced with yet another test, we get defensive on behalf of our students. Hence the refrain: I just want to teach. It's not said out of resistance to change. It's said out of resistance to nonsense and a desire to do what is in the best interest of our students.

Vázquez: Countless teachers got into the profession because we had a vision to make a positive impact on the lives of students. It's a challenge to keep this vision clear when our elected—and appointed—officials do not involve us in a meaningful way when it comes to making decisions about our students' lives. They claim teacher, parent and community involvement, but it's a sham. No amount of claims of "community involvement" covers up the abode of hypocrisy they've created.

Szyman: Public education is under attack across the nation and so are teachers. President Obama and Arne Duncan are strong proponents of the charter schools, and our mayor also wants to destroy the neighborhood schools. This puzzles me. They

obviously are not listening to the experts. Neighborhood schools in Chicago are in danger. The Chicago Teachers Union, the strongest teachers union in the nation, is battling with the powers that be to protect the neighborhood schools and teachers. Powerful people with limitless funds are vying against our union for our schools. Every time they replace a neighborhood school with a charter school, that means fewer union members. Our only power is to actively work together and support those politicians who demonstrate support for us.

Meegan: To be effective, you have to lead by example. Never ask anyone to do anything that you wouldn't do. Being a delegate is a lot of hard work, but it is very rewarding when you can accomplish things for the faculty and students. You can't be afraid of confrontation, and have to be willing to push issues for teachers and advocate for students.

—PHYLLIS TROTTMAN

Geisler: Don't be afraid to ask for help. There is strength within the rank and file of your own school. Find those individuals who can help with organizing and morale-building. There will be times when the tasks seem daunting, but that is when you want to reach out to your field rep, CTU organizers, or even the elected officers themselves for support.

Anderson: Being a delegate helps connect you and your members to this large, powerful union. That sounds obvious, but I didn't really appreciate what a meaningful experience that would be until I became a delegate. Teaching can be isolating at times and you can feel disconnected, but when I first started coming to the House of Delegates meetings, my connection to the Union became real and powerful. My appreciation for the value of our union has definitely strengthened since becoming a delegate. I also learned quickly that it was okay not to have all the answers all the time. There is always someone to turn to for help.

Vázquez: The job of a delegate can sometimes feel difficult, consuming and thankless. But it's also inspiring and invigorating. It has changed the way I see myself as a teacher and activist. An aspiring delegate should know that the work we do makes a difference. This is without a doubt! I extend these words to everyone, even if you're

not aspiring to be delegate. But don't wait for a dramatic sign to step up and take the position. Your frustration and sense of wrongdoing is sign enough! This reminds me of a poster I have up in my classroom that reads, "You don't have to choose your moment in history, sometimes the moment in history chooses you." That was [something] CTU Vice President Jesse Sharkey [said] a couple of years ago, and the message rings even truer today.

Carlson: This is an important role at the school and the decision to run for delegate should not be made lightly. If you are elected, you will be more than a messenger delivering news from CTU to the staff; you will be an on-the-ground advocate for quality education in our public schools. There will be times when you are unpopular because you speak up to administration. There will be times when you take risks and make mistakes. But no matter how many times you get knocked down in the boxing ring, you will get up wiser and stronger. You will learn about your staff and the students and what matters to you and them. You are a key voice and an important set of ears at your school, taking a stand for educational justice. Anyone standing up for justice will be criticized by some people and praised by others. You have to put on a Teflon suit and grow another layer of skin. This is not an easy job, but it is an important job.

Szyman: The Union staffers at headquarters are ready to respond to any problem or question you have, and are

very engaged in helping the delegates resolve issues. I wasn't sure what I was getting involved in when I said "yes" to be the delegate from Greene, but I am very proud to be a part of the Chicago Teachers Union. ■

Ronnie Reese is a member communications coordinator at the CTU.

"NEVER BE AFRAID TO ADMIT YOU DON'T HAVE THE ANSWER."

—PATTY MITCHELL

"OUR BIGGEST ISSUE IS THE ASSAULT ON PUBLIC SCHOOLS BY POLITICAL ENTITIES WHO DO NOT UNDERSTAND THAT WE WORK HARD EVERY DAY UNDER TREMENDOUS PRESSURE."

"THE PUBLIC NEEDS TO HEAR FROM US."

—ERIC ANDERSON

Don't stop now...



**If we don't fight back,
he'll keep fighting us.**

Contribute to the CTU PAC for only \$5, \$10 or \$20 per month. 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 CTUNET.com/PAC.



MEET THE CTU CLINICIAN PPC

By The Chicago Teachers Union Clinician Steering Committee

Clinicians became delegates to ensure the voices of clinicians are heard and recognized. Although clinicians share many of the same issues as teachers, we also face many unique concerns. We became delegates to make sure our interests were addressed in contract negotiations and to make certain the contractual rights of clinicians are enforced. We seek to improve our ability to provide services to CPS students and to improve working conditions in our schools.

Clinician delegates seek to advocate for clinicians, students, families and school communities. We hope to be change-makers educationally, politically and socially by empowering and educating others.

We must be responsive to clinician concerns and provide timely feedback to questions and guide clinicians by providing them with information and resources. Clinician delegates can empower clinicians to self-advocate by educating clinicians on issues related to their contractual rights. We strive to provide clinicians with facts while dispelling rumors. Clinician

delegates advocate, support and often just provide a listening ear to our colleagues.

Some of our innovations and efforts include:

- We have a monthly steering committee meeting to set the agenda for the monthly PPC meeting. The dates are set in advance for the entire school year. Meeting minutes are shared via email with clinician members.
- Recently, the Clinician PPC collaborated with school counselor delegates on issues related to common problems and concerns in schools.
- A clinician may work in one school or may be assigned to as many as 15 schools. Sometimes clinicians are unaware of the location of the CTU bulletin board in their schools and it can be difficult to stay informed. This year, the clinician delegates have been able to get PDF files of the information shared with delegates at the monthly CTU House of Delegates meetings and we have emailed the information to clinician members.

- Clinician delegates were able to facilitate with CPS to get Recognize Educators Advancing Chicago's Reflect and Learn System (REACH RLS) training provided during the school day. Some clinician delegates were able to hold after-school workshops for their disciplines related to the REACH evaluation process.
- A clinician delegate sometimes functions as a "cheerleader" to get members involved and motivated to participate in various CTU activities. Delegates also engage in mentoring by meeting with clinicians and collaborating to find the best ways to complete work tasks.
- We developed a bereavement presentation through an American Federation of Teachers grant. This presentation, with an accompanying guide for teachers, will be given at all CPS schools this school year.
- We designed a special t-shirt for clinicians that we proudly wore during the strike and on Red Fridays.

THE CHICAGO TEACHERS UNION CLINICIAN STEERING COMMITTEE

NURSES: BENNA BELL CSN,
BONNIE JOHNSON LPN, SARIA
LOFTON CSN, DENISE RACKY CSN

OCCUPATIONAL THERAPISTS:
LEIGH NEVELS, LOURDES
RODRIGUEZ, KIRSTIE SHANLEY,
BRAD WILDI

PHYSICAL THERAPIST:
HEATHER VEZINA

SCHOOL PSYCHOLOGISTS:
THERESE BOYLE, DEBRA
DANDELES, JENNIFER SCHWARTZ,
JACQUELYN TUIE

SCHOOL SOCIAL WORKERS:
GLORIA BASHIR, CAROL
HAYSE, SUSAN HICKEY, JUDY
SCHECHTMAN, BENITA SHANKLIN,
BESSIE TSITSOPOULOS

**SPEECH AND LANGUAGE
PATHOLOGISTS:** HUMA AHMAD,
CHERYL DOUGLAS JOHNSON, PAUL
GROUDIS, SHERESA MATTHEWS,
JULIE NISIVACO, JENNIFER
O'CONNELL

*Some of the clinicians at a subcommittee meeting. First row: Huma Ahmad (speech pathologist), Benna Bell (school nurse), Susan Hickey (social worker). Second row: Leigh Nevels (Occupational Therapist), Jennifer O'Connell (speech pathologist), Therese Boyle (psychologist), Bessie Tsisopoulos (social worker). Third row: Denise Racky (school nurse), Paul Gruodis (speech pathologist), Russ Tracy (psychologist) Not pictured: Gloria Bashir (social worker), Debra Dandele (psychologist), Cheryl Douglas-Johnson (speech pathologist), Carol Hayse (social worker), Bonnie Johnson (LPN), Saria Lofton (school nurse), Sherese Matthews speech pathologist), Anthony McCoy (LPN), Julie Nisivaco (speech pathologist), Lourdes Rodriguez (occupational therapist), Judy Schechtman (social worker), Jen Schwartz (psychologist), Benita Shanklin (social worker), Kirstie Shanley (occupational therapist), Jacqueline vTuite (psychologist), Brad Wildi (occupational therapist)
PHOTO: Kristine Mayle*

As a group, CPS clinicians have access to all the CPS buildings across the city. Clinician voices have the capacity to reach many people and our potential for engaging members is great. In addition, clinicians have an expanded ability to see what initiatives work and what initiatives do not work as we observe school environments throughout the city. Clinician delegates have the opportunity to expand the impact clinicians can make in terms of activism and engagement of CTU members.

Despite the depth of our reach, clinician caseloads and workloads can be very difficult to maintain. We are assigned far too many schools, making it a challenge to provide the services CPS students need and deserve. Clinicians most often are not provided appropriate workspace in schools, which means we have to provide therapy to students wherever we can—closets, basement storerooms, hallways and vestibules. In addition, some of our members are being evaluated this year by principals who have little to no knowledge of what we do.

We remain, however, a proud, dedicated, well-oiled machine. We encourage other clinicians to contact current clinician delegates to learn more about becoming a delegate. There is great hope in empowerment and working together. There is strength in numbers and strong voices. Reach out—don't burn out!

There are a variety of CTU committees that clinicians can join to have their concerns addressed and provide a voice. Clinicians are encouraged to visit the CTU website at www.ctunet.com to check out the latest information related to services and supports for members. Sign-up on the homepage of the CTU website to get regular CTU email updates. The CTU calendar book is also a great resource; check it out!

The CTU field representative assigned to assist clinicians is John Kugler (johnkugler@ctulocal1.com). Susan Hickey (susanhickey@ctulocal1.com) also works part-time at CTU to support clinicians. ■

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for REPRESENTATIVE • MARCH 18, 2014

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UNION**

WHY I BECAME A SCHOOL DELEGATE

By *Debby Pope*

I FELT THAT I WAS HELPING MY COLLEAGUES BECOME STRONGER, AND IN THE PROCESS, I WAS BECOMING STRONGER.

I became a teacher in my late thirties. I had studied to be a teacher, and for a long time, dreamed of being a teacher, but in the late 1970s, there were no jobs for high school social studies teachers. I subbed for a year and then, needing a job with benefits, went to work for the federal government. It was a “good” job but I hated it. We organized a union there and gained a voice at work. It was exciting to negotiate our first contract. We made some gains—especially in setting up flexible work hours—but, still, I yearned to be a teacher.

In 1990, I decided to give it another shot. I used my cousin’s newfangled computer to mail merge a cover letter and sent my resume to all the Chicago high schools. Two weeks later, I was offered a job as a bilingual teacher at Juarez High School. There was only one catch: I could barely speak Spanish.

The first years were rough and exhausting but I loved it. I joined a parent-teacher committee that opposed turning the school into a year-round, 12-month school without the input of parents and without coordination with the feeder schools. The principal didn’t like it. I was a Probationary Appointed Teacher and he told me my position would be closed the next year, despite a superior evaluation. He had someone else in mind for it, a full-time-basis substitute who could teach one biology class off certificate. I went to the [Chicago Teachers] Union at the time, but was told they could do nothing. Fortunately, I found another position closer to home.

There were, however, issues at my new school. The principal signed her memos “She Who Must Be Obeyed,” and divide and conquer was her favorite game. When I talked to colleagues about this in the women’s lounge they said, “Shhhhh... the walls have ears!” But our delegate—now a principal—got along very well with our fearless leader. There was labor peace but the ranks were not happy. Knowing this, he decided not to run again.

I had always been a fighter and an assertive woman, but I felt myself growing timid and


unsure—afraid of my own shadow. I had two young daughters at the time, and fear was not the model I wanted to present to them. I decided that running for delegate would help me grow stronger and brave. The Union would have my back and I would be able to help my colleagues develop confidence and think collectively.

I wrote a letter to my colleagues about my goals for the CTU at Schurz. It was a contested election, but to my surprise, I won over a much more senior teacher. Some strong colleagues—now in the grievance department at the CTU—became my associate delegates. We voted down a scheduling waiver the principal really wanted and interest grew in our meetings. We held PPC meetings. When people had problems, we listened and tried to develop solutions. Not everything went smoothly by any means, but the morale of the staff improved and people became a bit less fearful and a bit more supportive of one another. We filed some grievances—winning some and losing others. It was mostly little things, but in many cases, it’s the little things that really affect how we feel in our buildings and our classrooms.

I had found something that I loved to do. It was challenging and invigorating. I felt that I was helping my colleagues become stronger, and in the process, I was becoming stronger.

It has since become a lifelong passion and commitment, and becoming a delegate just might be what you need to help you stand taller and feel stronger. And, of course, in this era of constant attacks, your union really does need you! ■

Debby Pope, a former CTU delegate, now works in the union’s Grievance Department.

A man with glasses, wearing a white dress shirt, a red patterned tie, and dark trousers, stands outdoors on a path with trees in the background. He is smiling and looking towards the camera.

WILL ★ ★ ★ ★
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A STRONG YEAR FOR OUR CONTRACT

By *Thaddeus Goodchild, Graham Hill and Jackson Potter*

All of us have become accustomed to the tumultuousness of Chicago Public Schools—the constant top-down mandates, shifting priorities, insufficient planning or resources, and general disregard for our profession. Some of these threats stem from local policies and practices, but many are a by-product of the corporate school reform tsunami that has touched down in cities across the nation.

The systemic nature of the problems we face require political, organizing and contract enforcement solutions. As a result of our heightened activity—from the preparations for our strike to the present—we have developed some formidable school-based methods for resolving a good number of our issues. The Professional Problems Committee (PPC) plays an important role as a de facto organizing committee that can address school-wide concerns and support our rights via the contract and beyond.

It is increasingly important that we develop strategies to confront the contract violations we experience at the school level. With our contract potentially expiring in June of 2015, our willingness to stand up and defend our rights in every school will set the tone and foundation for the next agreement.

A few examples of successful contract enforcement fights in a number of schools and across the system show that when we fight, we can win.

EXCESSIVE PAPERWORK

In Article 44, we have new language that prevents CPS from piling on additional paper-work without taking something away. When Saucedo elementary teachers were being bludgeoned with unit plans and lesson plans their PPC went into high gear and negotiated a reduction in paper-work and lesson plan submission requirements. Through a process of engaging their co-workers and building unity throughout the building, Saucedo educators won their demands via the PPC.

TESTING

A number of schools have started a robust opt-out campaign with parents and staff. Our PPCs are crucial in the fight for more teaching and less testing. If our lives are consumed with test prep, narrowed curriculum and onerous evaluations, we know that high stakes testing lies at the center of that equation. At Addams Elementary, a significant number of parents have already opted their children out of certain tests. This may signal our ability to transform the entire situation we are currently in with value added and the probation model. Stay tuned!

DISCIPLINE

In negotiating the 2012-2015 Collective Bargaining Agreement, we were able to eliminate disciplinary suspensions of our members, replacing suspensions with a progressive warning procedure. In addition, we implemented a system of mediation/arbitration to ensure balance and fairness with a third party neutral when it comes to disagreements over member discipline. To this point, the discipline in 11 of the 13 cases we have challenged through mediation/arbitration has been reduced or rescinded. This is a hugely important development that has returned to us some control over our professional conditions and caused CPS to re-evaluate its often heavy-handed approach to employee discipline.

DELEGATES FIGHT ANTI-UNION ANIMUS AND BULLYING

Recently, we have secured three significant victories for members at Coles Elementary and Kennedy and Kenwood high schools. In the Kennedy and Kenwood cases, the Illinois Educational Labor Relations Board (IELRB) found that principals at those schools violated state law by retaliating against members for engaging in protected union activity. The IELRB ordered that the adverse retaliatory actions taken against those members be reversed, that back pay be issued in cases where members lost salary as a result of the retaliation, and that a notice regarding the violation be posted at the school for 60 days.

The IELRB issued a complaint on unfair labor practice charges that we filed on behalf of the delegate at Coles alleging that the principal had retaliated against him for protected union activity. The complaint allowed us to negotiate a favorable settlement for the delegate whereby adverse actions against the delegate will be reversed and back pay issued.

Additionally, our anti-bullying language in Article 44 of the contract has helped signal to bullying principals that they cannot continue abusive behaviors.

EVALUATIONS

Thanks to negotiating strong language in our contract, we pushed back on the Chicago Board of Education's attempt to require 50 percent of our evaluations be based on high-stakes standardized tests. In addition, hundreds of Probationary Appointed Teachers who were previously incorrectly evaluated were issued "proficient" ratings instead of "unsatisfactory" or "basic" because of our contractual language. We also now have the ability to appeal the substance of unsatisfactory evaluations, in addition to procedural protections.

MATERNITY LEAVE AND SHORT-TERM DISABILITY

For the first time, our members who are expectant moms will have access to six weeks of fully paid maternity leave. Also, if you become ill and need to take extended time off, we now have access to 90 days of short-term disability with full benefits and varying degrees of pay. ■

Thaddeus Goodchild and Graham Hill are in-house attorneys and Jackson Potter is Staff Coordinator at the CTU.



EVALUATION LIAISONS STEP UP

HELP DELEGATES BRING 'SHARE. ADVOCATE. MENTOR.' TO LIFE

By Jennifer Johnson

Chicago Teachers Union school delegates are the citywide and local advocates for our members in hundreds of schools. They step up and are elected by their peers to do the difficult tasks of helping to enforce the CTU collective bargaining agreement, connecting their fellow CTU members to important resources, supports, campaigns and events, and representing their peers in the CTU's ultimate governing body, the House of Delegates. These responsibilities are incredibly challenging, but with the support of their colleagues and CTU staff, delegates across the city are constantly demonstrating what solidarity really means.

Because delegates have so much on their plate, and because the new teacher evaluation system is such an overwhelming reality for teachers, clinicians, counselors, librarians and other educators, the CTU has been adding new layers of support. We developed our teacher evaluation mantra of "Share. Advocate. Mentor" (S.A.M.); updated our website at www.ctunet.com to include some of the most important information and resources related to evaluation; and are sending out monthly evaluation emails to all members for whom we have an accurate email address. (Educators can view the resources and archived emails at www.ctunet.com/eval or under the Teacher Evaluation button on CTUnet.com.) CTU staff are providing updates to delegates at some House of Delegates meetings, as well as holding special meetings in schools on evaluation and attending regular union meetings to address evaluation questions and concerns. The CTU Quest Center professional development courses have all been aligned to the components of the Framework for Teaching.

Starting in October 2013, the CTU asked that at least one educator in each school become a CTU Teacher Evaluation Liaison. Because

evaluation is such a heavy lift, the CTU recruited volunteer liaisons to work with delegates to support members on issues specific to evaluation. CTU Teacher Evaluation Liaisons work with their union delegate(s) to be the eyes and ears of evaluation questions and concerns in their schools. As of early February, more than 100 members had signed up to be CTU Teacher Evaluation Liaisons! The liaisons are a vibrant, eager and diverse bunch that work in schools all over the city and represent all REACH-evaluated job titles from general education to special education teachers, and librarians to occupational therapists.

On Thursday, January 16, 2014, nearly 60 of the volunteer liaisons attended the first training as a group. At this training, the liaisons received a liaison guide, reviewed relevant evaluation reference materials, got answers to pressing questions and, most importantly, practiced "S.A.M." strategies that they can use in schools to help educators learn the ins and the outs of the evaluation system and to encourage educators to collaborate. Liaisons were asked to share their knowledge, help members connect to existing reference materials and to begin to enact and model these strategies with members in their schools or with citywide clinicians who share their job title. Liaisons can also help funnel questions and concerns from members to the appropriate CTU staff in order to get answers quickly and/or refer larger concerns to the appropriate CTU and Chicago Public Schools committees and leadership.

The teacher evaluation liaisons should have identified themselves as such in their school(s) and should be working with union delegates and members to help ensure that evaluation is done fairly and that members help each other. Some schools signed up more than one volunteer and some delegates

even signed themselves up to be liaisons! But ideally, members who are not delegates will continue to volunteer to be liaisons so that they share their teacher evaluation knowledge with their delegates and work with delegates to assess what the most appropriate strategies are for their members. Delegates should seek input and support from the liaisons, but the delegate is still responsible for their elected duties.

If you need to know if your school has liaisons already, or if you're interested in signing up to be an evaluation liaison, please notify your delegate and then contact me at JenniferJohnson@ctulocal1.com. Liaisons who sign up will receive communications about future trainings!

Jennifer Johnson is the CTU Quest Center's Special Projects Facilitator for Teacher Evaluation.

THE LIAISONS ARE A VIBRANT, EAGER AND DIVERSE BUNCH THAT WORK IN SCHOOLS ALL OVER THE CITY AND REPRESENT ALL REACH-EVALUATED JOB TITLES



For more information, please contact
Carolyn Fulton at
CarolynFulton@ctulocal1.com or 312-329-6213

BOWL FOR KIDS' SAKE

Annual Chicago Teachers Bowl For Kids' Sake

Join Us!
Saturday, April 5, 2014

To register, please go to <http://www.ctunet.com>

All materials necessary to participate in the fundraiser will be emailed to the team captain after your reservation is received. **SPACE IS LIMITED**

Arena Bowl Oak Lawn

4700 W. 103rd Street
Oak Lawn, IL 60453
1:00pm-4:00pm

Striker Lanes

6728 W. 16th Street
Berwyn, IL 60402
11:00am-2:00pm

Skyway Bowl

9915 S. Torrence Avenue
Chicago, IL 60617
9:00am-12:00pm

Waveland Bowl

3700 N. Western Avenue
Chicago, IL 60618
12:00pm-3:00pm

Individual Fundraising Levels and Prizes

\$40—Minimum to participate includes bowling and shoe rental

\$75—Bowling, shoe rental, BFKS t-shirt and drink

\$100—Bowling, shoe rental, drink, and **\$10** Discover Gift Card

\$250—Bowling, shoe rental, drink, and **\$25** Discover Gift Card

\$500—Bowling, shoe rental, drink, and **\$50** Discover Gift Card

\$1,000—Bowling, shoe rental, drink, and **\$100** Discover Gift Card

\$2,500—Bowling, shoe rental, drink, and **\$300** Discover Gift Card

\$5,000—Bowling, shoe rental, drink, and **\$500** Discover Gift Card

Those who raise \$75 or more will receive a t-shirt

****Please note that an individual can only claim one prize, i.e.
if you raise \$5,001+ you will only receive the \$500 Discover Gift Card.**

COMMON CORE: THE GOOD, THE BAD, AND THE UGLY

CTU FORUM TACKLES THE CONTROVERSY OVER COMMON CORE STATE STANDARDS

By Michael Moriarty and Lynn Cherkasky-Davis

On Friday, January 24, 2014, the Chicago Teachers Union Quest Center held a panel discussion at Wells Community Academy High School for our members to learn and share their questions/concerns about the Common Core State Standards (CCSS), in particular, the purpose and quality of the standards; national and CPS implementation issues; developmental appropriateness; implications of the standards for teachers and students; impact on teaching and learning; and what the CTU is doing to support teachers with the CCSS.

Supporters claim the rigorous standards are essential to provide equitable education throughout our country. Some critics say the standards are just another part of the “reform” movement aimed at corporate entities profiting over students. Others oppose specific elements of the standards, but don’t oppose them entirely, which leaves the question: Is it possible to support our members who must address several instructional shifts in “teaching to the standards” even if we are opposed to the CCSS roll out and testing protocols?

During the panel, varying viewpoints elicited discussion that was engaging and complex, thanks to an excellent panel of university professors and Chicago Public Schools classroom teachers. CTU members, J. Cyriac Mathew of Uplift High School and Monique Redeaux-Smith of Morrill Elementary provided firsthand experience on how the Common Core has influenced their teaching practice and their students’ learning. Mathew described how the standards have improved the ways in which he teaches reading in his social science classroom. The teachers also shared concerns about CCSS-driven “over-testing” and the decontextualization of reading in the CCSS that is not helping our students make connections beyond the text itself.

Professors Tim Shanahan, Dave Stovall and Rico Gutstein from the University of Illinois at Chicago, and Barbara Radner from DePaul University shared their perspectives on various aspects of the Common Core—from the standards themselves, to their roll out, to resultant testing. They also provided candid responses to questions submitted by CTU members and addressed benefits and concerns about the CCSS throughout the evening.

“TRUE EDUCATION REFORM HAS TO BE COUPLED WITH TRANSFORMATIVE ECONOMIC REFORM AND THE CCSS DON’T DO THAT.”

~MONIQUE REDEAUX-SMITH

Shanahan discussed benefits that revolve around teacher interpretation of the standards. He noted how teachers can strip down the standards just to their outcome goals, opening the curriculum for them to determine how a lesson should proceed. Mathew echoed this autonomy when he said, “The Common Core leaves a lot of discretion for the teacher to create curriculum.”

The CTU has found, however, that while this may be true in Mathew’s school, teachers’ level of curricular autonomy depends largely on their school and network demands. There are uneven CCSS implementation requirements throughout the CPS system.

While Radner supports the content of the CCSS, she fully understands teachers’ frustration. She described her appreciation of how the CCSS focus is on reading carefully. “What is important is what is in the students’ minds, not what’s on the next test, is what the CCSS are really saying.” She also noted how the classroom teacher is hard-pressed to teach everything in the standards in the most effective way due to all the CCSS related administrative directives and requirements beyond their current workload.

Gutstein discussed the myths associated with what proponents say are the economic reasons for the CCSS creation. He points out how they will not benefit our students for future career markets, and expressed concern about the

motivation and the amount of money to be made by corporations supporting the CCSS (such as Pearson, Microsoft, and Apple) and their motivation.

Redeaux-Smith described her doubts about the CCSS—not so much about the standards themselves, but about their impact on our children living in poverty. “True education reform has to be coupled with transformative economic reform and the CCSS don’t do that,” she said. Her major concern was about how implementation of the standards is going to play out in our black and brown communities.

Stovall noted that the CCSS will not fix the issues of poverty and underfunded schools that lead to the nation’s and CPS’s achievement gap. Other panelists concurred that the CCSS are doomed to fail without economic support to close the resource inequalities found in our district. Additionally, Stovall pointed out that, “Students with special needs and English language learners are not being paid attention to in the standards or their implementation.”

In regards to how teachers can adhere to the CCSS with students who are developmentally delayed and still do these students justice, one member asked, “How can one be expected to teach critical thinking skills through reading complex texts if the exceptional needs students are unable to read the materials and the remainder of the class is briskly moving along?” Shanahan responded that teachers do not have to provide less complex text, but do have to differentiate their instruction—just as they should be doing now—to address all levels and kinds of learning in their class. Teachers also should employ appropriate accommodations and modifications necessary for all students to read and analyze the text.

Finally, the topic of CCSS roll out was discussed. The panel expressed that the force-fed model of implementing the standards all at once for all grades is not in the best interest of students and teachers. Rather, a gradual roll out would more likely lead to positive



outcomes for teacher preparedness, technology readiness and authentic assessments.

“Slow roll out, fast roll out, no roll out,” Gutstein said, believing that no matter how the CCSS are rolled out, they will serve no academic improvement for our students. Redeaux-Smith said that those organizations and people implementing the roll-out policies have goals completely different from school-based personnel, suggesting how the education reform agenda is dictating CCSS implementation.

Please visit www.ctunet.com/cc for more information from the panel, and look for more on CCSS in the next issue of Chicago Union Teacher magazine. Look forward to CTU’s perspectives on various aspects of the CCSS in an upcoming document where you will read a critical analysis of the CCSS learning potentials and pitfalls in an era of fragmented implementation. The CTU is supporting our members who must address several instructional shifts in “teaching to the standards” by providing curricular units at www.sharemylesson.com/ctu and professional development at www.ctunet.com/pd.

Michael Moriarty is the CTU Quest Center Special Projects Facilitator for Common Core and Lynn Cherkasky-Davis is the Quest Center Director.

SAY NO TO HAZARDOUS WASTE IN PILSEN

By Brandon Bordenkircher

The well-being of children is championed as a high priority in Chicago, but the actions of big business demonstrate just the opposite. The latest example is the proposal of a scrap metal recycling facility in Pilsen, located directly across the street from Benito Juarez Community Academy. Pilsen is already home to one of two metal recycling shredders in Chicago, which means the Pilsen community will be subjected to twice the amount of hazards than any other community. This is especially a problem for the children of Pilsen because exposing children to pollution during their crucial years of physical and cognitive development can lead to a plethora of problems that last a lifetime.

Children are more vulnerable than adults to the effects of pollution because they breathe in more air relative to their weight, they spend more time outside when air pollution levels are the highest and their lungs are not yet fully developed. Childhood is an important time for cognitive development, and children exposed to air pollutants perform poorly on cognitive function tests and demonstrate impaired neurological function compared to children who are not exposed to pollution. Schools located in areas with the highest air pollution levels were found to have the lowest attendance rates and the highest proportions of students who failed to meet state educational testing standards.

To make matters worse, fires, smoke, and explosions are common occurrences at recycling facilities. Local papers across the U.S. have reported the following:

- Explosions followed by fire raining down on communities
- Noxious fumes caused by fires that have forced nearby school children to be confined to their classrooms with the windows shut and the air conditioning turned off
- Explosions sending pieces of scrap metal flying hundreds of feet away into peoples’ homes

Another dangerous, but less visible, side-effect of scrap metal recycling is the large amount of hazardous materials they work with, including battery acid, lead, cadmium, chromium, arsenic and dangerous VOCs. Air pollution was significantly reduced in the Pilsen community in the past decade when the Fisk Station was closed and new pollution controls were implemented at H. Kramer and Company. At this point, building another metal recycling plant in the neighborhood will reverse all of the progress the Pilsen community has achieved.

Studies indicate that the location of a school in an area of high pollution will not only increase children’s exposure to the polluted air, but also decrease their cognitive functioning and result in disastrous effects on their school performance. We cannot claim that our children’s education and their physical well-being are high priorities if we’re idly standing by while the actions of people in power demonstrate the opposite. You’re either a champion of our children’s well-being or you’re an opponent who is okay with the possibility of fire raining down upon them. To those politicians and community leaders who are in a position to stop the building of this recycling plant across from Juarez School, we ask: Which side are you on?

Brandon Bordenkircher is a CTU Research intern.

REMEMBERING JACQUELINE B. VAUGHN

By *Karl T. Wright*

January 22, 2014, marked the 20th anniversary of my mother's passing. Time flies and yet it feels like only yesterday.

This year, it was a day marked with lots of errands and appointments for me, including picking up my 8-year-old daughter from school. I wanted to find a way to mark that day for her—to let her know about the amazing woman whose DNA runs through her veins. But I didn't want it to be a sad occasion.

On the drive home, my daughter Addison read monster jokes from a book she got in the school library. The jokes were silly and awful, and yet perfect, because one of them asked: "Why did the fiend go to the protest? Because it was a demonstration." I had not heard the word "fiend" in a very long time, and it doesn't usually come up in casual conversation—unless you were Jacqui Vaughn. She loved that word! She used that word with great zeal, and as soon as I heard it I started laughing. As I explained to my daughter how her Grandma Jacqui would use that word to describe people, we both started laughing and repeating the word over and over. We laughed and laughed like, well, fiends!

It felt good to remember my mom in that way. I can't tell you how many people have told me, sometimes tearfully, how much they miss her and fondly remember her fierce loyalty to the union and her passion for fashion. After the teacher's strike of 2012, people reached out to me asking where they could find more information about her accomplishments. I was surprised to find out that there was no active historical record of her hard-fought collective bargaining victories on the Internet—no

listing on Infoplease.com, Blackpast.org, the African-American Web connection or even Wikipedia. I would like to change that.



A Wiki page has been created for her at http://keywiki.org/index.php/Jackie_Vaughn with basic info that I know, such as that she started out as a special education teacher who went on to become the first black, female president of both the Chicago Teachers Union and the Illinois Federation of Teachers, and vice-president of the American Federation of Teachers. Hopefully others more knowl-

edgeable about her accomplishments will add to her listing so that young people will understand what she did for education in Chicago during her short time in office.

Her title and accomplishments, however, are only part of the story. Jacqui Vaughn was the people's teacher and it was her connection with the public that made her special. Her nightly appearances on the local news during the strikes sometimes gave my mom near-rock star status around town. People would sometimes ask me, "Where'd Jacqui get that outfit?" (like I knew), and my response was, "I don't know, but I can bet she got it on sale!" My mother was nothing if not a smart shopper. The Association of Mannequins named her one of Chicago's 10 best-dressed African-American women, an award that made her very proud. Her annual closet sales raised thousands of dollars for the United Negro College Fund, and the women who came to shop said they just wanted to have a little piece of Jacqui to take home with them.

One Mother's Day, my then-girlfriend Wendy and I took our mothers out for brunch at the Hyatt Regency Chicago. It was the first time they were meeting and I was nervous, but they hit it off famously—that is, when my mom wasn't surrounded by adoring fans asking about her clothes or the situation in the schools. She was polite and spoke to them all, which always impressed me. She understood how important public support was in her line of work.

After she became Chicago Teachers Union president, my mother began visiting schools to see what teachers were dealing with on a daily basis. She told me it was some of the most important work she did as union leader. She found teachers forced to educate children under very difficult circumstances, and rooms with no light, desks or even books. She said one teacher who was struggling to teach math to a group of children in a coat closet broke down in tears when she saw my mom walk into the room. The woman said, "Thank you, we thought no one cared!"

People knew Jacqui Vaughn cared.

Stories like these are what made Jacqueline B. Vaughn more than just a union leader and why her story is more than just facts on a Web page. Her story is your story, and telling your stories keeps her history alive. So tell your students, tell your friends, tell everybody about the sharp-dressed teacher who touched your life and changed education in Chicago for the better. It is a great way to honor a great lady. ■

Karl T. Wright is the son of former CTU president Jacqueline B. Vaughn.



Chicago Teachers Union Scholarship Awards

Karen GJ Lewis, President

Visit CTUNET.COM/SCHOLARSHIPS for application.

Applications are due May 2, 2014.

The Chicago Teachers Union shall present regular, vocational and special education awards each in the amount of \$1,000 awarded to the daughters and sons of CTU members.

In honor of

Jacqueline B. Vaughn

CTU president from 1984 to 1994, vice president from 1972 to 1984, recording secretary and field representative from 1968 to 1972. President of the Illinois federation of Teachers from 1989 to 1994. Vice president of the American Federation of teachers and Illinois State AFL-CIO. Initiated education reform and restructuring initiatives through the establishment of the CTU Quest Center.

John M. Fewkes

First CTU president from 1937 to 1941 and from 1947 to 1966. President of the American Federation of Teachers, 1942 to 1943. Signed original CTU charter in 1937 amalgamating five small unions into Local 1 of the American Federation of Teachers.

Jonathan G. Kotsakis

CTU assistant to the president for education issues and field representative from 1972 to 1994. Under the leadership and guidance of President Jacqueline B. Vaughn, he spearheaded the CTU Quest Center for restructuring and reform.

Robert M. Healey

CTU president from 1972 to 1984, financial secretary from 1968 to 1972. President of the Illinois Federation of Teachers from 1971 to 1989. Vice president of the American Federation of Teachers. President and secretary-treasurer of Chicago Federation of Labor from 1984 to 1994.

Charles E. Usher

An active member of the Chicago Teachers Union and more than thirty year teacher in Chicago Public Schools. Served as member of the CTU House of Delegates and as a delegate to several conventions of the American Federation of Teachers and the Illinois Federation of Teachers. Career education teacher at Forte Dearborn School.

Mary J. Herrick

First editor of the CHICAGO UNION TEACHER. Vice president of the American Federation of Teachers. Signed original CTU charter in 1937 amalgamating five small unions into Local 1 of the American Federation of Teachers.

Ernestine Cain Brown

CTU Functional vice president for teacher assistants, field representative for paraprofessionals, and finally assistant to the president for paraprofessionals. Retired from the Chicago Teachers Union in 1993.

David M. Peterson

Chief CTU lobbyist from 1972 to 2001 and was highly respected on the local, state and national levels. Helped draft legislation which benefitted the working men and women of the Chicago Teachers Union, the Illinois Federation of Teachers and the American Federation of Teachers.

John E. Desmond

CTU president from 1966 to 1972, vice president, treasurer and legislative director. Secured collective bargaining right in 1966 and negotiated first CTU contract in 1967. Vice president of the American Federation of teachers and Illinois State AFL-CIO.

William "Bill" Buchanan

Bill was a Board employee for 24 years, teaching math and special education at Farragut and Foreman High Schools, and later as a math coach for teachers throughout Chicago.

Glendis Hambrick

CTU treasurer from 1972 to 1984. Vice president of the Illinois Federation of Teachers. Special vocational and occupational scholarship established to honor his leadership in this area.

CTUNET.COM/COMMITTEES

Want to get more involved with your peers?

Concerned about preserving the rights of students and educators?



Emboldened to speak authoritatively and influence policy?

THEN, SISTERS & BROTHERS, JOIN!

ESPECIALLY SEEKING

**EARLY CHILDHOOD COMMITTEE
1ST THROUGH 3RD GRADE
EDUCATORS**

The Chicago Teachers Union has 24 committees made up of teachers, paraprofessionals, and clinicians which work on influencing education policy and moving the direction of the union forward. Your time commitment would be one meeting per month to plan activities and/or draft Items for Action to be voted on by the Executive Board and House of Delegates. We have committees that represent all levels of learning, as well as for the Arts, Special Education, LGBT rights, Human Rights, Clinicians, and many more. Visit ctunet.com/committees to apply online. Follow the directions to join.

CTU Committees: Powered by the Rank and File

Bilingual Education
Charter Outreach
Clinicians
Counselors
Displaced Teachers
* Education
Early Childhood
Elementary Steering
High School Steering

Special Education
The Arts
* Human Rights
GLBT Rights
* Legislative
* Membership
Retired Teachers
* PAVE
* Pension-Insurance

Physical Education
* Policies
* Political Action
* Professional Problems
PSRPs
* Public Relations &
Communications
* Rules-Elections
Scholarship

* School Finance and Taxation
School Safety and Security
* Social
Student Special Assistance
Fund
Substitute Teachers
Testing
* Trustees
* Women's Rights

* Standing committees as provided in the CTU By-laws

FOUR CTU MEMBERS WIN TECH AWARDS AT ANNUAL CPS TECH TALK CONFERENCE

More than 700 Chicago Public Schools educators braved the deep winter cold to attend the CPS Tech Talk Conference held on January 24, 2014, at Gwendolyn Brooks High School.

Among the attendees were four teachers recognized as “2014 Ones to Watch Winners” for their integration of technology into their schools and classrooms. The awardees included Joanna Doyle, a special education teacher at the Edison Regional Gifted Center; Kenyatta Forbes, a technology coordinator at John Fiske Elementary; Jodi Mahoney, a computer teacher at Carl Vonne Linne Elementary; and Jay Rehak, an English teacher at Whitney Young High School.

Each of the four distinguished themselves through a variety of innovative uses of technology in the classroom. Diverse in educational background and experience, each of the awardees expressed an interest in promoting creativity and collaboration in the classroom.

Doyle was singled out for the integration of iPads in her classroom. A Google Glass Explorer, she has brought many programs to her school, including Codecademy, Gamestar Mechanic and SimCityEDU. Noting that she thrives on collaboration, Doyle spent the day wearing a pair of Google Glass eyewear and demonstrating its many functions to those in attendance. “I love hearing about other people’s tech ideas,” Doyle said, noting that she can be contacted on Twitter @joannafoyle or in the Google+ community.

Forbes teaches pre-kindergarten to eighth grade in Fiske Elementary’s computer lab. A five-year veteran of the classroom, her background includes two years teaching film/animation/video at the University of Illinois at Chicago.

Mahoney is a computer teacher at Carl Von Linne and an Adobe Youth Voices educator. She also teaches a “Tech Girls” after-school class and brought three of her students with

her to the Tech Talk conference and presented, “Students Get Creative with 21st Century Tools: Video Animation and Photography.” Together with her students, Mahoney demonstrated and explained the multi-faceted aspect of the Adobe Youth Voices program, which involves students researching an issue, articulating a point of view, developing a message and collaborating and reflecting on their work. Mahoney noted that the students “get inspired and have fun in the process.”

Jay Rehak, a 28-year veteran English teacher, also won the 2014 CPS Tech Innovator of the Year Award in part because of his groundbreaking, crowd-sourced novel, “30 Days to Empathy.” The book, created in Google Docs, published through Amazon’s Createspace and marketed via Twitter and Google+, was written by Rehak and 30 of his students. “30 Days to Empathy” tells the story of an arrogant high school student who magically and mysteriously spends one day living the life of each of his fellow students.

“All of the people I met here are impressive in what they know, yet none of us can stay ahead of the learning,” Rehak said. “We can only do our best to take in as much as we can and integrate the best practices of our colleagues.

“There’s an old saying – no single one of us is smarter than all of us put together. We learn from each other.”

CPS Tech Talk is an annual conference sponsored by the CPS departments of Literacy, Professional Learning and Information and Technology Services.



AFT President Randi Weingarten examines Tech Talk winner “30 Days to Empathy.” PHOTO: Jay Rehak



NURTURING TEACHER LEADERSHIP

The National Board Certification Support Program
for CPS teachers/counselors

Learn how you can earn an extra \$1870 a year

Accepting applications for 2014/15 school year.

ATTEND OUR INFORMATIONAL MEETING

Tuesday, March 25th, 2014

4:30 p.m. – 8:00 p.m.

Chicago Teachers Union

Quest Center

222 Merchandise Mart Plaza, Suite 400

Chicago, IL 60654

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

Requirements:

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



Register Online:

at ctunet.com under the "Quest Center" tab

Transportation:

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

Parking: Parking at the MartParc garage, corner of Kinzie and Wells, is \$16.00 after 3:00 p.m.



What is Nurturing Teacher Leadership?

Nurturing Teacher Leadership is a 3 year program of professional development and candidate support that prepares CPS teachers for National Board for Professional Teaching Standards (NBPTS) certification. It includes:

- ✓ Weekly professional development and small group facilitation
- ✓ Collaboration with a cohort of other CPS teachers going through the certification process – professional learning community
- ✓ Technical support
- ✓ Assessment Center preparation simulations
- ✓ Individual mentoring
- ✓ Professional lending library
- ✓ Computer lab access

NTL: The sole support program for CPS teachers

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

During weekly meetings, successful teaching practices are recognized and shared. NTL facilitates all aspects of the intensive new 3 year NBC process. We assist teachers with descriptive, analytical, interpretative, and reflective writing required for the National Board portfolio. We provide technical assistance for required documentation of your work, facilitation with analyzing student work, individual coaching and mentoring, and preparation for the rigorous Assessment Center exercises. NTL supports teachers throughout the entire certification process, providing technical, professional, intellectual and moral support. After achieving National Board Certification, opportunities are available for you to support others—at a professional wage. The CTU Quest Center is *teachers working for teachers* to improve the achievement of Chicago's children.

What is National Board Certification?

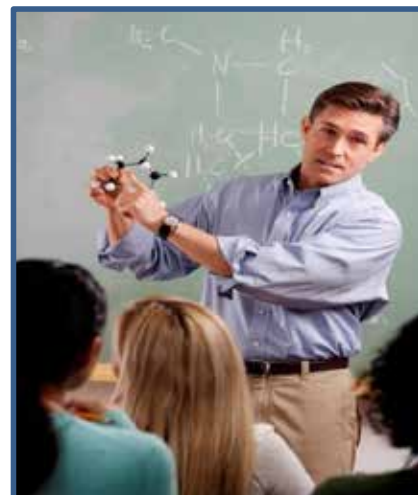
NBPTS Certification offers teachers the opportunity for career advancement. It:

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

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

What are the Benefits of NTL?

- ✓ 98% success rate
- ✓ annual pensionable cash award - \$1,870
- ✓ National Board Certified Teacher mentors
- ✓ Illinois Master Certification good for 10 years
- ✓ 33 graduate credits offered
- ✓ opportunity for a Masters Degree in Teacher Leadership or Curriculum and instruction
- ✓ 12 CPS Lane Placement credits awarded
- ✓ professional learning community
- ✓ 10 day summer institute - Monday, August 4th – Friday, August 15th
- ✓ public recognition
- ✓ 1st consideration for Consulting Teacher roles
- ✓ coaching incentives
- ✓ teacher leadership roles
- ✓ becoming a better teacher





Spring 2014 Professional Learning Opportunities

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

Building Rubrics - (1 LPC/15 CPDUs) This offering provides teachers with a deep understanding of the varied kinds of rubrics not only as assessments, but also as tools that support teaching and learning. Participants learn how to help students (and parents) understand criteria for success as measured by rubrics. Participants gain and implement knowledge of appropriate rubric dimensions and non-value-laden language by reviewing rubrics, rating them, reading about and discussing 'the great rubric debate,' and creating their own rubrics. Instructor: Gloria Henllan-Jones, NBCT. **This offering is aligned to the CPS Framework for Teaching - Domain 1, Component e; Domain 3, Component d; Domain 4, Component d.**

Dates: April 22, 29, May 6, 13, 20, 2014

Time: 5:00 - 8:00 p.m.

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

Transportation - Parking: MartParc on the northeast corner of Kinzie and Wells: \$16 after 3 p.m. 0 Brown line comes into the Merchandise Mart.

Registration Deadline: April 14, 2014

Common Core in the Elementary Classroom - (3 LPCs/45 CPDUs) This offering focuses on issues in implementation of the English language arts and math Common Core State Standards affecting all 3rd through 8th grade teachers. Participants analyze the CCSS and their instructional shifts and learn to apply them in their daily language arts and math instruction. Teachers develop a variety of assessments appropriate for the implementation of the CCSS. Instructor: Michelle Nash, NBCT. **This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a, c, d and e; Domain 3, Components d and e; Domain 4, Component d.**

Dates: April 21, 28, May 5, 12, 19, 27, June 2, 9, 16, 17, 2014

Time: 5:00 - 8:30 p.m.

Dates: May 3, June 14, 2014

Time: 9 a.m. - 4:00 p.m.

Parking: School parking lot

Registration Deadline: April 13, 2014

Differentiated Instruction - (2 LPCs/30 CPDUs) This offering introduces teachers to the approach of differentiated instruction and provides them with research-based readings, practical ideas and hands-on practice that enables them to create a differentiated learning environment in their own context. Teachers learn about unique strategies, for differentiating instruction focusing on how content learning experiences and assessment can be modified to address the unique needs, learning styles, interests, multiple intelligences, and skills of all students. They participate in inquiry-based learning activities with their peers to develop differentiated lessons that they can implement. Participants learn to infuse technology skills to provide robust and rigorous lessons relevant to a digital native student population. Instructor: Walter Taylor, NBCT. **This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a, b, and d; Domain 3, Components c, d, and e; Domain 4, Components a and d.**

Dates: May 3, 10, June 7, 2014

Time: 9:00 a.m. - 2:30 p.m.

Dates: April 26, May 18, June 1, 8, 2014

Time: 11:00 a.m. - 4:30 p.m.

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

Transportation - Parking: MartParc on the northeast corner of Kinzie and Wells: \$16 after 3 p.m. Brown line comes into the Merchandise Mart.

Registration Deadline: April 18, 2014

Registration - online at: ctunet.com/pd

Course Tuition

1 Lane Placement Credit - \$95

15 CPDUs/PTPs only - \$50

1 Lane Placement Credit (non-member) - \$120

15 CPDUs/PTPs only - (non-member) - \$65

2 Lane Placement Credits - \$130

30 CPDUs/PTPs only - \$100

2 Lane Placement Credits - (non-member) - \$160

30 CPDUs/PTPs only - (non-member) - \$135

3 Lane Placement Credits - \$195

45 CPDUs/PTPs only - \$150

3 Lane Placement Credits - (non-member) - \$225

45 CPDUs/PTPs only - (non-member) - \$200



Share My Lesson

Contribute to our CTU members' field testing of model instructional lessons created by your colleagues!

Try out our lessons at www.sharemylesson.com/ctu in your classroom! We encourage you to **submit your feedback** on the comment page. Our field test teachers will use your feedback to revise to improve these units to serve as a model of high quality instruction created by CTU members!

Participate in the **Ideas and Innovation** Virtual Conference with Keynote Speaker, Randi Weingarten

Ideas and Innovations is a virtual festival of professional learning on the evenings of **March 11-13 2014**. Presented by the content leaders and partners of Share My Lesson, you will enjoy engaging webinars on everything from arts education and civics to the Common Core. With two-dozen webinars to choose from, there's something for every educator and parent.

Register at www.sharemylesson.com/conference



Dorina Coronel, Marshall Elementary CTU Delegate, won the grand prize for the Share My Lesson Delegate Contest. Dorina exemplifies a teacher who reaches out to share and collaborate with fellow teachers to improve the quality of instruction in her school. Follow in Dorina's footsteps and develop a community of collaboration at your school!

CHICAGO TEACHERS UNION
CONSOLIDATED FINANCIAL REPORT
JUNE 30, 2013 AND 2012

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BANSLEY AND KIENER, L.L.P.

CERTIFIED PUBLIC ACCOUNTANTS

O'HARE PLAZA

8745 WEST HIGGINS ROAD, SUITE 200

CHICAGO, ILLINOIS 60631

AREA CODE 312 263.2700

INDEPENDENT AUDITOR'S REPORT

Chicago Teachers Union
Chicago, Illinois

We have audited the accompanying consolidated financial statements of Chicago Teachers Union, which comprise the consolidated statements of financial position as of June 30, 2013 and 2012, and the related consolidated statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Chicago Teachers Union as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Bansley and Kiener, L.L.P.

Certified Public Accountants

February 11, 2014

CHICAGO TEACHERS UNIONCONSOLIDATED STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2013 AND 2012

<u>A S S E T S</u>	<u>2013</u>	<u>2012</u>
CURRENT ASSETS		
Cash and cash equivalents	\$11,292,460	\$ 9,525,485
Certificates of deposit	432,847	431,039
Receivables		
Due from affiliates	1,223,759	927,696
Other receivables	335,885	393,561
Leasehold improvement allowance	415,980	415,980
Prepaid expenses and other current assets	252,650	73,938
Total current assets	13,953,581	11,767,699
PROPERTY AND EQUIPMENT, net	<u>1,587,775</u>	<u>1,346,635</u>
Total	<u>\$15,541,356</u>	<u>\$13,114,334</u>
<u>LIABILITIES AND NET ASSETS</u>		
CURRENT LIABILITIES		
Current maturities of capital lease obligations	\$ 110,632	\$ 102,235
Accounts payable	3,366,254	2,146,164
Accrued expenses	1,294,923	1,469,736
Deferred income	44,966	2,086
Total current liabilities	<u>4,816,775</u>	<u>3,720,221</u>
LONG-TERM LIABILITIES		
Capital lease obligations, less current maturities	335,579	194,148
Deferred rent	2,398,872	2,487,526
	<u>2,734,451</u>	<u>2,681,674</u>
NET ASSETS		
Unrestricted		
Designated	222,947	225,985
Undesignated	7,318,975	6,046,633
Temporarily restricted	446,208	437,821
Permanently restricted	2,000	2,000
Total net assets	<u>7,990,130</u>	<u>6,712,439</u>
Total	<u>\$15,541,356</u>	<u>\$13,114,334</u>

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

CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2013 AND 2012

	2013			2012				
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
SUPPORT AND REVENUE								
Support and revenue								
Dues and fees	\$ 26,186,586	\$ -	\$ -	\$ 26,186,586	\$ 25,473,851	\$ -	\$ -	\$ 25,473,851
IFT organizational and other assistance	2,894,858	355,209	-	3,250,067	2,949,084	483,742	-	3,432,826
AFT reimbursement and special assistance	623,391	-	-	623,391	272,581	-	-	272,581
Contributions	290,206	175,615	-	465,821	-	159,631	-	159,631
Interest	5,373	221	-	5,594	5,323	100	-	5,423
Gain on disposition of equipment	34,334	-	-	34,334	-	-	-	-
Grant revenue	-	180,628	-	180,628	-	428,003	-	428,003
Tuition	38,403	-	-	38,403	-	20,915	-	20,915
Other	31,383	337,372	-	368,755	44,900	383,388	-	408,288
Net assets released from restrictions	1,040,658	(1,040,658)	-	-	1,323,781	(1,323,781)	-	-
Total support and revenue	31,125,192	8,387	-	31,133,579	30,069,520	131,998	-	30,201,518
EXPENSES								
Affiliations	13,290,416	-	-	13,290,416	13,026,840	-	-	13,026,840
Program services								
Salaries	3,579,583	-	-	3,579,583	3,164,938	-	-	3,164,938
Employee benefits	784,793	-	-	784,793	915,711	-	-	915,711
Travel and staff expenses	344,752	-	-	344,752	329,584	-	-	329,584
Collective bargaining	716,170	-	-	716,170	428,049	-	-	428,049
Meetings	538,976	-	-	538,976	376,993	-	-	376,993
Defense	1,187,405	-	-	1,187,405	1,796,716	-	-	1,796,716
Publications	441,394	-	-	441,394	360,610	-	-	360,610
Death benefits	15,000	-	-	15,000	19,600	-	-	19,600
Quest center expenses	627,604	-	-	627,604	776,987	-	-	776,987
Political action committee	455,808	-	-	455,808	528,902	-	-	528,902
All other	668,334	-	-	668,334	701,597	-	-	701,597
Total program services	9,339,819	-	-	9,339,819	9,399,687	-	-	9,399,687
Administrative and general								
Salaries	2,934,110	-	-	2,934,110	2,753,470	-	-	2,753,470
Employee benefits	982,182	-	-	982,182	1,139,936	-	-	1,139,936
Travel and staff expenses	122,289	-	-	122,289	68,055	-	-	68,055
Rent and utilities	1,180,557	-	-	1,180,557	1,183,373	-	-	1,183,373
Telephone	100,262	-	-	100,262	83,829	-	-	83,829
Office supplies and expense	479,342	-	-	479,342	575,939	-	-	575,939
Depreciation and amortization	264,107	-	-	264,107	218,648	-	-	218,648
Conventions and conferences	148,514	-	-	148,514	112,150	-	-	112,150
Executive board	34,254	-	-	34,254	43,030	-	-	43,030
Election expenses	318,337	-	-	318,337	3,107	-	-	3,107
Professional fees	597,075	-	-	597,075	702,700	-	-	702,700
Interest expense	27,230	-	-	27,230	51,936	-	-	51,936
Insurance	37,394	-	-	37,394	40,020	-	-	40,020
Total administrative and general	7,225,653	-	-	7,225,653	6,976,193	-	-	6,976,193
Total expense	29,855,888	-	-	29,855,888	29,402,720	-	-	29,402,720
Increase in net assets	1,269,304	8,387	-	1,277,691	666,800	131,998	-	798,798
Net assets, beginning of year	6,272,618	437,821	2,000	6,712,439	5,605,818	305,823	2,000	5,913,641
Net assets end of year	\$ 7,541,922	\$ 446,208	\$ 2,000	\$ 7,990,130	\$ 6,272,618	\$ 437,821	\$ 2,000	\$ 6,712,439

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

CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2013 AND 2012

	<u>2013</u>	<u>2012</u>
Cash flows from operating activities:		
Increase in net assets	\$ 1,277,691	\$ 798,798
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation and amortization	264,107	218,648
Gain on disposition of equipment	(34,334)	-
Deferred rent	(88,654)	(59,293)
Changes in assets and liabilities:		
(Increase) decrease in:		
Due from affiliates	(296,063)	329,734
Other receivables	57,676	(223,657)
Prepaid expenses and other current assets	(178,712)	180,695
Increase (decrease) in:		
Accounts payable	1,220,090	(894,225)
Accrued expenses	(174,813)	300,824
Deferred income	42,880	(201,304)
Total adjustments	<u>812,177</u>	<u>(348,578)</u>
Net cash provided by operating activities	<u>2,089,868</u>	<u>450,220</u>
Cash flows from investing activities:		
Purchase of property and equipment	(211,599)	(128,185)
Purchase of certificates of deposit	(831,745)	(829,446)
Proceeds from maturities of certificates of deposit	<u>829,937</u>	<u>828,130</u>
Net cash used in investing activities	<u>(213,407)</u>	<u>(129,501)</u>
Cash flows from financing activities:		
Repayment of note payable	-	(693,568)
Reduction of capital lease obligations	<u>(109,486)</u>	<u>(92,181)</u>
Net cash used in financing activities	<u>(109,486)</u>	<u>(785,749)</u>
Net increase (decrease) in cash and cash equivalents	1,766,975	(465,030)
Cash and cash equivalents		
Beginning of year	<u>9,525,485</u>	<u>9,990,515</u>
End of year	<u>\$11,292,460</u>	<u>\$9,525,485</u>
Supplemental disclosures of cash flow information		
Cash payment for:		
Interest	\$ 27,230	\$ 51,936
Non-cash investing and financing activities:		
Obligations under capital lease for the acquisition of property and equipment	\$ 389,400	\$ -
Termination of capital lease	\$ 130,086	\$ -

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

CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 1 – Nature of Activities and Significant Accounting Policies

Nature of Activities

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

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

Principles of Consolidation

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

Use of Estimates

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

Cash and Cash Equivalents

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

Promises to Give

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

Property and Depreciation

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

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

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

Deferred Income

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

CHICAGO TEACHERS UNIONNOTES TO CONSOLIDATED FINANCIAL STATEMENTS

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

Restricted and Unrestricted Revenue and Support

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

Death Benefits

The Union provides a discretionary death benefit for beneficiaries of individuals who are Union members at the time of death. The benefit is a one-time payment ranging from \$300 to \$1,000 based on the individual's length of membership. The Union's policy is to expense these benefits as they are incurred. Death benefit expense for the years ended June 30, 2013 and 2012 was \$15,000 and \$19,600, respectively.

Income Tax Status

The Union is exempt from federal income taxes under Section 501(c)(5) of the Internal Revenue Code. The Chicago Teachers Union Political Action Committee, as a political organization under Section 527 of the Internal Revenue Code, is exempt from income taxes with the exception of its net investment income. No provision for income taxes was required for 2013 or 2012. The Union's tax filings for the prior three years are subject to review by the IRS, generally for three years after the returns have been filed.

Evaluation of Subsequent Events

Management has evaluated subsequent events through February 11, 2014, the date the financial statements were available to be issued.

Reclassification

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

Note 2 – Property and Equipment

Property and equipment at June 30, 2013 and 2012 consist of the following:

	<u>2013</u>	<u>2012</u>
Office equipment	\$5,059,617	\$4,985,085
Office equipment held under capital lease	567,179	496,951
Leasehold improvements	<u>1,398,765</u>	<u>1,381,954</u>
	7,025,561	6,863,990
Less accumulated depreciation and amortization	<u>5,558,043</u>	<u>5,517,355</u>
	1,467,518	1,346,635
Construction in progress	<u>120,257</u>	-
	<u>\$1,587,775</u>	<u>\$1,346,635</u>

Implementation of a comprehensive membership database system began in February 2013. The total cost of the database system is approximately \$233,500. This database was completed and implemented in January 2014.

CHICAGO TEACHERS UNIONNOTES TO CONSOLIDATED FINANCIAL STATEMENTS**Note 3 – Cash and Certificates of Deposit Concentration**

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

Note 4 – Note Payable

During 2008, the Union entered into a note payable agreement with a bank at a variable interest rate of .667 percentage points over the lender's prime rate. It was secured by the general assets of the Union and was guaranteed by the American Federation of Teachers. The note matured on June 17, 2010 and was extended to June 17, 2012 with the same terms. The note was payable in 23 monthly principal installments of \$60,953 plus a final principal payment of \$23,085. The principal balance due on this note was \$693,568 when the note was fully repaid during the year ended June 30, 2012.

Note 5 – Leases*Operating Lease*

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

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

Minimum future rental payments under the non-cancelable operating lease which has a remaining term in excess of one year as of June 30, 2013, for each of the next five years and thereafter are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2014	\$ 1,235,946
2015	1,297,026
2016	1,343,172
2017	1,376,751
2018	1,411,170
Thereafter	<u>5,043,384</u>
Total minimum future rental payments	<u>\$11,707,449</u>

Rent expense under these operating leases was \$1,155,226 in 2013 and \$1,147,091 in 2012, net of rental payments received under sublease rental agreements.

CHICAGO TEACHERS UNIONNOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 5 – Leases (Continued)

The Union leases office space to the Chicago Teachers Union Tower Corporation at an annual rental of \$5,160 for each of the years ended June 30, 2013 and 2012.

Capital Leases

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

The capitalized leased assets included in office equipment at June 30, 2013 and 2012 are detailed as follows:

	<u>2013</u>	<u>2012</u>
Office equipment	\$567,179	\$496,951
Less: accumulated depreciation	<u>144,690</u>	<u>229,780</u>
	<u>\$422,489</u>	<u>\$267,171</u>

Minimum future rental payments under capital leases having remaining terms in excess of one year as of June 30, 2013, for each of the next five years and in the aggregate are:

<u>Year Ending June 30,</u>	<u>Amount</u>
2014	\$181,180
2015	157,473
2016	150,914
2017	131,236
2018	<u>98,427</u>
Total minimum lease payments	719,230
Less amount representing maintenance	244,054
Less amount representing interest	<u>28,965</u>
Present value of net minimum capital lease payments	446,211
Less current portion of obligations under capital leases	<u>110,632</u>
Obligations under capital leases, excluding current portion	<u>\$335,579</u>

Note 6 – Pension Plans

The Union contributes to various defined contribution pension plans that cover substantially all of the Union's employees. Contribution expense for the years ended June 30, 2013 and 2012, amounted to \$919,933 and \$930,925, respectively, and is based on a percentage of each participating employee's salary.

CHICAGO TEACHERS UNIONNOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 7 – Affiliations

The Union is affiliated with the American Federation of Teachers (“AFT”) and the Illinois Federation of Teachers (“IFT”). Major transactions with these affiliates include receipt of organizational assistance funds and COPE reimbursements from IFT, and special assistance and legal fee reimbursements from AFT. The Union is also required to pay fees to both IFT and AFT based on the number of Union members. The amounts due from affiliates at June 30, 2013 and 2012 are \$1,223,759 and \$927,696, respectively.

Note 8 – Designation of Unrestricted Net Assets

As of June 30, 2013 and 2012, the executive committee of the Union had designated \$222,947 and \$225,985, respectively, of unrestricted net assets for selected purposes. Since that amount resulted from an internal designation and is not donor-restricted, it is classified and reported as unrestricted net assets. Designated unrestricted net assets are held in certificates of deposit and money market accounts. Due to the nature of these types of accounts, an investment policy has not been adopted. The following is a summary of activity in designated accounts for the years ended June 30, 2013 and 2012:

	2013			
	<u>Building</u>	<u>Special Loan</u>	<u>Deaf and Hard of Hearing</u>	<u>Total</u>
Balance, beginning of year	\$108,241	\$21,821	\$95,923	\$225,985
Contributions	-	-	-	-
Interest	379	2	971	1,352
Expenses	-	-	4,390	4,390
Balance, end of year	<u>\$108,620</u>	<u>\$21,823</u>	<u>\$92,504</u>	<u>\$222,947</u>
	2012			
	<u>Building</u>	<u>Special Loan</u>	<u>Deaf and Hard of Hearing</u>	<u>Total</u>
Balance, beginning of year	\$107,717	\$21,817	\$95,492	\$225,026
Contributions	-	-	-	-
Interest	524	4	431	959
Expenses	-	-	-	-
Balance, end of year	<u>\$108,241</u>	<u>\$21,821</u>	<u>\$95,923</u>	<u>\$225,985</u>

CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 9 – Temporarily Restricted Net Assets

A summary of temporarily restricted net assets and net assets released from temporary restriction for the years ended June 30, 2013 and 2012 follows:

	2013			
	Beginning Balance	Additions	Net Assets Released	Ending Balance
RAPP Memorial	\$ 9,519	\$ 220	\$ -	\$ 9,739
Financial assistance	102,217	482,628	584,845	-
Political action committee	322,004	566,196	455,808	432,392
Thomas H. Reece Scholarship Fund	4,081	1	5	4,077
	<u>\$437,821</u>	<u>\$1,049,045</u>	<u>\$1,040,658</u>	<u>\$446,208</u>
	2012			
	Beginning Balance	Additions	Net Assets Released	Ending Balance
RAPP Memorial	\$ 9,519	\$ -	\$ -	\$ 9,519
Financial assistance	81,892	815,204	794,879	102,217
Political action committee	210,333	640,573	528,902	322,004
Thomas H. Reece Scholarship Fund	4,079	2	-	4,081
	<u>\$305,823</u>	<u>\$1,455,779</u>	<u>\$1,323,781</u>	<u>\$437,821</u>

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

Following is a summary of temporarily restricted net assets:

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

CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 9 – Temporarily Restricted Net Assets (Continued)

The Board of Education of the City of Chicago has agreed to provide annual support to the Union in the amount of \$8,000 per National Board Certification candidate, with a minimum of \$300,000 per year for the years 2013 through 2015, for the purposes of professional development and mentoring. The Union received \$300,000 during the year ended June 30, 2013.

Grants are subject to certain requirements of the grantor. The Union’s compliance with applicable grant requirements will be established at some future date.

Note 10 – Permanently Restricted Net Assets

Permanently restricted net assets in the possession of the Union at June 30, 2013 and 2012 consist of the following:

	<u>2013</u>	<u>2012</u>
RAPP Memorial – earnings on the fund may be used to benefit the deaf and hard of hearing children attending the Chicago public schools	<u>\$2,000</u>	<u>\$2,000</u>

Note 11 – Functional Allocation of Expenses

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

BANSLEY AND KIENER, L.L.P.

CERTIFIED PUBLIC ACCOUNTANTS

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CHICAGO, ILLINOIS 60631

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INDEPENDENT AUDITOR'S REPORT
ON SUPPLEMENTARY INFORMATION

Chicago Teachers Union
Chicago, Illinois

We have audited the consolidated financial statements of Chicago Teachers Union as of and for the year ended June 30, 2013, and our report thereon dated February 11, 2014, which expressed an unmodified opinion on those consolidated financial statements, appears on page 1. Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The schedule of functional financial position on page 13 is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

Bansley and Kiener, L.L.P.

Certified Public Accountants

February 11, 2014

SCHEDULE OF FUNCTIONAL FINANCIAL POSITION
June 30, 2013

A.S.S.E.T.S.	General	Building	Special Loan	Deaf and Hard of Hearing	RAPP Memorial	Financial Assistance	Political Action Committee	Thomas H. Reece Scholarship	Grand Total
CURRENT ASSETS									
Cash and cash equivalents	\$ 10,911,477	\$ -	\$ 21,823	\$ -	\$ -	\$ 73,469	\$ 276,814	\$ 9,077	\$ 11,292,460
Certificates of deposit	199,498	108,600	-	113,010	11,739	-	-	-	432,847
Receivables									
Due from affiliates	1,223,759	-	-	-	-	-	-	-	1,223,759
Other receivables	158,604	20	-	57	-	-	177,204	-	335,885
Due from other funds	428,014	-	-	-	-	-	-	-	*
Leasehold improvement allowance	415,980	-	-	-	-	-	-	-	415,980
Prepaid expenses and other current assets	252,650	-	-	-	-	-	-	-	252,650
Total current assets	13,589,982	108,620	21,823	113,067	11,739	73,469	453,818	9,077	13,953,581
PROPERTY AND EQUIPMENT, net									
	1,587,775	-	-	-	-	-	-	-	1,587,775
Total	\$ 15,177,757	\$ 108,620	\$ 21,823	\$ 113,067	\$ 11,739	\$ 73,469	\$ 453,818	\$ 9,077	\$ 15,541,356
LIABILITIES AND NET ASSETS									
CURRENT LIABILITIES									
Current maturities of capital lease obligations	\$ 110,632	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 110,632
Accounts payable	3,316,254	-	-	-	-	50,000	-	-	3,366,254
Due to other funds	379,014	-	-	20,563	-	2,011	21,426	5,000	*
Accrued expenses	1,294,923	-	-	-	-	-	-	-	1,294,923
Deferred income	23,508	-	-	-	-	21,458	-	-	44,966
Total current liabilities	5,124,331	-	-	20,563	-	73,469	21,426	5,000	4,816,775
LONG-TERM LIABILITIES									
Capital lease obligations, less current maturities	335,579	-	-	-	-	-	-	-	335,579
Deferred rent	2,398,872	-	-	-	-	-	-	-	2,398,872
Total long-term liabilities	2,734,451	-	-	-	-	-	-	-	2,734,451
NET ASSETS									
Unrestricted	-	108,620	21,823	92,504	-	-	-	-	222,947
Designated	7,318,975	-	-	-	-	-	-	-	7,318,975
Undesignated	-	-	-	-	9,739	-	432,392	4,077	446,208
Temporarily restricted	-	-	-	-	2,000	-	-	-	2,000
Permanently restricted	7,318,975	108,620	21,823	92,504	11,739	-	432,392	4,077	7,990,130
Total	\$ 15,177,757	\$ 108,620	\$ 21,823	\$ 113,067	\$ 11,739	\$ 73,469	\$ 453,818	\$ 9,077	\$ 15,541,356

* Eliminated in grand total.

In Memoriam



November 2013

Evelin Rivera 8th Piccolo

December 2013

Rosemary Stokes	2nd	Hurley
Alexander Washington	20th	Brown
Joan W. Forte	23rd	Randolph
Clara R. Bolden	24th	Bond
Tyrone X. Toefield	25th	Dunbar Voc HS
Ethel N. Bowie	26th	Cleveland
Harold C. Zimmerman	27th	Laura S. Ward
Latifah Lynne Tantawy	29th	Shoesmith
Vera C. Harris	30th	Nixon

January 2014

Elizabeth L. Hardin	2nd	Fermi
Marjorie Carlson	3rd	Monroe
Mary Demolick	3rd	Jungman
Alyce R. Pordugal	3rd	Pullman
Doris Annette Clay	4th	Phillips Acad
Fredericka Orange	4th	Carver
Paul I. Wolnik	6th	Tilden HS
Barry Jennings	7th	Fenger HS
Janet Denise Wilburne	7th	Cuffe
Dorothy S. Trenholm	8th	Chicago Vocational HS
Irene Rush	9th	Medill
Barbara Coane	10th	Bridge
Walter J. Powers	10th	Schurz HS
Edward A. Sere	10th	Dewey
Hilda T. Hogan	11th	Nash
Morton Bernstein	14th	Funston
Joyce S. Franklin	14th	Simeon HS
Yvonne G. Baylock	15th	Curtis
Patricia L. Dalton	15th	Chicago High
Bennie E. Council	16th	Riis
Jean B. Morley	16th	Dore
Luvonia Richardson	17th	Johns Academy
Edward W. Spears	17th	Brownell
Yvonne A. Pulliam	18th	O'Keefe
Janice A. Wetzal	20th	Crane Tech HS
Sarah G. Kenyon	22nd	Amundsen HS
Dorothy J. Quinman	22nd	Kinzie School
Ruth O. Wesley	26th	Holmes

EDITOR'S NOTE: Lists of deceased members of the Chicago Teachers Union are provided to the Chicago Union Teacher by the office of the Chicago Teachers Pension Fund and are printed as received. If you notice an error or omission, please contact the editor at Leadership@ctuLocal1.com or 312.329.9100 so a correction may be made in a subsequent edition. Please also ensure that the CTU Financial Department and Chicago Teachers Pension Fund are advised so that appropriate benefits may be disbursed.



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Beltran, Katrina B.
Blackwell, Jeffery B.
Crowder, Sharon D.
Lopatka, Marcia J.
Miller, Tommy
Poole, Alethea
Sanchez, Jackie Y.
Smith, Lisa L.
Smith, Tanya Y.
Tyson, Danielle

**AL2 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Fullerton, Katrina

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Blakey, Nina
Butler-Mitchell,
Paulette B.
Crawley, Dorothy Q.
Shepherd, Yvette C.
Washington, Darlene

**BP2 BURNHAM PARK
ELEMENTARY**

Dawkins, Katherine
Harper, Janelle I.
Hegwood, Catherine
Nze, Christian E.
Olson, Genni L.
Paranjape, Janak S.
Weems, Pricilla A.

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ELEMENTARY**

Carrethers, Loreal S.
Repta, Jennifer A.
Robinson, Lorna R.
Sharp, Daisy L.
Smith, Vera I.
Threlkeld, Selena M.
Wilkinson-
Troutman, Cynthia

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Buie, Fayvelle V.
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Gilmore, Jacqueline
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Smith, Kelly L.
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Jackson, Richard R.
James, Ramses D.
Koutny, Elizabeth M.
Kuszynski, John J.
Lee, John
Montgomery, Andrea
Muhlberger, Mireya
Murphy, Michael S.
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Rivera, Anna M.
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Vacco, Angela L.
Villa, Mary

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Fister, Mary N.
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Kearns, Donald E.
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Maza, Eric M.

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Maurello, Rosemary
Monarrez, Diana M.
Pattis, Wendy R.
Pema, Vera

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Carlson, Julie A.
Falzone, Lindsay N.
Otero, Edna E.
Reese-Clark, Vanessa
Shimkos, Karina M.

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Guterez-Kwaaning,
Tanisha R.
Holt, Sylvie
MacDonald, Francis
McFarlane, Kelly P.
Pincham, Robert E.
Rountree, Eric F.

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ELEMENTARY**

Debby, Heather A.
Farder, Dejernet M.
Greco-Serwa, Sandra
Josephs, Donyielle A.
Metzger, Suzanne M.
Paz-Bustos, Maria T.
Wendorf, Lori S.

**GH2 GARFIELD-HUMBOLDT
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Biancalana, Jodi L.
Bugala, Julie R.
Digiulio, Paul D.
Gilson, Kathleen A.
Kruger, Christopher
Oneal, Chelita L.
Sidaway, Stephanie
Trentham, April L.
Watson, Joyce
Williams, Marcia B.

**LC1 LAKE CALUMET
ELEMENTARY**

Ali, Jamillah M.
Archer, Priscilla D.
Coleman, Angela K.
Garner, Darnell J.
Grant, Lorrrie A.
Jackson, Ashley M.
Mallory, Latasha I.
Melton, Wilene M.
Reddick, Rosemary
Saunders-Wolffe,
Tanya L.
Spearman, Nicole N.

**LC2 LAKE CALUMET
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Craig, Sharion D.
Curtin, Carolyn E.
McKinney, LaConya
Oliva, Melissa M.

ME1 MIDWAY ELEMENTARY

Boyle, Amanda K.
Davis, Sharon D.
Hester, Kamau L.
Markham, Catherine
McMahon, Mary L.
Mitchell, Shelley K.
Molaro Diaz,
Miranda
Outlaw, Cassandra
Preciado, Diana

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Bonds, Joyner E.
Bush, Suzanne M.
Contreras-Espinoza,
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Hintz, Linda S.
Jameson-Hardy,
Jacqueline
Kos, Donna R.
Kosek, Suzanne D.
Krzak, Jennifer L.
Linehan, Joseph A.
Magallanes, Lucero
Marquez, Maria L.
Medellin, Leticia N.
Morris, Valerie L.
Perry, Anthony M.
Shine, Latoya N.

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

Ciummo, Victor T.
Duarte, Samuel
Hurtado, Erin M.
Incandela, Rosa R.
Jacko, Paula
Lewis, Shereena D.
Lombardo, Martin R.
Maeda, Ann T.
Ochoa, Victor
Olson, Audrey R.
Palomino
Villamonte, Walter
Schmidt, Sharon M.
Searcy, Anna L.
Sloan, James
Smith, Laura
Vanover, Daniel L.

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

Arter, Amy B.
Bach, Barbara A.
Barge, Nikolaus A.
Bravo-Gonzalez,
Mayra
Grays, Angela M.
Hungerford, Robert
Krakovsky, Kevin D.
Mead, Thomas C.
O'Shea, Mary Rose
Payne, Scott W.
Pedersen, Christian
Stephani, Joanne T.
Zagorski, Melissa L.

OH1 O'HARE ELEMENTARY

Blaszczyk, Diane L.
Erzrumly, Layla
Graham, Wanda V.
Green, Shane
Habetler, Deidre
Hill, Donna A.
Irwin, Melissa L.
Johnson, Craig
Kasai, Meleia F.
Miller, Patricia K.
Okabuonye, Linda Y.
Tsatsos, Mary G.

OH2 O'HARE ELEMENTARY

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Bischoff, Scott J.
Block, Caryn T.
Buen, Lorelei G.
Cantu, Lisa A.
Carroll, Jenell M.
Coleman, Pamela A.
Davidson, Susan K.
Dillon, Barbara K.
Gans, Howard L.
Hopkins, Jeronna
Jason, Lisa L.
Kurzydlo, Vicki L.
Medina-Correa,
Naomi C.
Muhammad, Maria
Ortiz, Lorraine G.
Reyes, Julia A.
Rogers, Stephen
Salas, Janet M.
Sebesta, Susan M.
Skaggs, Sara L.
Westfall, Michael F.
Wohl, Raymond F.

PE1 PERSHING ELEMENTARY

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Broderick, Christine
Dunn, Joseph M.
Griffin, Marilyn W.
Rodarte, Brenda L.
Torres, Leticia M.
Vazquez, Rolando
Villwock, Lauren

PE2 PERSHING ELEMENTARY

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Koclanis, Susan K.
Moulton, Allison M.
Parker, Kathleen C.
Porter, Shay
Stalze, Lauren M.
Strentz, Madilyn A.
Zaker, Michael D.

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ELEMENTARY**

Caballero, Silvia
Cosme, Maria T.
Dawson-Casper,
Gwendolyn
Gonzalez, Jennifer
Johnson, Philomena
Martinez, Rutilio
Quitshaw, Theresa M.
Rentz, Kathleen M.
Sanchez, Juan F.
Stephens, Stephanie

**PL2 PILSEN-LITTLE VILLAGE
ELEMENTARY**

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Jochaniewicz,
Kathryn
Killis, Codi

LeMoine, Andre C.
Ma, Amy
Olazaba, Phillip J.
Sansininea, Alma O.
Sologaistoa, Leslie J.

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ELEMENTARY**

Argueta, Gerardo
Arnold, Ruth M.
Demeros, Aspasia A.
Duffy, Jonathan D.
Feeny, Charles L.
Gamble, Samantha S.
Goff, Linda S.
Lancaster, Elizabeth
Mays, Alison G.
McLaurine, Cody P.
Parker, Jeremy
Pulliam, Davina M.
Rodrigues, Patrick
Sawchuk, Michael J.
Thomas, Katherine
Veugeler, Paul M.

**RR2 RAVENSWOOD-RIDGE
ELEMENTARY**

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Maria
Bowker, Thessaly A.
Bruno, Elda
Clancy, Patrick A.
Davis-Williams,
Stephanie A.
Drase, George P.
Ebstein, Jody
Fitzsimons, Cathleen
Garcia, Marc
Lang, Albert J.
McGrath, Clare
Nash, Michelle J.
Perez, Ziomara D.
Skweres, Steven
Soto, Karen J.
Touras-
Andrikopoulos,
Pamela C.
Wray, Mollie H.

**RI1 ROCK ISLAND
ELEMENTARY**

Carroll, Margaret L.
Collins, Linda S.
Fenner, Soreida M.
Hicks, David L.
Licker, Kathleen A.
Majka, Margaret A.
Martin, Donna M.
McAllister, Tradonna
O'Connor, Regina M.
Sparks, Jeri L.

**RI2 ROCK ISLAND
ELEMENTARY**

Bryson, Michelle C.
Davis, Joyce R.
Hardman, Brian T.
Herron, Lori A.
Mason, James J.
Scott, Shereen E.
Tyson, Nadine V.
Varnado, Cynthia V.

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Carter, Launder F.
Doyle, Kathleen N.
Evans, Karen
Hatchett, Simone K.
Howard, Robyn L.

Kile, Carmen L.
President-Brown
Chapman, Rochelle
Rogers, Jimmie
Simpson, Allyson L.

SK2 SKYWAY ELEMENTARY

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Ball, Tamika
Brown-Murray,
Adrienne J.
Bynum, Curtis
Coleman, Kathy L.
Jancaric, Lucille A.
Murphy, Katherine I.
Ollie, Starr A.
Sanchez, Lora
Wilford, Terri

SSH SOUTH SIDE H.S.

Freeman, Donna L.
Hall, David L.
Lucchese, Lauren
McGee, Keva A.
Monroe, Sandra T.
Moore, Norman M.
Reid, Kimberly M.
Whitfield Taylor,
Laronya

SW1 SOUTHWEST SIDE H.S.

Benedetto, Sandra Y.
Burke, Heide L.
Coyle, Benjamin J.
DeSantiago, Marco
Dobert, Kenneth G.
Kelly, Jason D.
Kelly, Timothy J.
Nguyen, Quang V.
Russell, Wanda J.

SW2 SOUTHWEST SIDE H.S.

Cox, Martha E.
Ginyard, Randi S.
Maniates, Evan P.
Moore, Cheryl D.
Stieber, David F.
Zehnder, John M.

WS1 WEST SIDE H.S.

Clemons, Marcus T.
Jones, Jennifer D.
Moliviatis, Lucky A.
Sager, Daniel H.
Seale, Jodi J.
Stout, Alyson H.
Venegas, Salvador

WS2 WEST SIDE H.S.

Bokar, Michael J.
Butler, Tonya L.
Dudley, John B.
Field, James P.
Giranio, Ronald
Himebaugh, Kristina
Horton, Bennie H.
Konieczko, Gregory J.
Kulas, Andrea
Rau, Jay P.
Waters, Cynthia R.

CITY-WIDE CAREER SERVICE

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Bonet, Damaris
Bullocks, Latonya N.
Butler, Lynn M.
Butler, Mary S.
Callahan, Sharon D.
Catledge, Lisa A.

Collazo-Robinson,
Carmen V.
Daly, Cleta R.
Davis, Barbara J.
Fells, Denise M.
Flowers, Wylene
Gonzalez, Maria A.
Heard, Yvonne
Higgins, Gloria E.
Hill, Delphine
Johnson, Kareem J.
Lampley-Davis, Faye
Lofton, Saria C.
Lopez, James B.
Maldonado, Nellie
Malyj-Lendel, Eileen
McCoy, Anthony
Miller, Carmella M.
Munoz, Guadalupe
Myron, Deanna L.
Powers, Reyne M.
Prince, Gloria J.
Quinones, Susie
Sanders, Vickie
Scott, Ella M.
Shaw, Sharlene
Stewart, Gloria J.
Swanson-Lagesse,
Nancy A.
Trice, Jeanine
Watson, Kimberly A.
Williams, Linda F.

CITY-WIDE

Ahmad, Huma A.
Boyle, Therese M.
Bures, Robert F.
Christensen, William
Dandees, Debra J.
Daniels, Theresa D.
Foley, Mary E.
Green, Burma S.
Grudis, Paul J.
Hayse, Carol J.
Heath, Howard L.
Hickey, Susan E.
Jones, Patricia A.
Keating, John
Keegan, Arthur E.
Knudstrup, Karen A.
Korach, Albert
Loftus, Sarah E.
Matthews, Sheresa L.
McCormick, Mary T.
Morgan, Monroe
Nelson, Lois
Nevels, Leigh M.
Nisivaco, Julie C.
O'Connell, Jennifer L.
Pope, Deborah A.
Qualls, Ernestene L.
Reilly, Mary Sharon
Rodriguez, Lourdes
Schechtman, Judith
Schwab, Jean R.
Schwartz, Jennifer K.
Scott, Willie E.
Shanklin, Benita A.
Shanley, Kirstie J.
Simmons, Jenean D.
Slavitt, Marlene
Socoloff, Miriam A.
Tsitsopoulos, Bessie
Veza, Heather
Ward, James F.
Wildi, Brad A.

2014 YOUNG ARTIST AWARDS

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

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

6. Any student attending a Chicago Public School is eligible to enter.
7. Selection of final winners will be published on the CTU Website.
8. Each winner will receive:
 - A gift card
 - A certificate of recognition
 - Invitation with one guest to a reception at the CTU Office
 - Invitation to teacher or art teacher to attend luncheon
 - Art displayed in the CTU office for one year
 - One winner will have their artwork showcased on CTU's magazine cover - June 2014 issue
10. Winning artwork becomes the property of the CTU if not picked up 30 days after letter is sent out to the school for artwork to be picked up.
11. Please print or type forms entries. Affix one form to the back of artwork, submit the other in a separate envelope.
12. Entrant gives the CTU the right to reproduce winning artwork.
13. Entries must be submitted to CTU offices between Tuesday, April 1, 2014 and Friday, April 25, 2014.
14. Entries must be received at CTU offices no later than 5:00 p.m. on Friday, April 25, 2014.
15. Questions? Contact April Stigger at AprilStigger@ctuLocal1.com or 312-329-6225.



**ALL SUBMISSIONS MUST BE RECEIVED
BETWEEN TUESDAY, APRIL 1, 2014
AND FRIDAY, APRIL 25, 2014**

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

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

CTU YOUNG ARTISTS 2014 ENTRY FORM

AFFIX THIS FORM TO THE BACK OF THE ARTWORK

Student Name _____
 Student Address _____
 Student Phone Number _____
 Grade _____ Age _____ Medium _____
 School _____
 School Address _____
 Zip _____ School Telephone _____
 Art or Classroom Teacher _____
 Teacher Email Address _____
 Contact Number for Teacher _____
 CTU Delegate _____
 Principal's Name _____

PLEASE TYPE OR PRINT LEGIBLY - THANK YOU IN ADVANCE!

CTU YOUNG ARTISTS 2014 ENTRY FORM

SUBMIT THIS FORM IN A SEPARATE ENVELOPE

Student Name _____
 Student Address _____
 Student Phone Number _____
 Grade _____ Age _____ Medium _____
 School _____
 School Address _____
 Zip _____ School Telephone _____
 Art or Classroom Teacher _____
 Teacher Email Address _____
 Contact Number for Teacher _____
 CTU Delegate _____
 Principal's Name _____

PLEASE TYPE OR PRINT LEGIBLY - THANK YOU IN ADVANCE!

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