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# UNION TEACHER

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## INSIDE:

- **Strike History**
- **CTU's School Improvement Plan**
- **Teacher Pensions: Myth & Reality**

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*Front cover: CTU Memers at Operation PUSH, February 25, 2012.*

*Dear Editor:*

*Between 800 and 1,000 people attended the funeral for Unionist Rosalind Ann Price Lewis on Saturday, Feb. 4th at Emmanuel Baptist Church, 83rd and Damen. A long time delegate for Marshall High School, she became an Area Supervisor and Area Vice President. I met her about 30 years ago at the old union office making picket signs for an upcoming strike. Roz was halfway through her first pregnancy and was nailing signs with the rest of us.*

*She said, "I always have time for my Union."*

*She had to fight almost every principal at Marshall. Between 2000 and 2010, Marshall had four or five of them and the school has been turned around so many times. With each change, the administration tried to get rid of unionists like Roz who were not afraid to file a grievance when necessary.*

*Both her own children attended Marshall and both went on to graduate college, like so many of Roz' students. Her daughter just received a Masters.*

*Lotty Blumenthal  
CTU Retiree*

# President's Message

Sisters and Brothers,

As you know, our contract expires at the end of June. In an unprecedented move and for the first time in recent Chicago Teachers Union history, we have created a member-driven bargaining team that includes 40 rank-and-file members of our organization. They have been with us every step of the way at the bargaining table.

These dedicated, insightful and sharp members are there to ensure our students, teachers and paraprofessionals operate in a world-class education system that benefits all of our students, including the more than 100,000 children the mayor and his education advisors have deemed will “never amount to anything” and therefore are not worthy of the resources they need to succeed. We don't believe that. In fact, we believe that the neediest students need the most, not the least, and no person has the right to condemn another person's child to failure.

This is why we want a fair contract. The Board proposes we should make brick without straw. They want us to do more—even longer—with less. CTU's initial proposal was based upon this very assumption. Given the District's historical indifference toward educational justice and its employees, it is no stretch to believe it will continue to be derelict in its duties to give our students and educators the schools they deserve.

With that said, negotiations are still early and as of this writing we are currently in mediation. CTU continues to foster productive conversations at the bargaining table that are based in trust and candor. Read, “The Schools Chicago's Students Deserve,” for a blueprint to what we seek in our new contract. Our proposals are a stark contrast to the Board's counterproposals, which would punish us and the more than 400,000 students we educate.

In short the Board demands:

- A five-year contract with a 2 percent raise in the first year only; after that all teachers/ paraprofessionals will move into a merit pay system
- Teacher evaluation based, in part, on student test scores and other student markers
- Longer school days/ school year without professional development days; prep time; and additional resources for our students. The Board has made no commitment to hiring qualified teachers to instruct in art, music, physical education, world languages or other studies that will provide our students with a well-rounded curriculum and a world-class education.
- No commitments on increasing wrap-around services for students, including additional school nurses, social workers, psychologists, therapists or audiometric and vision screening technicians who provide critical social, emotional, intellectual and health services
- The removal of language from the new contract that protects students and teachers from swelling class sizes
- Cuts in quality of life benefits, including eliminating banking sick days and increasing in wellness premiums; in addition the Board supports cuts to pensions

We do not agree with these punishment proposals but we are eager to hear what you think. Therefore we encourage you to get involved with the Contract Action Campaign currently underway in your school. If your campus does not have a delegate feel free to volunteer to serve in that role so your colleagues can stay informed. Any decisions that are made are made together. Please visit our website at [ctunet.com](http://ctunet.com) for the most up-to-date information about our work.

In Solidarity,  
  
Karen GJ Lewis, NBCT



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**The Board proposes we should make brick without straw. They want us to do more with less.**

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# Education Reform: Where's the Debate?

The phrase “education reform” has been co-opted to mean a narrow party program advocated by the reform establishment (mainly billionaires and their designees) that includes a barrage of testing, charter schools, and taking experienced educators out of the classroom.

None of these measures have a track record of success, but the actual facts get obscured by Hollywood films and connected charter groups. It's hard to get into the conversation when the corporate side of education reform uses the term as a bludgeon against anyone who questions its agenda -- even when the concerns are supported by research.

If we're all in this together, why can't we debate what reform should look like, roll up our sleeves and fix our schools -- together? There's a lot of work to be done and we need all hands on deck. This isn't possible unless we can actually have free and open discussion about what schools need. That means that we need to look at all of the challenges involved and tackle them directly. We even need to look at the challenge of poverty, since that seems to be the largest impediment to educational achievement. That's not to say it's a brick wall to success, it's just a crucial factor we must address.

Students in well-funded American schools from high-income families outscore nearly all other countries on standardized tests, yet our aggregate scores are low. Many call this an educational crisis. However, if we are looking at root causes, we cannot overlook the fact that the U.S. has the highest level of child poverty in the industrialized world and children living in poverty are achieving far below their affluent peers.

Schools do not operate in a vacuum. Poverty has devastating effects on a child's social and emotional development. For

our poorest students, just getting to school can be a challenge. Anyone who has studied education or psychology knows the venerated “Maslow's Hierarchy of Needs,” which shows the steps towards self-actualization -- the level where students can effectively use their creativity and problem-solving skills. At the lowest level are basic human needs like food, water, and health. We need to do a better job of making sure those needs are met.

There are some reforms we can make within the walls of a school that will ameliorate the effects of poverty including: wraparound services, small class sizes, and school libraries. This is by no means an exhaustive list of reforms we can provide to fix schools, but it's a place to start and all three have a track record of success. None of these reforms are included on the lists of the reform establishment.

For many of our poorest students, the school nurse is the only medical professional they see and in many Chicago Public Schools,



*A 90 degree classroom at Hammond Elementary School on Chicago's southwest side. Photo by Garth Liebhaber.*

nurses are stretched between 2-3 schools. Schools need to hire more social workers, psychologists, and nurses to make sure students are healthy enough to take their learning to the next level.

One country that always comes up when discussing models for education reform is Finland, a nation that boasts some of the highest test scores in the world. It is also a nation where students are provided small class sizes and the child poverty rate is 3.4% compared to the United States' 21.7%.

What does this mean? The most quoted and comprehensive study of class size, The Tennessee Study of Class Size in the Early School Grades showed significant advantage to students who had small class sizes in early grades. These small class sizes showed to be

especially beneficial to students attending schools in poor districts.

In Chicago, 164 public schools -- nearly 1 in 4 elementary schools and 51 high schools do not have school libraries. Library hours are typically one of the first cutbacks in city budgets, leaving many of Chicago's poorest students without access to books. This puts them at a disadvantage as access to books has shown to shrink the “achievement gap.”

So what can civic-minded corporations do to help fix our schools?

They can start by paying their taxes, which will fund these reform efforts. That's how they show real concern for the community. If they want to do more, they can look at the model used in McDowell County, West Virginia where a partnership was forged between corporations, foundations, and the teachers union.

The partners who signed on agreed to improve housing, transportation, and jobs in the poverty-stricken county. They know all of

these factors contribute to low educational achievement. Instead of pointing fingers like the rest of the reform establishment, they offered a hand.

USC Professor Emeritus Stephen Krashen explains the importance of school libraries in his video lecture available at [ctunet.com/krashen](http://ctunet.com/krashen). ■

*This editorial was originally published on the Huffington Post January 2012.*

*Find previous editorials at:*

***[ctunet.com/huffingtonpost](http://ctunet.com/huffingtonpost)***

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# The Schools Chicago's Students Deserve

Flanked by Chicago Public School (CPS) parents, Local School Council leaders, clergy and educators, the Chicago Teachers Union released its vision of what the city's schools should look like for all students to be successful during a news conference at its headquarters on February 16th. The comprehensive report, *The Schools Chicago's Students Deserve*, offers proven policy recommendations to improve student academic performance and strengthen neighborhood schools.

"This report will quickly become the leading public policy platform for all people truly interested in how to reverse the status quo in our city's public schools," stated CTU President Karen GJ Lewis.

The *Schools Chicago's Students Deserve* makes the case for immediate district-wide enforcement of practical and proven solutions to dramatically improve the academic performance of more than 400,000 students in a district of 675 schools.

"For far too long our students have been short-changed, their teachers have been undermined and their schools have been financially starved of the resources they need," said Lewis. "Today we release our vision of what a CPS education should look like for every student, not just those from higher income brackets. We need fresh and innovative ideas, not the same status quo and failed policies of the past 17 years."

The *Schools Chicago's Students Deserve* presents a compelling argument that the education children receive should not depend on zip code, family income, or racial background. Unfortunately, statistics show that neighborhood, race and socioeconomics are all too often the deciding factors in a student's path to academic excellence. For example, CPS students are 86 percent low-income and 87 percent African American or Latino. Few CPS schools provide world language classes and 160 CPS elementary schools do not even have libraries.

"Although we don't control the policies, curriculum or purse strings, educators must be in the forefront of developing education policy not politicians and venture

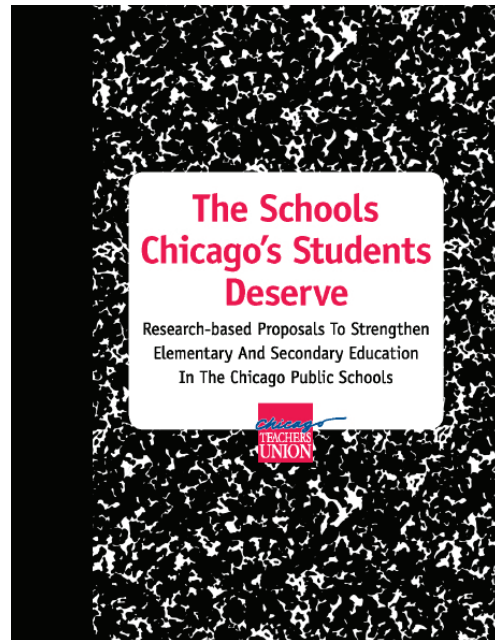


Parent activist Rosaliza Grillier addresses reporters at CTU's launch of *The Schools Chicago's Students Deserve*. Background from left: Julie Woestehoff, Kevin Kumashiro, Karen Lewis, Carol Caref, Monty Neill, and Iliana Espinosa-Krebbiele.

Photo by Nathan Goldbaum, CTU staff.

capitalists," Lewis explained. "Parents, teachers, paraprofessionals and community leaders cannot longer afford to wait for the Chicago Board of Education to give us educational justice. We must advocate for the schools our children deserve. This is our plan."

Among those joining Lewis to support CTU's proposed education plan were Ms. Julie Woestehoff, executive director of Parents United for Responsible Education, Dr. Monty Neill, executive director of the National Center for Fair and Open Testing, Mr. Kevin Kumashiro, University of Illinois at Chicago professor and president-elect of the National Association for Multicultural Education, Dr. Pauline Lipman, UIC education policy professor, Ms. Iliana Espinosa-Krebbiele, education organizer for the Albany Park Neighborhood Council, and Rosaliza Grillier of the parent group POWER-PAC. ■



**Download  
the report at:**

**[CTU.net.com/Deserve](http://CTU.net.com/Deserve)**



# Audiometric and Vision Screening Technicians Win Back Their Jobs and Back Pay

By June M. Davis, PSRP Field Staff Director



CTU Officers and PSRP Field Representatives pose with Vision and Hearing Screeners who won their complaint for wrongful termination.

Photo by Kenzo Shibata, CTU staff.

On June 30, 2010, Jane Lee Kwon, manager of the Office of Special Education and Support laid off eight Audiometric and Vision Screening Technicians without reason. Chicago Teachers Union responded by filing a grievance on September 2, 2010, on their behalves.

On February 21, 2012, the grievance was advanced to arbitration. Arbitrator Lawrence Cohen ruled that Tangelia Burton, Darnitia Ciscero, Robert Faulkner, Edna Johnson, Cheryl Jolly-Hansford, Sheila

Lott, Gloria Prince, and Percy Suggs were wrongfully terminated. He ordered the Board to reinstate the grievants to their former positions without loss of seniority. He also stated that, “the grievants shall also be made whole for any lost wages and benefits subsequent to their layoff.”

OSES Manager Jane Lee-Kwon, who is also the manager for social workers, psychologists, and school nurses has harassed our members and used union-busting tactics since her appointment to the OSES in January of 2010.

The grievants and I are very excited about this victory and we hope it ends Ms. Lee-Kwon’s reckless, punitive, dictatorial and unprofessional management of clinicians. This is a great victory for all our members because a win for one is a win for all. ■

## CTU Strikes: Dare to Fight, Dare to Win

For the past 74 years, the Chicago Teachers Union has sought to provide all Chicago teachers and paraprofessionals job security, professional development and training, protection against unprofessional treatment, increased salary benefits, and a voice in their future. As members of a Union, we have rights, protections and safeguards that we see evidence of everyday in our schools. None of these improved teaching conditions and learning environments were given to us; CTU members won these on the picket line nine times. ( All entries from *The Chicago Union Teacher, 1937-2011*)

**STRIKES** (Strikes take place when a contract agreement cannot be reached.)

**1969:** FIRST STRIKE—gains: average raises of \$100/month.

**1971:** 4 day strike gains: 8% salary increases each year of the 1971-1972 two-year contract (Board reneged in 1972), CPS pays 100% of family hospitalization, 50 additional maximum class size schools (standard class sizes of 20-34), teacher aides in bargaining unit. Lobbying effort in Springfield and

protest march by 10,000 at Civic Center end threat of 12-day early closing; CTU lobbies in D.C. to halt freeze on teacher wages.

**1972:** 12 day strike wins 2.5% salary increase, 2 additional 30 min. prep periods for elementary teachers, 7 make-up days, maximum class sized reduced—primary 31, intermediate and upper 34, high school 28.

**1975:** 11 day strike—2 year contract.

**1980:** First strike to preserve contract—10 day strike/walkout over payless paydays results in contract provisions remaining intact.

**1983:** 15 day strike wins 5 % salary increase, 2.5% bonus pay, 9 make-up days.

**1984:** 10 day strike wins 4.5% salary increase, 2.5% bonus pay, 5 make-up days, Political Action Committee (PAC) contribution deduction & new medical plan established.



Striking CTU members vote in 1975.

**1985:** Board challenges CTU members (bad faith bargaining, stalling tactics, and publicity antics designed to put the union down) which results in 2 day strike. Gains: 9 % salary increase over 2 years, restore holiday lost in strike, length of leaves extended, sick leave allowed to accumulate to 234 days, increased major medical coverage.

**1987:** Longest strike in CTU history: After parties reach a deadlock in negotiations--19-day strike, 97% solidarity by members --strike gains: 8% salary increase over 2 years, sick days accumulated to 244 days, increased major medical coverage. ■

# Bea Lumpkin: Retiree Delegate

**“Fighting for justice has kept me strong.”**

Bea Lumpkin, 93 said three things keep her strong, “having a great husband, exercise, and fighting for justice.” She chronicled the life of her late husband, United Steelworkers activist Frank Lumpkin in the book Always Bring a Crowd. She swims regularly to keep healthy, and spent her career fighting for justice in the classroom and continues her fight in the streets.

Bea split her teaching career between Chicago Public Schools and the City Colleges of Chicago. She retired a CTU member and was recently elected to the House of Delegates as a retiree delegate. She taught math and physics at Austin, Bowen, Washington, and Manley. She pioneered multicultural education in her classroom and later wrote curriculum and authored several books on the subject.

*What were some ways you were able to incorporate multicultural education in the math classroom?*

When I was at Washington HS, I wore a Benjamin Banneker postal stamp button. Students asked me, “Who is that?” I told them he was one of the first mathematicians this country had. The response I got was, “I didn’t know there were any black mathematicians.” It was thrilling to integrate that kind of material into my classes.

I taught the students the history of math. Some of the earliest examples we have of recording of numerals goes back to 37000 BC. [Archeologists found] tool handles engraved with a pattern representing numerals, these came from central Africa.

Colonialism has led to a rewriting of history. The history of math, medicine, and philosophy needs to be corrected.

There was a movement to incorporate math into narratives. I wrote children stories that took place in Africa where we incorporated math.

During the day, I was teaching classes and at night I was writing curriculum at central office.

*When did you start teaching in CPS?*

I started at Crane High School in 1965. It should not be closed. I had one class called basic math. The students were not unable to do math. We had a lot of emotionally challenged students in the class. At the end of the [first] semester, CPS sent me to another school. That’s the only class where [the students] cried. I remember there was one young woman who had such a foul mouth. Later on in my career, when I was teaching at Malcom X College, I ran into that girl. She was doing well. That gave me a lot of hope.

It was at Malcolm X College where [slain civil rights leader] Fred Hampton saved my life. There was a lot of racial tension on the west side in the 1960s. One day, I walked into the hallway into a very tense situation between students. Fred Hampton walked through the door, sized up the situation and then he put his arm around me. He was able to diffuse the whole situation.

I knew [Hampton] because he ran track with my kids. I think he would have done that anyway. He was such a warm human being. His parents were active trade unionists at Argo Starch Company.

*Can you speak a little about your Union activism?*

I’m a longtime labor activist, and at my advanced age everything is longtime (laughs).

When I taught at Malcom X College, the city colleges had probably the most difficult teacher strike in the history of Chicago. [During one strike] for two weeks, it didn’t go above zero. I’ve been through four teacher strikes at the city colleges.

Unfortunately there was no effort made then to involve the community. We had good student support. Working with the community is the winning card.

We had that with the steelworkers union. I lived in Gary, Indiana for seven years after marrying [Frank Lumpkin]. I wrote about

him in the book Always Bring a Crowd. He worked in the steel mills for about 35 years.

At one point, 3200 steelworkers were laid off. It was as if a bomb had fallen on East Chicago. My husband stepped forward to organize the workers. They became a great source of strength for labor. It took them 16 years to win their second settlement, but they won \$20 million.

I organized the wives. Without the families and the whole community involved, they could have never kept up that fight for 16 years. That’s a lesson for the CTU. The wives were supportive. They saw that fighting back kept the men out of the saloons and from doing destructive things. They let them go to meetings.

We raised money by giving dinners at five dollars for a dinner, we made thousands of dollars. The women began to attend the rallies. It wasn’t just the men out there, it was the families. We kept the situation visible. In the end, we won \$20 million. That saved a lot of homes.



The churches and small business contributed. Local businesses gave us meeting space. And when we had our fundraisers, they donated food. We didn’t have to buy anything.

We took our plight to Washington, DC. We sent three buses to DC where we were given an hour on the congressional agenda. Six Chicago area congressmen vied to speak up for the steelworkers. Harold Washington was one of them. We were later involved in Washington’s mayoral run. ■



# CTU among the guests at Equality Illinois Gala

By Carrie Maxwell

On February 11th, Equality Illinois held its annual gala “Justice for All” at the Hilton Chicago. Representatives of the Chicago Teachers Union were among the 1200 guests who gathered to celebrate the advancements towards Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) equality in IL and throughout the United States over the last year.

CTU President Karen Lewis, her husband John Lewis, CTU Vice-President Jesse Sharkey, and Director of Union Operations Michael Harrington attended the dinner along with GLBT Rights Committee Chair Mel Ferrand and committee members Marty Black, Carrie Maxwell, Jessica Marshall and Meredith Bawden.

Elected officials and candidates including Governor Pat Quinn, Mayor Rahm Emmanuel, Attorney General Lisa Madigan, Secretary of State Jesse White, Comptroller Judy Barr Topinka, Rep. Mike Quigley, Rep. Greg Harris, Rep. Deb Mell, Rep. Kelly

Cassidy, Rep. Sara Feigenholtz, Alderman Tom Tunney, and a bevy of other state and local officials and judges were introduced following welcoming remarks by Bernard Cherkasov, Executive Director of Equality Illinois.

Harris, Mell and Cassidy were singled out during the evening’s festivities due to the recent announcement that they had introduced a marriage equality bill in the Illinois House of Representatives. If the bill passes and is signed into law by Governor Quinn, Illinois will join seven other states and counting that have already legalized same-sex marriage.

The keynote speaker for the evening was Valerie Jarrett, Senior Advisor to President Barack Obama. In her remarks Jarrett highlighted the advances that the Obama administration has made towards greater LGBT equality nationwide including the Conference on Bullying Prevention that the White House held last March.

The GLBT Rights Committee is dedicated to creating a greater understanding of the issues affecting LGBT teachers and students in all Chicago Public Schools and furthering the rights of LGBT union members as well as building coalitions with other agencies and organizations.

The next GLBT Rights Committee meeting will be held on April 10th from 4:30 pm to 6:00 pm at the Chicago Teachers Union offices on the 4th floor of the Merchandise Mart. Free parking is available after 3:00 p.m. at the MartParc parking lot (401 N. Wells - northeast corner of Kinzie & Wells) located diagonally across the street from the Merchandise Mart. To find out more about our monthly socials or to become involved with the committee, please contact Michael Harrington at michaelharrington@ctulocal1.com or 312-329-6216. Straight allies welcome. ■

## The Allan Wardell Inspiration Award

Presented by the Gay, Lesbian, Bisexual and Transgender Rights Committee of the Chicago Teachers Union



Allan Wardell was a Chicago teacher, CTU brother and gay activist whom the award memorializes. Nominations are open to any CTU member, regardless of sexual orientation, who has helped foster a safe and healthy learning environment for all students through the positive teaching of tolerance. The person receiving this award is one who has demonstrated commitment and courage in the pursuit of equality for all students and staff.

By April 30, 2012 please complete the nomination form available for download or online completion at:

[ctunet.com/inspiration](http://ctunet.com/inspiration)

View and download photos from these and other events at [CTUnet.com/pics](http://CTUnet.com/pics)





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**5:30 Fun for CTU  
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Social Committee

Chicago Teachers Union's Annual  
*Big Brothers Big Sisters*

**Bowl for Kids' Sake  
Saturday, April 21**

Register as an individual or team:

**ctunet.com/bowl**



Skyway Bowl  
9915 S. Torrence Ave.  
Chicago, IL 60617  
9 a.m. - 12 p.m.

Oak Lawn Brunswick Zone  
4700 West 103rd Street  
Oak Lawn, IL 60453  
12:30 p.m. - 3 p.m.

Brunswick Zone Niles  
7333 Milwaukee Ave.  
Niles, IL 60714  
12:30 p.m. - 3:30 p.m.

Waveland Bowl  
3700 N. Western Ave.  
Chicago, IL 60618  
2 p.m. - 5 p.m.

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**For Prestige, Success & Acclaim**

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## **Nurturing Teacher Leadership**

**ATTEND OUR INFORMATIONAL MEETING:**

**Monday, April 30**

**4:00 p.m. to 7:30 p.m.**

CTU Quest Center, 222 Merchandise Mart Plaza, Suite 400

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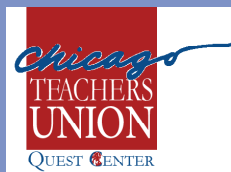
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### **REQUIREMENTS:**

- 3 years teaching at current certificate level
- 2 year commitment to teach in CPS after certification

**For further information, or to register, call  
Lynn Cherkasky-Davis at 312-329-6274  
or e-mail [LynnCherkasky-Davis@ctulocal1.com](mailto:LynnCherkasky-Davis@ctulocal1.com)**

More information can also be found at

**[www.ctunet.com/nbct](http://www.ctunet.com/nbct)**

## **Freeda Pirillis:**



**First Grade  
Teacher  
~Agassiz  
School**

Last December, Freeda Pirillis was surprised to find out that she was selected to join a group of educators in Washington, D.C. to meet with Secretary of Education Arne Duncan. The group discussed professional development, pre-service training, and ways that teachers can be supportive in the classroom.

Pirillis is balancing the responsibility of being a new mother and actively participating in both school and union initiatives. She serves on the Agassiz School's Longer School Day committee and Instructional Leadership Team (ILT). As a member of the ILT, she analyzes data and organizing professional development opportunities for the staff.

Pirillis also serves on the Quest Center's Common Core Standards planning team. She is on the K-2 interdisciplinary team. "We're developing a K-2 unit that will be piloted at CPS schools and will serve as a model of what the common core would look like in the classroom. The lessons will be posted on a national database and available to CPS teachers," explained Pirillis.

Pirillis first became familiar with the CTU Quest Center when she entered the Nurturing Teacher Leadership (NTL) program.

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*"Every day  
I feel like  
teaching is  
my calling.  
I love it."*

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"I felt like I had gotten to a point in my career where I needed to either leave teaching or find something to challenge myself and to make me stop and reflect. I wanted to do NTL because I heard about their success rate and the amount of support they provided," Pirillis recounts.

Pirillis is a product of CPS, attending Disney School and Von Steuben High School. She attended Northeastern Illinois University for both her bachelors and masters degrees.

It was at Von Steuben where she had an exceptional teacher whose classroom inspired her own teaching style.

Pirillis remembers her experience fondly, "Barry McGrath's classroom was non-traditional, we sat in a circle, [there was a] lot of communication, he was not the center of the discussion, the class centered on our ideas. We felt very inspired. I applied that to my teaching. No matter where someone is coming from, there's always something there, and it is important to validate the effort." ■



# CTU and CPS Partner on “Speak Truth to Power” Initiative

On February 8th, 2012, CTU hosted a presentation outlining a new Speak Truth to Power (STTP) social science curriculum available to CPS teachers. STTP, a project of the Robert F. Kennedy (RFK) Center for Justice and Human Rights, is a multi-faceted global initiative that uses the experiences of courageous defenders from around the world to educate students and others about human rights, and urge them to take action.

This past November, the Chicago Teachers Union (CTU), Chicago Public Schools (CPS), and the RFK Center launched 32 lessons designed by 14 CPS teachers as part of the STTP human rights curriculum, based on the lives and work of 14 Nobel Peace Prize Laureates. Issues addressed in these lessons range from slavery and environmental activism to religious self-determination and political participation.

The stories of the 14 heroic individuals – including familiar names like Lech Walesa, Mikhail Gorbachev, Dali Lama and Jody Williams – not only serve as the jumping off point for a larger examination of human rights, but also, through concrete instruction, provide the students with a way to identify as human rights defenders themselves.

The online curriculum is aligned with the Illinois State Standards and the national Common Core State Standards that have been adopted in 46 states. The curriculum is flexible and can be modified to meet the needs of each individual classroom. Visit [ctunet.com/sttp](http://ctunet.com/sttp) to access the curriculum.

Further professional development will lead up to the World Summit of Nobel Peace Laureates to be held in Chicago, on April 23, 2012. To register for this or other STTP professional development opportunities, visit [www.cpsuniversity.com](http://www.cpsuniversity.com) and search Speak Truth to Power.

During their time in Chicago, the Nobel Laureates will travel to CPS schools to meet with students who have been learning about their lives, and meet the teachers who are using STTP lessons.

These schools will not be the only lucky ones to benefit from the Nobel Laureates' visits. Thanks to a partnership with Safari Live, plans are being made for the interaction between the Nobel Laureates and the students to be broadcast to ALL CPS schools and others across the nation, and will feature an interactive question and answer session.

In addition, some students and teachers will have the opportunity to attend the World Summit of Nobel Peace Laureates, and participate in other surrounding activities. To have a chance to be invited to the World Summit you must attend the professional development.

For more information on how your class can become involved, please contact: [WalterTaylor@CTUlocal1.com](mailto:WalterTaylor@CTUlocal1.com). ■

**HIGH SCHOOL  
UNION  
SUMMER  
July 9–13**

The High School Union Summer School is tuition free and each student who attends the five day summer school will receive a \$100 stipend from the Labor Center. The Labor Center will provide lunch to the students each day.

To be eligible, students must have completed their sophomore, junior or senior years of high school. The class is limited to 24 students and will be held at DePaul, 14 E. Jackson 14th floor from 9:30 am -3:00 pm each day.

Topics include why unions still matter, collective bargaining role play, tour of Pullman and a role play centered on the Pullman Strike.

To recommend a student, e-mail Bob Breving  
**[R.Breving@DePaul.edu](mailto:R.Breving@DePaul.edu)**

## Common Core State Standards curriculum units developed by CTU from \$200,000 AFT Innovation Fund Grant

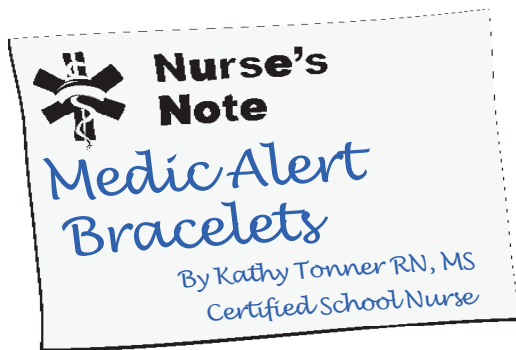
On Friday, February 3, 26 National Board Certified Teachers (NBCTs) met at the CTU to review and support each other's progress on the CTU Quest Center's initiative to develop instructional units driven by the Common Core State Standards (CCSS). The NBCTs comprise six teams of 4-5 teachers each, designing units in the following grade bands/subject areas: K-2 interdisciplinary; K-3 math; 3-5 interdisciplinary; high school English language arts; high school math; and high school career and technical education. During their day-long meeting, team members received professional development on the CCSS, presented and received feedback on their work to date, from an Advisory Board consisting of representatives from trade unions, businesses, universities,

CPS, content area organizations, and education-focused private organizations, helping to verify that these units will address college and career readiness. This work is funded by a \$200,000 grant from the AFT Innovation Fund. The instructional units, which will be field tested next school year, are being developed to serve as models for exemplary implementation of the CCSS. They will help to inform teacher practice as Chicago transitions to the CCSS, which will be fully implemented in 2014. The CTU



CTU President, Karen Lewis, NBCT, with the CCSS Unit Development Team.

members who are developing the units will train school teams on the Quest Center's 9-step backwards mapping process, so that they can design their own units align to the CCSS taking into account their school's context. ■



School nurses and other workers are responsible for the safety and well being of all students in the school setting. One way to help students at risk of a medical emergency is to encourage those with medical conditions to wear medical alert identification bracelets. Knowing which students have serious conditions will help school personnel respond quickly in a medical emergency. Parents have stated that these bracelets bring peace of mind, especially when their child is unable to speak for themselves.

Many students in the Chicago Public Schools have a diagnosis of asthma, food allergy, and diabetes and/or seizure disorder. These students need to wear a medical alert bracelet at all times, especially if they have had an anaphylactic allergic reaction. In addition, students with an Asthma Action Plan, Allergy Action Plan, Seizure Disorder Care Plan and Diabetes Care Plan should wear a medical alert ID bracelet with their name, phone number and medical condition engraved onto the bracelet. The most important benefit is that it provides emergency contact and medical information. No matter what the diagnosis may be, the personalized information on the bracelet will assist school personnel and paramedics in an emergency and can save valuable time.

Medical alert ID bracelets can be purchased online or at a local pharmacy. Stainless steel bracelets are the least expensive and can be purchased for as little as ten dollars. Some medical alert companies offer a comprehensive medical alert plan which includes a 24 hour emergency hotline with immediate access to health professionals and first responders. Some companies offer confidential medical records that are stored in a secure centralized database. The medical alert membership also includes a list of the student's medications and personal up to date information for parents and guardians to maintain.

Medical alert bracelets from medicalert.org come with 24 hour hotline service. The company offers sponsored memberships for children whose parents are unable to pay for this service. For more information on obtaining medical alert bracelets talk with your school nurse or local pharmacist. ■

## Chicago Teachers Union Scholarship Awards

*Awarded to the daughters and sons  
of CTU members*

### In Honor of

**Jacqueline B. Vaughn**

**John M. Fewkes**

**Jonathan G. Kotsakis**

**Robert M. Healey**

**Charles E. Usher**

**Mary J. Herrick**

**Ernestine Cain Brown**

**David M. Peterson**

**John E. Desmond**

**William "Bill" Buchanan**

**Glendis Hambrick**

#### **Awards**

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

#### **Eligibility**

The awards are entirely unrestricted as to race, religion, political affiliation, or choice of accredited college, university, business, trade, or vocational school. The applicant must be a son or daughter of a currently employed, active member in good standing of the Chicago Teachers Union, or a son or daughter of a deceased member who was in good standing with the Chicago Teachers Union at the time of death, and a high school senior who will graduate this year before August 31, 2012. Students applying for a special education scholarship must be presently enrolled in a special education school, class or program for students designated as EM H, TM H, blind, deaf, emotionally disturbed, speech impaired, or physically handicapped.

#### **How to apply**

### **Visit [CTU.net/Scholarships](http://CTU.net/Scholarships)**

#### **INCOMPLETE INFORMATION WILL BE CAUSE FOR REJECTION**

The application must be postmarked or delivered to the CTU office **before 5:00 p.m., May 4, 2012.**

The completed forms should be mailed to:

**Scholarship Committee**

**Chicago Teachers Union**

**222 Merchandise Mart Plaza, Suite 400**

**Chicago Illinois 60654-1016.**

All winners will be notified by letter of the committee's decision by May 20, 2012. A list of the winners will be published in the Chicago Union Teacher. The material received by the committee will become the property of the committee and will not be returned.



# Delegates not present at the House of Delegates Meeting on Wednesday, February 1, 2012

## AL1 AUSTIN-NORTH LAWDALE ELEMENTARY

Claudy, Margarete L.  
Robinson, Jacqueline  
Smith, Lisa L.  
Smith, Tanya Y.

## AL2 AUSTIN-NORTH LAWDALE ELEMENTARY

Christopher, Margaret  
Hildreth, Iris E.

## BP1 BURNHAM PARK ELEMENTARY

All present

## BP2 BURNHAM PARK ELEMENTARY

Cusick, John F.  
Fischer, Janice L.  
Gaal, Lee A.  
Lindenmuth, Rachel A.

## EG1 ENGLEWOOD-GRESHAM ELEMENTARY

Pugh, Anthony R.  
Robinson, Lorna R.  
Sharp, Daisy L.

## EG2 ENGLEWOOD-GRESHAM ELEMENTARY

Rogers, Joyce M.

## FSS FAR SOUTH SIDE HIGH SCHOOL

Pincham, Robert E.

## FR1 FULLERTON ELEMENTARY

Nevarez, Antonia  
Rivera, Anna M.

## FR2 FULLERTON ELEMENTARY

All present

## FL1 FULTON ELEMENTARY

Monarrez, Diana M.  
Ratulowski, Deborah

## FL2 FULTON ELEMENTARY

Marshall, Lindsay N.  
Silverman, Danielle S.

## GH1 GARFIELD-HUMBOLDT ELEMENTARY

Ehgartner-Czeszejko,  
Linda M.

Greco-Serwa, Sandra

## GH2 GARFIELD-HUMBOLDT ELEMENTARY

Biancalana, Jodi L.  
Hill, Ladwonda C.  
Savage, Lekia D.

## LC1 LAKE CALUMET ELEMENTARY

Ali, Jamillah M.  
Jenkins, Charlotte

Landeen, Jennifer E.  
Mallory, Latasha I.  
Refakes, Dean A.

## LC2 LAKE CALUMET ELEMENTARY

All present

## ME1 MIDWAY ELEMENTARY

Condon, Kevin M.  
Gazdziak, Graham R.  
Lyons, Elyse M.

## ME2 MIDWAY ELEMENTARY

Morris, Valerie L.  
Shine, Latoya N.

## NW1 NORTH-NORTHWEST SIDE H.S.

Fuller, Clarence  
Maeda, Ann T.

## NW2 NORTH-NORTHWEST SIDE H.S.

All present

## OHI O'HARE ELEMENTARY

Blaszczyk, Diane L.  
Habetler, Deidre  
Page, Ideria A.  
Walton, Peter N.

## OH2 O'HARE ELEMENTARY

Graves, Kenneth R.  
Kelly, Deanna L.  
Ortiz, Lorraine G.

## PE1 PERSHING ELEMENTARY

Perez, Israel  
Roach, Leslie M.

## PE2 PERSHING ELEMENTARY

All present

## PL1 PILSEN-LITTLE VILLAGE ELEMENTARY

Sanchez, Juan F.

## PL2 PILSEN-LITTLE VILLAGE ELEMENTARY

Killis, Codi

## RR1 RAVENSWOOD-RIDGE ELEM.

Askounis, Katherine G.  
Hopkins, Anne

## RR2 RAVENSWOOD-RIDGE ELEM.

Koliarakis, Diane A.  
Willuweit, Valerie A.

## RI1 ROCK ISLAND ELEMENTARY

All present

## RI2 ROCK ISLAND ELEMENTARY

All present

## SK1 SKYWAY ELEMENTARY

All present

## SK2 SKYWAY ELEMENTARY

Jackson, Victoria M.  
Thompson, Yolanda

## SSH SOUTH SIDE H.S.

McDonald, Karen M.  
Reed, Darryl L.

## SW1 SOUTHWEST SIDE H.S.

Barton, Melissa  
Nguyen, Quang V.  
Williams, Rhonda L.  
Willis, Vicki A.

## SW2 SOUTHWEST SIDE H.S.

Kutz, Erik D.

## WS1 WEST SIDE H.S.

Fischer, Steven A.  
WS2 WEST SIDE H.S.  
Long, Denise L.  
McCannon, Susanne R.  
Rau, Jay P.

## CITY-WIDE TEACHERS

Anderson, Karen M.  
Boyle, Therese M.  
Bures, Robert Fl.  
Foley, Mary E.  
Hanson, Mary A.  
Korach, Albert  
Matthews, Sheresa L.  
Morgan, Monroe  
Schechtman, Judith B.  
Schwartz, Jennifer K.  
Shanley, Kirstie J.  
Slavitt, Marlene  
Socoloff, Miriam A.  
Ward, James F.

## CITY-WIDE CAREER SERVICE

Alcozer, Belen  
Bonet, Damaris  
Bullocks, Latonya N.  
Cassidy, Eileen M.  
Flowers, Wylene  
Goldsby Johnson, Jean  
Gonzalez, Maria A.  
Miller, Carmella M.  
Munoz, Guadalupe  
Myron, Deanna L.  
Quinones, Susie  
Santiago, Milagros  
Stewart, Gloria J.  
Swanson-Lagesse,  
Nancy A.  
Thompson, Lucille



ELED 405 / FOUNDATIONS OF EDUCATION / THUR / 6PM / CHICAGO CAMPUS

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PHARMACY



## **Book Review:** **Teachers and Reform:** **Chicago Public** **Education, 1929 -1970** **by John F. Lyons, Univ.** **of Illinois Press, 2008**

By Sarah Spector

John Lyons writes in his book *Teachers and Reform*, “Teachers began to express the idea that they were defending democracy and the public education system from self-serving business and political elites.” This is not about 2012 but about the 1930’s!

He states early on that “Self-interest and social reform are not only both evident in the history of teacher Unionism but represent an ever-present dualism that has characterized, and continues to characterize, the life of the schoolteacher and the activities of teachers’ Unions.” Many of the problems that helped create the Chicago Teachers Union in 1937 we face today. The Board of Education was a political hotbed and teachers faced pay cuts and months without pay as the public school system was nearly bankrupt.

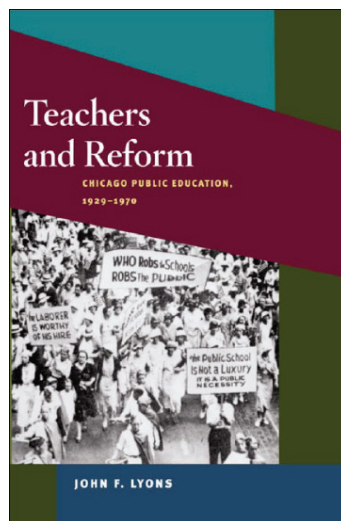
By the 1930s the 14,000 Chicago public school teachers were divided by gender, race, religion, ethnicity and ideas about

professionalism, but they were also united by payless paydays and problems with the school system. This unity was largely supported by the Chicago Federation of Labor which was a large, militant and progressive labor organization. In the 1930s, teachers organized mass demonstrations at the Board of Education and city council meetings, boycotts, and made thousands of phone calls. In 1937 the Chicago Teachers Union, Local 1 of the AFT, was formed by the coming together of the previously separate organizations for men, women, elementary and playground teachers. In that year while two thirds of Chicago teachers were members of the CTU, less than 4 % of the nation’s teachers were organized.

Important Union victories were winning a single salary schedule for men and women (1944), supporting WWII, and collective bargaining (1966). The book also details internal struggles which represented the tension between those who wanted the Union to focus on economic issues such as wages and working conditions and those who

wanted to broaden the scope of the Union to include funding for the schools, curriculum and involvement in city politics. Another deep divide in the Union was by race and the chapter on the 1960’s details the impact of the Civil Rights Movement on the city and the Union. At one point the Black teachers nearly left the Union but then major issues were resolved and the Union survived.

The history of the CTU is worth knowing as it can increase our resolve to stay united and to be active. The Union has won economic improvements for teachers and improvement in the schools for students such as smaller class size by being active, vocal, political and strong. As teachers are maligned by politicians and the press, it is important to remember that there have been other times in the past when teachers and the CTU have come under attack but it has survived due to the commitment of both the leadership and the membership. John Lyon’s book is a chronological history of the CTU from its inception to 1970. In the conclusion there is a brief sketch of the Union from 1970 to present. ■



## **One Million in Wisconsin Sign Up to Recall Union-busting Governor**

Over one million Wisconsin voters—nearly twice as many needed—signed a petition to force a recall election against Koch Brothers sponsored Governor Scott Walker. This total amounts to about 23 percent of the state’s eligible voters.

This overwhelming vote of no-confidence came out of the campaign to overturn the Governor’s “Budget Repair Bill” which stripped bargaining rights from most of the state’s public employees, including teachers.

In early 2010, Walker attempted to fast track the bill just weeks after giving businesses a \$117 million dollar tax cut. Immediately, hundreds of thousands of union and public employee supporters flocked to the state capitol of Madison and occupied the rotunda to prevent the bill from being signed into law. Hundreds of these supporters were CTU members whose support brought tears to the eyes of many Wisconsinites.

There was an immediate push for a recall campaign, but it couldn’t officially be filed until after he had served a year in office, an anniversary reached in early January 2012.

At one rally in February 2011 Chicago Academy delegate Jim Cavallero exclaimed, “You can have my union card when you pry it from my cold, dead hands.” As droves of supporters filled the capitol rotunda, 14 state senators fled the state so the bill could not come to a vote. Madison, Wisconsin became ground zero for the war on working people in the United States. Those who could not be a part of this resistance, sent food and supplies in solidarity. The society within the capitol looked a lot like the Occupy Wall Street movement of today.



CTU members rally at Wisconsin’s Capitol last February.

The resistance did not stop there. Governor Walker was scheduled to speak at the Union League Club of Chicago on November 3, 2012. Members of Chicago Teachers Union and Stand Up Chicago attended the speech and disrupted the Governor with a “Mic Check.” (Video at [ctunet.com/walkermiccheck](http://ctunet.com/walkermiccheck)).

The viral video was featured on national news and shared through social media. The solidarity for the action had shown internationally displayed the support for unions. ■



# Chicago Teachers Pension Fund

## Myths and Facts *ctpf.org*

Myth #1: Public pensions are too generous

**Fact: The average Chicago Teachers' Pension Fund (CTPF) retiree earns \$42,000 per year after investing 28 years of service in the Chicago Public Schools.** Breaking down the distribution of pensions, 42% of CTPF retirees earn less than \$42,000 per year, and 27% of CTPF retirees earn less than \$30,000 per year. In contrast, less than one 1/2 of 1% of all CTPF retirees earn more than \$100,000 per year. (Fiscal year 2010 data).

Myth #2: Pensions are "given" to teachers

**Fact: Teachers contribute to retirement and earn pensions with every paycheck they receive.** Each pay period during employment, 9% of a teacher's salary is allocated toward retirement benefits.

Myth #3: Teachers don't contribute enough to their pensions

**Fact: Teachers contribute more than the average taxpayer to fund their retirement.** The normal Social Security benefit contribution is 6%, but teachers contribute 9% toward retirement. Teachers' benefits may be higher than the average Social Security benefit, but teachers contribute 50% more to retirement during their active employment.

Myth #4: Pensions are too expensive

**Fact: Pensions are an efficient way to fund retirement.**

Pension mechanics are simple and have provided stable retirements for Chicago's teachers for more than 116 years. CTPF collects revenue, invests it, and distributes it in the form of pensions. Revenue for pensions comes from four sources: teacher contributions, employer contributions, State of Illinois contributions, and investment earnings.

When all four sources make regular contributions, funding is stabilized and obligations can be met. The system has worked for more than 100 years, through countless financial downturns, wars, and depressions. Problems arise when funding sources fail to make adequate contributions to support the fund.

Myth #5: Reform legislation will solve our problems and save taxpayers a lot of money

**Fact: Various pieces of "reform" legislation have been proposed, but they all fail to recognize the real solution: mandated employer funding.** The public continues to be deceived into believing that unaffordable benefits are the cause of our current dilemma.

Illinois Senate Bill 512, which stalled last spring, offered about \$2.7 billion in cuts to CTPF benefits over a 50-year period. This bill simply shifts more of the funding burden to teachers without requiring the employer to make adequate contributions. Without revenue a fund cannot survive. Any reform must include a guarantee of funding for employers, otherwise teachers will continue to be shortchanged.

Myth #6: Teachers pensions have caused this problem

**Fact: A lack of Employer contributions led to this situation.** For decades Chicagoans fulfilled their responsibility and made a direct payment to the pension fund when they paid their tax bills.

In 1995, however, the CPS system had a financial crisis and the Chicago Teachers' Pension Fund became a victim of its own success. At that time, CTPF enjoyed a funding level near 100%, and the cash-strapped school system saw an opportunity. CPS appealed to the legislature and Illinois lawmakers agreed to permanently redirect CTPF pension tax revenue directly into the CPS operating budget. During the period 1995-2005, CPS took in approximately \$2 billion in pension tax revenue and paid \$0 to the pension fund. CPS was required, due to years of underfunding, to finally begin making contributions to the fund in 2006.

In spring 2010, CPS sought and received an additional \$1.2 billion dollars in funding relief from the Illinois legislature as part of a three-year "pension reform" package. If CPS had paid the money earmarked for pensions directly to the fund, CTPF would be about 90% funded today.

Myth #7: The State of Illinois is spending a lot of money to support CTPF pensions

**Fact: CTPF receives almost no revenue from the State of Illinois.** In 1995 when the state agreed to let CPS divert pension tax revenue to the CPS operating budget, it also declared its intent to provide the Chicago Teachers' Pension Fund with 20-30% of funds allocated to the statewide teachers' pension system. This revenue model would have reduced the burden on Chicago's taxpayers and provided a more equitable distribution of state pension dollars.

Unfortunately, state funding for Chicago teacher pensions failed to materialize. The state has failed on its promise and has shortchanged CTPF by nearly \$2 billion since 1995. While the suburban and downstate pension system will receive over \$2.5 billion in annual support for 2011, CTPF will receive no state funding. The state has not lived up to its promise to Chicago's teachers.

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— Molly W.

*The program was challenging yet appropriate for someone working full-time as a teacher. I would do another program through a Concordia cohort in a heartbeat!*

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— Katie A.



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# CTU Consolidated Financial Report

## Year Ended June 30, 2011

CHICAGO TEACHERS UNION  
CONSOLIDATED FINANCIAL REPORT

JUNE 30, 2011 AND 2010

**BANSLEY AND KIENER, L.L.P.**  
CERTIFIED PUBLIC ACCOUNTANTS

OHARE PLAZA  
8745 WEST HIGGINS ROAD, SUITE 200  
CHICAGO, ILLINOIS 60631  
AREA CODE 312 263.2700

INDEPENDENT AUDITORS REPORT

Chicago Teachers Union  
Chicago, Illinois

We have audited the accompanying consolidated statements of financial position of the Chicago Teachers Union as of June 30, 2011 and 2010, and the related consolidated statements of activities and cash flows for the years then ended. These consolidated financial statements are the responsibility of the Union's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the consolidated financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Chicago Teachers Union as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

*Bansley and Kiener, L.L.P.*

Certified Public Accountants

February 27, 2012



# CTU Consolidated Financial Report

## Year Ended June 30, 2011

2

CHICAGO TEACHERS UNION  
CONSOLIDATED STATEMENTS OF FINANCIAL POSITION  
JUNE 30, 2011 AND 2010

A S S E T S

	2011
<b>CURRENT ASSETS</b>	
Cash and cash equivalents	\$ 9,990,515
Certificates of deposit	429,723
Receivables	
Due from affiliates	1,257,430
Other receivables	169,904
Rent abatements and leasehold improvement allowance	415,980
Prepaid expenses and other current assets	254,633
Total current assets	12,518,185
<b>PROPERTY AND EQUIPMENT, net</b>	1,437,098
<b>Total</b>	<u>\$ 13,955,283</u>

LIABILITIES AND NET ASSETS

<b>CURRENT LIABILITIES</b>	
Current maturities of note payable	\$ 693,568
Current maturities of capital lease obligations	92,182
Accounts payable	3,040,389
Accrued expenses	1,166,912
Deferred income	203,390
Total current liabilities	5,199,441
<b>LONG-TERM LIABILITIES</b>	
Note payable, less current maturities	296,382
Capital lease obligations, less current maturities	2,546,819
Deferred rent	2,843,201
<b>NET ASSETS</b>	
Unrestricted	225,026
Designated	5,380,792
Undesignated	305,823
Temporarily restricted	2,000
Permanently restricted	5,913,641
Total net assets	13,955,283
<b>Total</b>	<u>\$ 13,955,283</u>

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

CHICAGO TEACHERS UNION  
CONSOLIDATED STATEMENTS OF ACTIVITIES  
YEARS ENDED JUNE 30, 2011 AND 2010

	2011			2010	
	Unrestricted	Temporarily Restricted	Permanently Restricted	Unrestricted	Temporarily Restricted
<b>SUPPORT AND REVENUE</b>					
Support and revenue					
Dues and fees	\$ 25,800,988	\$ -	\$ -	\$ 26,167,591	\$ -
IFT organizational and other assistance	3,202,965	324,817	-	3,043,053	369,596
AFT legal fee reimbursement	152,895	-	-	129,316	-
AFT special assistance program	95,760	-	-	97,920	-
Contributions	-	171,937	-	-	155,673
Interest	9,316	155	9,471	16,360	12,235
Loss on disposal of fixed assets	-	(6,249)	-	(22,794)	-
Grant revenue	-	175,210	-	-	502,411
Reimbursed expenses	-	-	-	-	3,675
Tuition	6,488	20,721	20,721	-	129,547
Other	821,549	35,570	42,058	1,405	6,816
Net assets released from restrictions	-	(89,388)	-	1,103,962	(1,103,962)
Total support and revenue	30,089,951	(89,388)	-	30,537,313	75,991
<b>EXPENSES</b>					
Affiliations	13,070,560	-	-	13,323,221	-
Program services					
Salaries	3,553,651	-	-	3,101,781	-
Employee benefits	1,089,290	-	-	1,664,168	-
Travel and staff expenses	382,459	-	-	590,083	-
Collective bargaining	56,102	-	-	56,102	-
Meetings	320,034	-	-	331,453	-
Defense	1,396,769	-	-	1,390,116	-
Publications	327,842	-	-	327,842	-
Death benefits	23,600	-	-	25,800	-
Quest center expenses	350,988	-	-	721,491	-
All other	918,744	-	-	918,744	-
Total program services	8,399,479	-	-	9,136,200	-
Administrative and general					
Salaries	2,474,767	-	-	2,696,204	-
Employee benefits	994,367	-	-	994,367	-
Travel and staff expenses	67,380	-	-	217,810	-
Rent and utilities	1,144,965	-	-	1,097,994	-
Telephone	84,448	-	-	79,617	-
Office supplies and expense	530,600	-	-	415,250	-
Depreciation and amortization	221,192	-	-	190,944	-
Conventions and conferences	364,786	-	-	169,127	-
Executive board	40,395	-	-	39,937	-
Election expenses	294	-	-	672,693	-
Professional fees	537,494	-	-	287,078	-
Interest expense	81,186	-	-	136,642	-
Insurance	36,685	-	-	25,682	-
Total administrative and general	6,578,559	-	-	7,340,870	-
Total expense	28,048,598	-	-	29,800,291	-
Increase (decrease) in net assets	2,041,353	(99,388)	-	737,022	75,991
Net assets, beginning of year	3,564,465	405,211	2,000	2,827,443	329,220
Net assets end of year	<u>\$ 5,605,818</u>	<u>\$ 305,823</u>	<u>\$ 2,000</u>	<u>\$ 3,564,465</u>	<u>\$ 405,211</u>

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

# CTU Consolidated Financial Report

## Year Ended June 30, 2011

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CHICAGO TEACHERS UNION

CONSOLIDATED STATEMENTS OF CASH FLOWS  
YEARS ENDED JUNE 30, 2011 AND 2010

	2011
Cash flows from operating activities:	
Increase in net assets	\$ 1,941,965
Adjustments to reconcile increase in net assets to net cash provided by operating activities:	
Depreciation and amortization	228,587
Loss on disposal of fixed assets	6,249
Rent abatements	141,381
Deferred rent	(30,521)
Changes in assets and liabilities:	
(Increase) decrease in:	
Due from affiliates	(825,670)
Other receivables	18,812
Prepaid expenses and other current assets	63,430
Increase (decrease) in:	
Accounts payable	1,370,217
Accrued expenses	(794,129)
Deferred income	5,528
Total adjustments	183,884
Net cash provided by operating activities	2,125,849
Cash flows from investing activities:	
Purchase of property and equipment	(87,017)
Purchase of certificates or deposit	(827,581)
Proceeds from maturities of certificates of deposit	825,600
Net cash used in investing activities	(88,998)
Cash flows from financing activities:	
Repayment of note payable	(731,432)
Reduction of capital lease obligations	(102,832)
Net cash used in financing activities	(834,264)
Net increase in cash and cash equivalents	1,202,587
Cash and cash equivalents	
Beginning of year	8,787,928
End of year	<u>\$ 9,990,515</u>
Supplemental disclosures of cash flow information	
Cash payment for:	
Interest	\$ 118,017
Non-cash investing and financing activities:	
Obligations under capital lease for the acquisition of property and equipment	\$ 93,479
Termination of capital lease	\$ -

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

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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.



# CTU Consolidated Financial Report

## Year Ended June 30, 2011

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CHICAGO TEACHERS UNION

NOTES 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, 2011 and 2010 was \$23,600 and \$25,800, 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 2011 or 2010.

*Evaluation of Subsequent Events*

Management has evaluated subsequent events through February 27, 2012, the date the financial statements were available to be issued.

*Reclassification*

Certain reclassifications have been made in the prior year financial statements to conform with current year presentation.

Note 2 – Cash and Certificates of Deposit Concentration

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

Note 3 – Property and Equipment

Property and equipment at June 30, 2011 and 2010 consist of the following:

	2011	2010
Office equipment	\$4,902,059	\$4,906,717
Office equipment held under capital lease	496,951	538,152
Leasehold improvements	1,336,795	1,332,771
Less accumulated depreciation and amortization	6,735,805	6,777,640
	<u>5,298,707</u>	<u>5,286,203</u>
	<u>\$1,491,098</u>	<u>\$1,491,437</u>

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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 4 – Note Payable

During 2008, the Union entered into a note payable agreement with a bank at a variable interest rate of .667 percentage points over the lender's prime rate. It is secured by the general assets of the Union and is 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 is payable in 23 monthly principal installments of \$60,953 plus a final principal payment of \$23,085. The principal balance due on this note is \$693,568 and \$1,425,000 at June 30, 2011 and 2010, respectively. The maturity of debt for the year ending June 30, 2012 amounted to \$693,568.

Note 5 – Leases

*Operating Leases*

During May, 2009, the Union renegotiated its lease agreement for office space which, among other matters, extended the expiration date from October 31, 2014 to October 31, 2021. As an inducement, the lessor agreed to provide the Union an allowance of \$975,854 to be used for leasehold improvements and monthly rental payments as detailed in the lease agreement. The monthly rent abatements totaling \$559,874 began on October 1, 2009 and continued through September 30, 2010. The allowance for leasehold improvements totaling \$415,980 must be utilized before the end of the term of the lease. Rent abatements totaling \$141,381 and \$418,493 have been utilized during the years ended June 30, 2011 and 2010, respectively.

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

The Union also entered into various non-cancelable operating lease agreements for the rental of office equipment expiring in various years.

Minimum future rental payments under non-cancelable operating leases having remaining terms in excess of one year as of June 30, 2011, for each of the next five years and thereafter are as follows:

Year Ending June 30,	Amount
2012	\$ 1,176,322
2013	1,205,683
2014	1,235,946
2015	1,297,026
2016	1,343,172
Thereafter	<u>7,831,305</u>
Total minimum future rental payments	<u>\$14,089,454</u>

# CTU Consolidated Financial Report

## Year Ended June 30, 2011

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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 5 – Leases (Continued)

Rent expense under these operating leases was \$1,148,494 in 2011 and \$1,062,125 in 2010, net of rental payments received under sublease rental agreements.

The Union previously subleased office space to the Illinois Federation of Teachers and the Chicago Teachers Union Tower Corporation at a total rental of \$35,160 in 2011 and \$65,365 in 2010.

*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, 2011 and 2010 are detailed as follows:

	2011	2010
Office equipment	\$496,951	\$538,152
Less: accumulated depreciation	<u>130,389</u>	<u>161,559</u>
	<b><u>\$366,562</u></b>	<b><u>\$376,593</u></b>

	Amount
Year Ending June 30,	
2012	\$129,941
2013	129,941
2014	124,342
2015	73,668
2016	<u>19,678</u>
Total minimum lease payments	477,570
Less amount representing interest	<u>89,006</u>
Present value of net minimum capital lease payments	388,564
Less current portion of obligations under capital leases	<u>92,182</u>
Obligations under capital leases, excluding current portion	<b><u>\$296,382</u></b>

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, 2011 and 2010, amounted to \$988,971 and \$2,012,806, respectively, and is based on a percentage of each participating employee's salary. During the year ended June 30, 2010, it was determined that the Union had inadvertently discontinued remitting pension contributions for former employees of Chicago Public Schools who currently work at the Union. The total amount due in 2010 to the Public School Teachers' Pension Fund for the period of July 1, 2004 through June 30, 2010 was \$770,730.

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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, 2011 and 2010 follows:

	2011		
	Beginning Balance	Additions	Net Assets Released Ending Balance
RAPP Memorial	\$ 9,519	-	\$ 9,519
Financial assistance grants	154,505	225,403	298,016
Political action committee	237,112	496,754	523,333
Thomas H. Reece Scholarship Fund	<u>4,075</u>	<u>4</u>	<u>4,079</u>
	<b><u>\$405,211</u></b>	<b><u>\$ 722,161</u></b>	<b><u>\$ 821,549</u></b>

	2010		
	Beginning Balance	Additions	Net Assets Released Ending Balance
RAPP Memorial	\$ 9,519	-	\$ 9,519
Financial assistance grants	185,362	654,676	685,533
Political action committee	127,771	525,270	415,929
Thomas H. Reece Scholarship Fund	<u>6,568</u>	<u>7</u>	<u>2,500</u>
	<b><u>\$329,220</u></b>	<b><u>\$1,179,953</u></b>	<b><u>\$1,103,962</u></b>

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 grants	-	contributions which have been received from various private foundations to be used by the Union to train teams of educators in fashioning restructured approaches to learning and instruction.
Political action committee	-	contributions which have been received from Union members on a voluntary basis to be used by the Union to support candidates in state and local governmental elections.
Thomas H. Reece Scholarship Fund	-	contributions which were received from an affiliate to be used by the Union to pay scholarships.

The grant program is subject to certain requirements of the grantor. The Union's compliance with applicable grant requirements will be established at some future date.



# CTU Consolidated Financial Report

## Year Ended June 30, 2011

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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, 2011 and 2010 follows:

	2011			2010		
	Beginning Balance	Additions	Net Assets Released	Beginning Balance	Additions	Net Assets Released
RAPP Memorial	\$ 9,519	\$ -	\$ -	\$ 9,519	\$ -	\$ -
Financial assistance grants	154,505	225,403	298,016	185,362	654,676	685,533
Political action committee	237,112	496,754	523,533	127,771	525,270	415,929
Thomas H. Reece Scholarship Fund	4,075	4	-	6,568	7	2,500
	<u>\$405,211</u>	<u>\$ 722,161</u>	<u>\$ 821,549</u>	<u>\$329,220</u>	<u>\$1,179,953</u>	<u>\$1,103,962</u>
			<u>\$305,823</u>			<u>\$405,211</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 grants
    - contributions which have been received from various private foundations to be used by the Union to train teams of educators in fashioning restructured approaches to learning and instruction.
  - Political action committee
    - contributions which have been received from Union members on a voluntary basis to be used by the Union to support candidates in state and local governmental elections.
  - Thomas H. Reece Scholarship Fund
    - contributions which were received from an affiliate to be used by the Union to pay scholarships.
- The grant program is subject to certain requirements of the grantor. The Union's compliance with applicable grant requirements will be established at some future date.

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CHICAGO TEACHERS UNION

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 10 – Permanently Restricted Net Assets

Permanently restricted net assets in the possession of the Union at June 30, 2011 and 2010 consist of the following:

	2011	2010
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 – Conditional Promises to Give

Conditional promises to give at June 30, 2011 consist of promises to support direct and allocated costs under the Nurturing Teachers Leadership Program and the Continuous Professional Learning Program totaling \$200,000 which are contingent on the successful completion of the contract and acceptance by the grantor organizations.

Note 12 – 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.

# In Memoriam



## October 2011

Robert H. Porter 9th Whistler

## December 2011

Margaret Nicholson	10th	Tonti
Leonard Harold Fretzin	13th	Sub
Edith L. O'dell	21st	Bradwell
Rachel Bryson	22nd	Wentworth
Margaret Caltagirone	27th	Dirksen
Robert A. Korensky I.	29th	Nightingale
Sheila M. Bass	30th	Jenner Elem
Elouise C. Cantrell	30th	Truth School
Laverne Alexander	31st	Sherman
James G. Engstrom	31st	Senn HS
Olavenia F. Jackson	31st	Pope
Robert L. Swor	31st	Lane Tech HS

## January 2012

Adele W. Pearlman	1st	Clemente HS
Pearl M. Reid	1st	Cassell
Fusako F. Nitahara	2nd	Hayt
John Cronin	3rd	Altgeld
Alta M. Blakely	4th	Kenwood HS
Bernard J. Brille	4th	Sub
Charles W. Driskell	6th	Stagg
Lois B. Wolff	6th	Bell
Marie V. Jensen	7th	Cameron
Joseph B. Walker	8th	Englewood HS
Betty Dreizen	9th	Jahn
Ruth M. Krieger	9th	King HS
Eva K. Helwing	10th	Inter American Magnet
Herbert Hajcek	11th	Kenwood HS
Hattie Grace Scott	11th	Curtis
Robert L. Andrews	12th	Kelvyn Park HS
Kenneth R. Bjork	12th	Hanson Park
Anne P. Levine	12th	Senn HS
Barbara T. Colin	13th	Emmett
Dorothy H. Dredze	13th	Howe
Joan M. Lilek	13th	Sub
Betty P. George	14th	Gage Park HS
Evelyn Cobbs	15th	Wadsworth
James S. Kass	16th	Pasteur
Augusta Hanke Moldawan	17th	Burr
Milton Wheeler	17th	Cook
Walter E. Ferganus	18th	Harper HS
Elizabeth O'neill	18th	Schneider
Evelyn B. Thompson	19th	Perez
Beryl S. Petersen	21st	Hitch
Emmanuel J. Eckert	22nd	Lathrop
Wilbur T. Langston	22nd	Reinberg
Antoinette M. Borgan	24th	Johns Academy
Margaret Cunningham	25th	Armstrong
Rosalind P. Lewis	25th	Marshall HS
Velma Rogers	25th	Robeson HS
Robert H. Brown	26th	Collins HS
Charles E. Cashaw	27th	Montefiore
Will Smith	28th	Simeon HS
Cornia, Kathryn G	29th	Dawes

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**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 312-329-6252 so a correction may be made in a subsequent edition.

**DOES YOUR TEACHING  
CERTIFICATE EXPIRE IN JUNE?  
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**GO TO WWW.ISBE.NET/ECS**

If your certificate expires in June, *START THE RENEWAL PROCESS NOW*. CPS has warned us that they *will not hesitate to fire* teachers whose certification lapses. The process can take months and involves several steps:

- Enter all completed professional development activities in the Educator Certification System (ECS) at [isbe.net/ecs](http://isbe.net/ecs), as each activity is completed, but before June 30, 2012.
- Maintain a portfolio of your professional development per Illinois State Law.
- Make sure you pay the fee.

**All questions:** E-mail the Illinois State Board of Education via [isbe.net/ecs](http://isbe.net/ecs): select ISBE Info (located on left side of page); scroll down to ISBE Web Site and select "e-mail us." E-mails checked and answered daily!



**2012  
Young  
Artists  
Awards**



**Submit entries between Monday, April 9  
and Friday, April 20, 2012**

No artwork will be accepted before or after these dates. If you have questions contact Yolanda Velazquez at [YolandaVelazquez@CTUlocal1.com](mailto:YolandaVelazquez@CTUlocal1.com) or 312.329.6225. Complete both forms below. For entry requirements visit:

**CTUNET.COM/artists**

**CTU Young Artists 2012 Entry Form**

Please print or type and affix to the back of the artwork.

STUDENT NAME \_\_\_\_\_  
 GRADE \_\_\_ AGE \_\_\_ MEDIUM \_\_\_\_\_  
 ART OR CLASSROOM TEACHER \_\_\_\_\_  
 TEACHER EMAIL \_\_\_\_\_  
 TEACHER PHONE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ ZIP \_\_\_\_\_  
 SCHOOL ADDRESS \_\_\_\_\_  
 CTU DELEGATE \_\_\_\_\_  
 PRINCIPAL \_\_\_\_\_

**Entrant grants CTU the right to reproduce winning artwork.  
Entries must be submitted to CTU offices between  
9:00AM Monday April 9, 2012 and 5:00PM Friday April 20, 2012**

**CTU Young Artists 2012 Entry Form**

Please enclose this entry in an envelope to accompany the artwork.

STUDENT NAME \_\_\_\_\_  
 GRADE \_\_\_ AGE \_\_\_ MEDIUM \_\_\_\_\_  
 ART OR CLASSROOM TEACHER \_\_\_\_\_  
 TEACHER EMAIL \_\_\_\_\_  
 TEACHER PHONE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ ZIP \_\_\_\_\_  
 SCHOOL ADDRESS \_\_\_\_\_  
 CTU DELEGATE \_\_\_\_\_  
 PRINCIPAL \_\_\_\_\_

**Entrant grants CTU the right to reproduce winning artwork.  
Entries must be submitted to CTU offices between  
9:00AM Monday April 9, 2012 and 5:00PM Friday April 20, 2012**

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