

We talk about the importance of self-care, but it's more important to make it a reality **PAGE 7**



Answers to your questions about our ongoing campaign for a fair contract **PAGE 10**



Making teacher evaluation worth our time by focusing on feedback, support and improvement **PAGE 12**

# CHICAGO UNION TEACHER

September 2016 / Volume 80 / Number 1

## Also in this issue...

**Being bounced between schools and shelters** interrupts learning for thousands of the city's homeless students. Why is the CHA demolishing public housing units? **PAGE 6**

**Up to \$400 million** is sitting in the mayor's TIF slush fund—and not going to Chicago's public schools **PAGE 11**

**Someone tell Gov. Rauner** that "leadership" is not insulting those doing more to get by with less **PAGE 13**



**CPS claims to have** insufficient funds for providing students much-needed classroom services, while it continues to dole out millions to for-profit corporations. A new CTU report explain how CPS is turning taxpayer dollars into private profits. **PAGES 8 AND 9**



In 2011, African-Americans were 28 percent of the overall tenured teacher population, but 43 percent of laid-off tenured teachers.

# Oops, CPS did it again

## Lawsuits document ongoing district discrimination and segregation

BY PAVLYN JANKOV

In the face of documented, fact-based findings that Chicago Public Schools and the teaching/paraprofessional and school-related personnel populations are segregated by race and that the district is racially discriminatory against the African-American community, schools and staff, CPS has done it again. On August 5, 2016, CPS announced the layoff of over 1,000 staff. Within a week, CPS announced it was hiring to fill 1,000 vacancies. Instead of placing displaced teachers into open positions, CPS sent teachers out to pasture. Furthermore, analysis of the displacements showed that tenured, African-American teachers were disproportionately impacted, continuing a long-standing disturbing and illegal pattern. The Chicago Teachers Union's

pending federal class-action lawsuits against CPS challenge its layoff and school turnaround policies as racially discriminatory (case no. 12 C 10338) against African-American teachers and staff. In 2011, African-Americans were 28 percent of the overall tenured teacher population, but 43 percent of laid-off tenured teachers. CPS' turnarounds have also exhibited a pattern and practice of targeting predominantly African-American schools, impacting disproportionately high numbers of African-American CTU members dating back to 2006.

The CTU's analyses and expert reports for the lawsuit were issued to the Chicago Board of Education this summer and found that the Board's policies were racially discriminatory. The reports attribute these disparities to discrimination, segregation and CPS policies that tie school accountability to metrics that are inextricably associated

with race in our segregated and under-resourced school system.

Because the CPS workforce is highly segregated, the distribution of layoffs across schools has a disparate impact. CTU experts have found that the likelihood that the 2011 layoffs occurred by chance and not due to discrimination is one in 154 octillion.

The racial disparities in the loss of teaching and staff positions—caused by the decade of school turnarounds from 2004 to 2014—are illegal and unjustifiable. Furthermore, CPS cannot use misrepresentations and lies about its alleged budget woes to justify layoffs that continue to erode our experienced teaching corps and remove a diverse and representative African-American teaching and paraprofessional staff from our schools. The CTU continues to push for an end to school turnarounds and an end to CPS' racially discriminatory layoffs, and is seeking a consent decree or monitor through the courts or the U.S. Department of Justice to police and eradicate CPS' ongoing discriminatory policies.

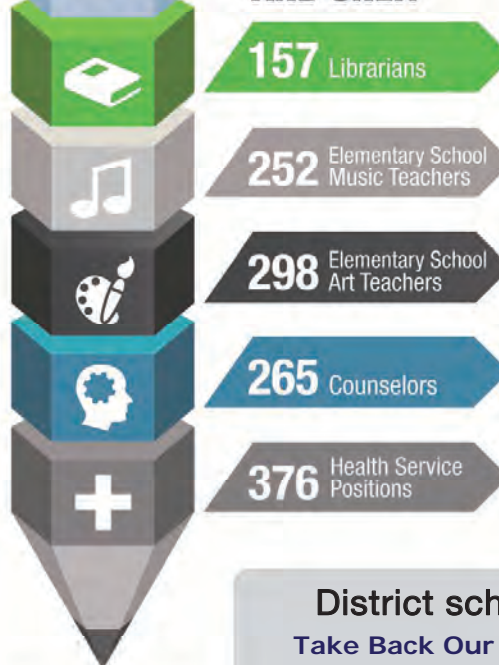
The CTU and the plaintiffs are represented by Union counsel Robin Potter & Associates, and the individual plaintiffs are also represented by Attorney Professor Randall Schmidt of the University of Chicago Law School. [CTU](#)

*Pavlyn Jankov is a CTU researcher.*

THE FUTURE OF CHICAGO DEPENDS ON EQUITABLE FUNDING FOR OUR PUBLIC SCHOOLS

## Fully funded schools fuel a brighter & stronger Chicago!

CPS HAS **500** DISTRICT-RUN SCHOOLS AND ONLY:



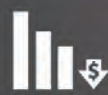
34.5%



Of kids in K-2 were in classes with over 29 students last year\* and the situation is likely to worsen.

\*Per 2015 data

4.0%



Cut from special education budgets for all schools - causing some schools to fund SPED from their general ed budgets.

District schools lost \$179M this year!  
Take Back Our Schools Tuesdays & Thursdays – Until our elected officials take action!

CALL YOUR ALDERMAN and demand a larger TIF surplus! The city is only returning \$32M in TIF this year - less than half the amount as last year, despite huge cuts. <http://bit.ly/lookupward>

CALL YOUR STATE LEGISLATORS and tell them to support equitable and increased funding for public education. IL is last in the nation for what the state contributes to education. <http://openstates.org>



[www.ilraiseyourhand.org](http://www.ilraiseyourhand.org)

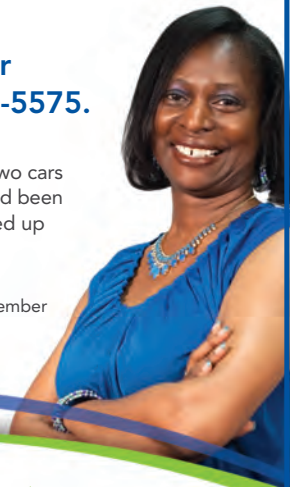
## You Can Have It All With Meemic!

- Savings up to 35%
- Educator-customized auto and home insurance coverages
- Feel good about doing business with a company that gives back to education! (\$500,000 will be given back in 2016 alone!)\*

Find a local agent at [Meemic.com/Agent](http://Meemic.com/Agent) or Call Today at 855-240-5575.

"The six-month premium for our two cars was much lower than what we had been paying to another carrier. It added up to big savings every year."

—Melinda Jackson  
Teacher & Meemic Member



\* Financial support to schools provided by The Meemic Foundation.

# CHICAGO UNION TEACHER

EDITOR-IN-CHIEF / **Stephanie A. Gadlin**

ASSOCIATE EDITOR / **Ronnie Reese**

CONTRIBUTING WRITERS /

**Lauren Dean, Stacy Davis Gates, Pavlyn Jankov, Jennifer Johnson, John Kugler, Ph.D., Beatrice Lumpkin, Kathe Myers, Francine Greenberg Reizen, Walter Taylor, NBCT**

CONTRIBUTING PHOTOGRAPHERS /

**Peter V. Bella, Howard Heath, LaDwonda Hill, John Kugler, Ph.D., Jackson Potter, Martin Ritter, Walter Taylor, NBCT**

ADVERTISING MANAGER / **April Stigger**

DESIGN AND PRODUCTION / **Eric Ruder**

OFFICERS

**Karen GJ Lewis, NBCT** / PRESIDENT  
**Jesse Sharkey** / VICE PRESIDENT  
**Maria Moreno** / FINANCIAL SECRETARY  
**Michael Brunson** / RECORDING SECRETARY

The *Chicago Union Teacher* is published eight times a year in September, October, November, December/January, February, March, April, May/June. The *Chicago Union Teacher* is the official publication of the Chicago Teachers Union, which is the exclusive bargaining agent for teachers, counselors, librarians, clinicians and paraprofessional and school-related personnel in the Chicago Public Schools.

Chicago Teachers Union • Local 1 • American Federation of Teachers, AFL-CIO.

The *Chicago Union Teacher* is affiliated with the International Labor Communications Association and the AFT Communications Network.

Chicago Teachers Union affiliations include the Chicago Federation of Labor (CFL), the Illinois State Federation of Labor-Congress of Industrial Organizations (ISFL-CIO), the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Illinois Federation of Teachers (IFT) and the American Federation of Teachers (AFT).

222 MERCHANDISE MART PLAZA  
SUITE NO. 400  
CHICAGO, IL 60654-1016

TELEPHONE:  
312-329-9100

GENERAL E-MAIL:  
LEADERSHIP@CTULOCAL1.COM

ADVERTISING E-MAIL:  
APRILSTIGGER@CTULOCAL1.COM

WWW.CTUNET.COM



## Entering a critical phase

### Sisters and Brothers,

As we head back to school this year, our union is continuing its effort to protect classrooms from budget cuts and moving the fight for a fair contract into a critical stage. We have spent the last year trying to bargain in good faith with the Board of Education while being stonewalled, threatened and subjected to mass layoffs by the mayor's handpicked CPS CEO. At our September 7 House of Delegates meeting, the Union's governing body set September 21-23 as dates for our next strike authorization vote. We intend to call the question this fall—both at the bargaining table and in Chicago's neighborhoods—and if we stay united, we can win funding for a fair contract and protect our students.

As educators, we must keep working toward the schools our children deserve, which means lessening the impact of mass layoffs, school-based budgeting, failed privatization, the loss of clinicians and arts, and millions of dollars cut from special education. The CTU, along with parents, students and our community partners, were extremely active in lobbying for more revenue last spring—both in our state's capitol and in the streets on April 1—and as a result, there is more money from Springfield in the CPS budget. We also have identified millions of dollars in TIF funds that would alleviate our district's self-created financial crisis if the city can be persuaded to declare a TIF surplus, a campaign that the public supports and to which a majority of aldermen on the Chicago City Council have signed on in agreement.

You will read about these issues and more in our new-look Chicago Union Teacher magazine. As a labor publication featuring news and opinions that matter most to our members, we are making an effort to streamline costs and strengthen content and delivery to keep you informed about the state of public education in Chicago and elsewhere. The new 16-page CUT will focus on the business of the Union, member news and updates on local, state and federal education issues. This back-to-school issue kicks

off with a cover story on our recent report, "Outsourced: How CPS Sells its Own Governance to the Highest Bidder," examining how millions of dollars have been wasted on low-quality privatized services, which has heightened concerns that our teachers and students would be returning to school buildings that are unclean, unhealthy and unsafe due to potential lead and asbestos contamination. Also featured this month is a primer on our contract campaign, a teacher evaluation update and member reflections on their work during the summer, dispelling the cruel notion of educators having "summers off."

You see, it is a myth like this that people like the mayor and Forrest Claypool want the public to believe. They claim that we need to "share the sacrifice," but ignore the fact that we live in Chicago and pay taxes, yet have seen our pay frozen and cut with furlough days. We have had \$1 billion diverted from our pension fund, contractually guaranteed raises cancelled and experienced conditions in our schools worsened through layoffs and privatization deals.

The mayor and Claypool say "share the sacrifice," but every other city worker—from police to fire to municipal and laborers—has a contract with fair compensation. Every building project from the DePaul Arena to the Riverwalk has been funded.

So our position is clear—there cannot be any more cuts to our classrooms, educators are the true protectors of students, and we can create the schools our children deserve by uniting in our communities and fighting for a fair contract, and equity and accountability in education. We will not work another year without a contract, but what we will do is work extremely hard for our students and their families, because that, quite simply, is what we do.

Have a great year, and I am looking forward to meeting and talking with as many of you as I can.

In solidarity,

Karen GJ Lewis, NBCT



the  
president's  
message

The mayor and Claypool say "share the sacrifice," but every other city worker—from police to fire to municipal and laborers—has a fair contract, and every building project has been funded.

LETTER TO THE EDITOR

## A hearty thank you to my friends at the Quest Center

Dear CTU officers and leadership,

Now that the dust has settled, I wanted to take a few minutes to express my gratitude and thank you for supporting the Nurturing Teacher Leadership (NTL) program at the CTU Quest Center. I am in my second year of work to become a National Board Certified Teacher, but like 500 of my teacher colleagues, was laid off on August 5. I had a home at an amazing school where administration appreciated and supported the arts, which is rare within Chicago Public Schools. However, the budget shortfall forced them to cut the music program. Since programs are teachers, that was me.

The call from my beloved principal that August morning was devastating, made doubly so because I was still on vacation visiting my family in Texas. However, because I am part of a cohort with NTL, I did not collapse in a puddle. Instead, I picked up the phone and called Quest Center Director Lynn Cherkasky-Davis. I called her even before I called my mother! I did this because I knew she would be sympathetic, but would give me the direction needed to land on my feet. I love Lynn. She challenges all of us to become the best teacher/leader/professional we can be. She holds everyone to very high standards which, to me, feels like love. I work harder because I want to make her proud of me. She leads a crew of amazing mentors and facilitators who give of themselves to send better teachers out into Chicago's schools. I am very grateful for the time they take to make sure my portfolio is up to the very high standards necessary to achieve and to make me the best teacher I can be.

Over spring break this last year, National Board Certification Project Director Gloria Henllan-Jones sat with me and dissected my writing to make sure it was as clear and concise as possible. By the end of our session, not only was my writing better but she'd invited me to her Passover seder! My mentor from the music cohort, Laura Walsh, has challenged me and given me the tools necessary to talk about my practice in a way that makes interviewing for a new job so much easier. In fact, just 11 days after losing my job, I have a new position at a very good school. I owe so much of that to my friends at the Quest Center. Lynn was in contact with me daily, sending me job leads, checking in on me to make sure I was okay and reminding me that I was not alone.

I write all of this for two reasons. First, I believe that we need to tell people how we feel and show gratitude. Second, in a climate where educational funding is being slashed, I wanted to remind you of the value of the Quest Center and the amazing NTL program. They truly do nurture teacher leadership, and I am so proud to be part of it.

Sincerely,  
**Jessica Baker**  
Linne Elementary School  
NTL '18



# Retiree reflection: AFT Convention 2016

**There have been big changes in the 40 years since I last attended an American Federation of Teachers convention, especially on the issues of racism and peace.**

BY BEATRICE LUMPKIN

I found the 2016 AFT Convention far more progressive than conventions in years past. This year, I was invited to address the convention at its "Intergenerational" session, which was my son John's fault because he had bragged that his mom was 98 years-old and still union active. They gave me just three minutes, so this is what I said:

"1. Peace. End the violence, end the wars! Our children need peace to learn and survive.

"2. Unity. Stay united, form coalitions. At age 19 I took a year off from Hunter College to work as a Congress of Industrial Organizations (CIO) organizer among laundry workers. The CIO organized three million people in 1937 alone. How did we do it? Unity. Labor united with the civil rights and women's rights movements. Plus, labor rights were protected by law. That's what we need today—black-brown-white unity, gender equality and the right to organize.

"3. Struggle. Don't be afraid to stand up for what's right. In 1933, while still in high school, I fought for the safety net for unemployment insurance. My allies and I were red-baited, just as Franklin D. Roosevelt was red-baited, but we didn't

give up and we won. Now they are trying to take away our safety net, increase the age for a Social Security pension and take away our right to organize. But we won't let them, because young people, newly streaming into the political process, are changing the debate and will help us rebuild labor and save our public schools."

Do I have advice for the classroom? No. You are doing a better job than I could have done with the inhuman demands on a teacher's time. But let's be sure to enrich curriculum, teach labor history and include the history of black and brown people as founders of civilization.

### Chicago Delegates Strengthen AFT Resolution on Social Security

Our Chicago Teachers Union retiree delegates went to the AFT Convention 2016 in Minneapolis well prepared. From our work with the Illinois Alliance for Retired Americans, we knew that the Social Security Administration was not going broke as Republicans claim. In fact, Social Security has a \$2.8 trillion surplus.

But something is indeed wrong. Social Security benefits are now too low and should be raised. If the rich paid their fair share of Social Security taxes, better benefits could be paid. At present, the rich pay no Social Security tax on any income above \$118,500.

So Chicago retiree delegates went to the convention prepared to amend New York's United Federation of Teachers' resolution, "Promote Retirement Security Through Full Funding, Investment Manager Transparency and Accountability." We took advantage of a victory by the

Bernie Sanders campaign, which had just convinced the Democratic Party Program Committee to include the language that appeared in our amendment: "...those at top income levels to pay Social Security tax on all income above \$250,000."

Taxing income above \$250,000 would bring in enough revenue to expand benefits by an average of \$65 a month; increase cost-of-living-adjustments; and lift more seniors out of poverty by increasing the minimum benefits paid to low-income seniors. Some questioned, "Why not scrap the cap altogether? The rich should pay Social Security tax on their entire income, just like minimum wage workers have to do."

That's where we made a small compromise to get a big point across. Chicago delegates originally put in their amendment saying, "funding these improvements by eliminating the cap on earnings and requiring everyone to pay Social Security tax on all income," but it did not have enough support. We withdrew it before it could be voted down, and we immediately put in the compromise amendment that passed overwhelmingly: "RESOLVED that the American Federation of Teachers supports improved Social Security benefits, and to make sure improved benefits continue for generations to come, we support funding these improvements by requiring those at top income levels to pay Social Security tax on all income above \$250,000." [CTU](#)

*Beatrice Lumpkin, 98, is a 20-year veteran of Chicago Public Schools and the City Colleges of Chicago. She retired from CPS in 1990.*



From top: CTU Black Caucus at the 2016 Bud Billiken Parade; Staff Coordinator Jackson Potter leading June 22 sit-in at Chicago's City Hall; celebrating the LGBTQI community at Chicago Pride Parade; CTU contingent at June 19 Puerto Rican People's Parade; Oriole Park teacher Erika Wozniak accepting Everyday Hero award at American Federation of Teachers Convention 2016 in July. Photos: Howard Heath, Martin Ritter

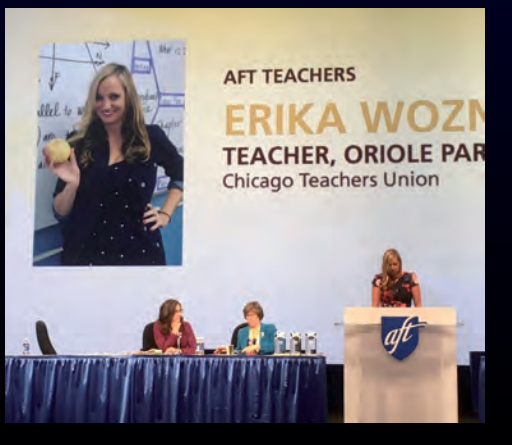


Photo: John Kugler

## Teachers need workplace safety too: Organizing around OSHA enforcement

BY JOHN KUGLER, PH.D.

The Chicago Teachers Union American Federation of Teachers, Illinois Federation of Teachers and International Chemical Workers joined forces for the second year to train CTU members to become an authorized Occupational Safety and Health Administration (OSHA) general industry trainer. The program provided two weeks of training for our members on their rights to a safe and healthy workplace and the recognition, avoidance, abatement and prevention of safety and health hazards in the workplace. The end result is that teachers will be trained and authorized to issue an OSHA 10-hour general industry card, which certifies that students have a basic understanding of what OSHA is and what rights they have under that law. The program builds member involvement and activism by organizing union members around safety issues they can build into their daily curriculum and enforce in their schools.

Some of the participants in this year's training included:

● **Wesley Mickens** is part of the Navistar Auto Diesel Technology program at Chicago Vocational Career Academy, which is the only school in the Midwest where inner-city high school students are trained on the latest transportation technology by working in classes on semi-trailer trucks (donated by Navistar). "Employers want students to know OSHA and some require them to have cards for employment, this is how they will get good paying jobs," Mickens said.

● **Adell Gaines** teaches cosmetology at Dunbar Vocational Academy is adding OSHA to her list of credentials that her students will be required to pass in her class. "My students receive their Illinois Cosmetology License through my class and now they will have an OSHA Safety card as well to help them become professionals in our economy," Gaines said. She is the only Cosmetology teacher in CPS to gain this credential.

● **Shaista Saiyed**, Allied Health teacher at Sullivan High School, focuses her syllabus on helping students become certified health care professionals. "I want to make sure my students are aware of the hazards in the workplace, helping them to better transition into the workplace," Saiyed said.

● **Brian Davis** from Robeson High School is the first chemistry teacher to gain this credential in Chicago Public Schools. "My students not only need to learn chemistry, but they need to learn about workplace safety and hazards," Davis said. "What's not good is, if they only learn what is in a book and they do not know how to protect themselves when they get a job."

● **Daniel Leszczewicz**, culinary arts instructor at Roberto Clemente Community Academy, deals with many potentially dangerous situations, tools and conditions in his class and wants to make his students aware that great food comes from "understanding the importance of workplace safety."

This summer's OSHA training would not be possible without the support and coordination of Amy Bahruth, AFT Assistant Director in the Department of Health, Safety and Well-Being, and Keith Mundy, Field Training Coordinator from the International Chemical Workers Union Council Center for Worker Health and Safety Education. The nine-day training was hosted by the IFT at the Robert M. Healey Center Offices in Westmont, Illinois.

OSHA is an agency of the U.S. Department of Labor which Congress established to "assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance." [www.osha-slc.com](http://www.osha-slc.com)

*John Kugler, Ph.D., is a CTU teacher field representative. If you or fellow staff members are interested in participating in this program next year or want more information about OSHA safety training for your school, contact John at [johnkugler@ctulocal1.com](mailto:johnkugler@ctulocal1.com).*

# The plan for relocation

## How the Chicago Housing Authority fails Chicago's homeless students

BY LAUREN DEAN

From 2014-2015, Chicago Public Schools identified 20,205 temporarily housed students on its rosters and the Chicago Coalition for the Homeless reports that more than 80 percent of homeless Chicagoans have school-aged children. Within CPS, there are schools in which over 50 percent of students are homeless, and CPS policy requires that schools provide homeless students with the same services as any other student. CPS identifies "students in a temporary living situation" (STLS) as students who lack a regular nighttime residence; students in "doubled up" homes where multiple families are sharing a single living space; students who stay in hotels, campgrounds, shelters, or cars; or students who are living in a space that is not designed as a regular sleeping accommodation.

Recent studies have shown that housing affordability is a bigger problem for Chicagoans than it is for Americans on a whole. In a city where half the population cannot afford monthly rent, the Chicago Housing Authority—the public entity responsible for managing public housing in the city—has been moving away from service provision and is increasingly using federal allocations to help private companies grow their wealth. Rather than using taxpayer dollars to place families in stable homes, the CHA is demolishing public housing units, investing in private development and outsourcing the most basic mandates. This is a well-documented move, and one that has serious repercussions for Chicagoans who are waiting for affordable housing.

### The Plan for Transformation

Since 2000, Chicago has torn down most of its large public housing facilities. The Chicago Housing Authority promised that each of its displaced tenants would be guaranteed a new home. Most families, however, are still waiting for the CHA to keep its promise. Deregulation and service cutbacks within the CHA were spurred by the introduction of the Plan for Transformation in 2000. The Plan was intended to overhaul public housing in Chicago, including the demolition of the city's high rise projects. When the Plan went into effect, the CHA pledged a one-for-one replacement of demolished public housing units to ensure affordable housing across the city. Sixteen years later, the CHA is still coming up short on this promise.

Since demolitions began in 2000, only 47 percent of demolished units have been replaced. Instead, the CHA refocused its attention on housing voucher programs and incentivizing

private development of mixed income housing. The Housing Choice Voucher program (HCV), previously known as Section 8, provides qualifying residents a voucher that can be given to a private landlord to guarantee rent payment. Under this system, the tenant pays 30 percent of their income towards rent and the rest of the cost is covered by the voucher, which the landlord exchanges for cash from the CHA. Since 2008, the city has seen the HCV waitlist nearly double.

While CHA has the authority and the funding to distribute more vouchers, it continues to prioritize investment in private, mixed income real estate development that usually includes only a minimum number of affordable units.

### Housing Choice Vouchers and Missed Opportunities

The U.S. Department of Housing and Urban Development (HUD) funds a specific number of housing vouchers to be distributed by the CHA every year. The CHA, however, only distributes around three quarters of the number of vouchers that are financed. When these funds go unspent, they become part of the CHA's reserves and boosts the agency's credit rating and ability to invest in the private market.

The CHA also runs a waitlist of families that are waiting for housing through the HCV program. Families must enter a lottery to be placed on the waitlist. If their lottery number is pulled, the family is placed on the waitlist, where, on average, they spend 4.3 years. Despite the HCV waitlist growing faster than the number of vouchers issued annually, the CHA fails to distribute all of the vouchers that HUD finances. Overall, the CHA is only placing about half of the families that need homes into the HCV program each year.

### Public Dollars for Private Wealth

Many of Chicago's agencies, including CPS and CHA, look to outsourcing to turn their public service mandates into private profits. Two private firms, CVR Associates and Nan McKay, based out of Florida and California, respectively, are contracted with the CHA to manage the voucher program and will be paid \$27.4 million for this service in 2016. This is despite the fact that four out of every 10 voucher tenants live in units with building code violations. The firms are supposed to manage the voucher program waiting list, inspect apartments and assist with housing placement, but the large number of building violations reported by HCV tenants reveals how much CVR and Nan McKay are being paid to ignore their duties.

It is also the job of these private contrac-



Among those profiting from CHA's payouts to Pangea is Illinois Governor Bruce Rauner, who is a Pangea stockholder.

tors to decide how much public money is passed along to private landlords by setting HCV rental rates. The CHA's largest HCV landlord is a private firm called Pangea Properties. Pangea bought entire blocks of foreclosed homes during the housing crisis in 2009, and now owns 1,200 housing units occupied by HCV tenants. Pangea collects \$1.1 million dollars a month from its voucher tenants and 77 percent of that cost comes from CHA reimbursements. In 2015, Pangea reported \$90.5 million in revenue. Among those profiting from the CHA's payouts to Pangea is Illinois Governor Bruce Rauner, who is a Pangea stockholder. While Rauner's holdings in the company are small, his stake in Pangea ensures that he is able to pocket some of the public funding intended to help disadvantaged Chicagoans find homes.

### Hitting Home...and School

For homeless CPS students, being bounced between schools and shelters interrupts learning. For schools, moving displaced students around the city is expensive. Homeless students are entitled to choose whether they will stay in their school of origin or move to a new neighborhood school, so CPS must fund hardship transportation for students who decide to stay. In 2016, CPS spent nearly \$500,000 on transportation services for homeless students. For the 2016-2017 school year, the district has budgeted over \$800,000 for the same program, showing that CPS anticipates a substantial increase in the number of students in temporary living situations.

For most students, transportation assistance



# It's going to be okay

As we reflect on past years and prepare for a new one, it is important to include community building and strengthening in our thoughts.

As educators, we spend the first few weeks of school building our classroom communities and teaching students how to trust and communicate effectively. But how often do we do that with each other?

BY KATHE MYERS

Teaching can be an isolating experience if we don't create a supportive environment. We all have stories about challenges in our schools. Combine this with ever-increasing attacks on our profession, and it can be downright exhausting. New teachers have great ideas and great needs. Endangered—I mean experienced—veterans have great wisdom. Let's focus on ways to lift each other up.

I chose the theme of rebuilding community to direct my summer learning goals. In addition to taking a graduate class, I spent a week with the Poetry Foundation, several days with the American Federation of Teachers and some time at the Chicago Teachers Union Quest Center.

## The Poetry Foundation

I participated in The Poetry Foundation's second year of the Chicago version of the Favorite Poem Project. I knew very little about it before it started, but it was an amazing week. The main takeaways for me were the importance of giving students the autonomy to choose what's right for them and trusting them to use your guidance to do that. Giving up control raises confidence.

How does this translate to teachers and community building? We are the experts. We know what works, why it works, and how it works. Let's focus on sharing the amazing things we learn with each other. You can toot your own horn about your great ideas, or you can open the car door and invite others along for the ride.

## AFT Convention 2016

Next, I was off to Minneapolis for the 100th anniversary celebration of the AFT. It was my first AFT convention, and needless to say, it was quite the learning experience. I learned how we built alliances with other union, honored long-standing and hard-working union members, and witnessed the passage of some important resolutions.

As I established new ties with my Chicago colleagues, I learned the importance of working together to accomplish common goals. The week was a balance of work, getting to know how people from different places get things done, and participating in social activities to strengthen bonds. In a nutshell, we were building our union community, both locally and on a national scale.

## Restorative Justice

Finally, I spent three days learning about restorative justice through the CTU Quest Center. Shout out to Walter Taylor for doing an amazing job with the program. For me, the most important takeaway was the information on affect. There are essentially nine identified types of affect on the continuum, ranging from positive to neutral to negative. Seven of these are identified as negative.

Before you call me Negative Nancy, let me explain. The best way to encourage positive thinking is by providing a forum where students know the language, feel safe and are



given the freedom to express their feelings. What better way to build community than by giving ourselves permission, time and space to express our affect?

We will soon—if we aren't already—feel bogged down with requests, requirements, and responsibilities. That is why it is so important to resolve to nurture each other as simply and as often as possible. One of the best things to do is listen to what others have to say. We need to be heard as much as we need to hear.

We talk about the importance of “self-care,” but we need to take it further. We are in a profession that demands any and all things we have to give: time, attention and money, just to name a few. Yet, at the same time we can neglect our own needs for communication, empathy and support. We need to reprioritize this. Perhaps we can start tending to self-care together.

Let's rethink how we do our work. Be someone people come to for support. Practice mindfulness. Learn to listen to opinions and insights. Strike a balance between work and play, family and friends, together and alone. Look for things outside of, but related, to teaching. Invite a colleague to join you. Accept an invitation from a colleague and join them. Celebrate success—every day.

If we can build a strong support network, we will be happier in our schools, which is better for the students we teach. Parents will see that and feel more welcome. That will make it easier to reach out anytime we want to work with them.

I am reminded of a quote from “The Absolutely True Story of a Part Time Indian” when the character Sherman Alexie realizes the importance of community in his life. He says:

I realized that, sure, I was a Spokane Indian. I belonged to that tribe. But I also belonged to the tribe of American immigrants. And to the tribe of basketball players. And to the tribe of bookworms. And the tribe of cartoonists...It was a huge realization. And that's when I knew I was going to be okay.

If we can start focusing on our commonalities, our communities will be solid. And that is when we will know that we are going to be okay. [cti](#)

Kathe Myers is a teacher at Peck Elementary and a member of the CTU Big Bargaining Team.

Housing Vouchers Funded by HUD vs. Housing Vouchers Distributed by the CHA

Year	Number of vouchers financed by HUD	Number of vouchers issued to tenants by CHA	Percent of financed vouchers issued	Number of families still waiting for housing
2010	49,736	37,006	74 percent	37,364
2011	51,215	37,783	73 percent	36,634
2012	51,415	38,096	74 percent	34,176
2013	52,049	38,323	73 percent	15,230*
2014	52,419	40,520	77 percent	15,230*
2015	51,703	45,973	89 percent	44,815
2016 (Q1)	52,131	46,375	89 percent	43,054

\*The number on families on the waitlist declined sharply in 2013 because the waitlist did not accept any new applications that year. Similarly, the list was not opened in 2014.

comes in the form of a pre-paid Ventra card that allows families to travel to school on Chicago Transit Authority trains and buses. As the CTA made the switch from paper fare cards to the new Ventra system, social service providers who provide CTA fares to their clients have been spending more and receiving less. A report from the Chicago Jobs Council found that social service providers are spending \$280,000 annually just on Ventra-related administration fees. This is the equivalent of almost 125,000 CTA rides.

Illinois and Chicago are cutting public programs to make ends meet, but they're

also funneling public dollars into the pockets of private firms and preventing government agencies from providing essential services. As Chicago has seen less investment from CHA, we've also seen a rise in the number of kids who don't have a secure place to go after school. Despite this, the Chicago Housing Authority continues to prioritize profits over people. [cti](#)

Lauren Dean, a master's degree candidate at the University of Illinois at Chicago's College of Urban Planning and Policy, is the CTU's 2016-2017 research intern.

# How Chicago Public Schools sells its own governance to the highest bidder

The CTU has issued a report documenting the misuse and abuse of district funds spent on “privatized services.”

BY THE CTU RESEARCH DEPARTMENT

On August 22, the Chicago Teachers Union released this report detailing the hundreds of millions of dollars spent by Chicago Public Schools (CPS) on privatized services—services which have resulted in multiple conflicts of interests and an extremely poor level of service in Chicago’s public schools. The report, titled “Outsourced: How CPS Sells its Own Governance to the Highest Bidder,” comes as teachers and students are returning to school buildings that are unsafe due to potential lead contamination, unclean, unhealthy and understaffed.”

“Our report is just the beginning,” said President Karen Lewis. “Digging deeper would undoubtedly reveal even more overspending and mismanagement.”

## Executive Summary

Chicago Public Schools (CPS) laid off more than 1,000 staff members and drastically cut special education funding as part of its “balanced budget” for fiscal year 2017. The budget includes nearly \$2 billion in private contracts for a wide variety of services, with minimal oversight or accountability. CPS claims to have insufficient funds for providing students much-needed classroom services, but continues to dole out millions to for-profit corporations.

The 1995 Illinois School Reform Act marked the beginning of both mayoral control and outrageous outsourcing in Chicago’s public schools. Use of private vendors is justified by claims of “cost savings” and “higher quality services.” However, the new CTU report, “Outsourced: How CPS Sells its Own Governance to the Lowest Bidder” proves that the opposite is true. For example:

● **Custodial contracts:** These were among the first services to be outsourced in 1995. CPS has gone through a slew of contracts with various corporations over the last 20 years but the most egregious have been the recent three-year contracts with Aramark (\$260,300,000) and SodexoMagic (\$80,000,000). Instead of cleaner schools, less principal oversight and management, and reduced costs, the reality has been deplorable and unsanitary conditions that have forced teachers, clerks and principals to do much of the cleaning themselves.

● **Food service contracts:** Before the 1995 Reform Act, school lunches were prepared in-

house by staff hired from local communities. After numerous scandals with various contractors, CPS now spends \$102,351,381 on food service with Aramark—the same company that lost its contract with Michigan prisons for serving maggot-laden food.

● **Nursing contracts:** CPS previously supplemented school nurse staffing with a variety of temporary agency nurses. RCM Technologies Incorporated now has an exclusive \$30,000,000 contract for three years. CPS students are subjected to a revolving door of insufficiently trained nurses, many of whom cannot perform assigned health care duties because they are unfamiliar with procedures.

● **IT department:** In FY15 alone, CPS spent \$14,349,849 in cost overruns for seven IT contracts that were originally budgeted at \$22,750,151, a 63 percent increase. This is the problem with IT contracts. They are sole-sourced with proprietary licenses and CPS is locked into them, no matter the cost overruns.

● **Charter schools:** In fiscal year 2015, at least \$161,775,498 was spent by charter schools on office and administration, management fees, rent, interest payments on loans, and “other.” This amounts to approximately 27 percent of public funds (local, state and federal) that are not being spent on students in classrooms.

● **AUSL turnaround schools:** With no discernable academic benefit, CPS has given the Academy of Urban School Leadership, an organization with strong ties to the Chicago Board of Education and its financiers, \$49,277,577 in direct contracts since 2004, plus at least \$37,378,875 in AUSL Program Support since 2014 for a total of at least \$86,656,452.

● **Management and planning:** CPS often claims to make Central Office cuts, but then contracts out much of that work. The powerful influence of strategic planning consulting firms (instrumental in the massive school closures of 2013) has also contributed to increased outsourcing.

CPS has proven itself to be fiscally irresponsible and reckless with limited tax dollars.

As the Office of the Inspector General has reported year after year, the Contract and Procurement Office has limited oversight and does not thoroughly evaluate proposals or contract renewals before approving them. The unelected school board rubber stamps the multi-million dollar contracts put before them every month.

Chicago students deserve better. Even with-



out the new revenue proposals put forth by the Chicago Teachers Union, CPS can stop wasting money on expensive contracts that produce shoddy services.

At the state level, Governor Bruce Rauner’s campaigns to reduce protections for working people and privatize state services negatively impact accountability and transparency as well. The privatization schemes in CPS should serve as a cautionary tale.

This paper uncovers the tip of the iceberg. A forensic audit of all of the large CPS contracts would no doubt uncover in greater detail CPS’ widespread fraud and mismanagement.

## Introduction

When CPS signed custodial service contracts worth more than \$300 million to Aramark and SodexoMagic in 2014, school communities expected at the very least, clean schools. They were not even close. Within days, principals, teachers, parents and students reported how filthy their schools had become, and those reports continue today. Aramark recently posted a quarterly profit of \$93.3 million, whereas a typical Aramark custodian makes just \$10/hour. Privatization is not about saving money or providing better services. It is a scheme to take money out of workers’ pockets and put it into the coffers of corporations and banks. The Aramark/SodexoMagic example is the norm, not the exception.

Outsourcing is not a new phenomenon in CPS, but it is increasing dramatically each year. While the school district has been a bastion of crony hiring and vendor contracts since at least the 1930s, CPS launched a full-scale attack on union jobs in 1995 with the passage of mayoral control and the hiring of the city business manager to replace the school district superintendent. CPS takes advice from the Civic Committee of the Commercial Club, the Civic Federation and the MBAs of Boston Consulting and McKinsey and Company instead of educational experts. Top Central Office management comes from the private sector and most have MBAs instead of education degrees or experience. Not surprisingly, the recommendations from all of these business experts: keep outsourcing.

“Our report is just the beginning. Digging deeper would undoubtedly reveal even more overspending and mismanagement.”

Karen Lewist  
National Board Certified Teacher  
President, CTU





CPS has  
outsourced  
**\$30m**  
in nursing  
contracts

Had the district benefited from all of these outsourced contracts over the last twenty years, it would make sense to continue the practice. Unfortunately, however, the contracts have been mismanaged and most are not monitored or evaluated for effectiveness. The assumption is that the government provision of services is inefficient and that the private sector (for-profit or non-profit) can do a better job because competition forces it to. This paper demonstrates that simply farming out public education services to private entities benefits the companies but not the students they are meant to serve.

#### History of Outsourcing in CPS

For most of the 20th century, outsourcing and vendor contracts at CPS were typically limited to services such as construction and educational materials. In 1979, CPS was facing budget issues and needed financial assistance. According to George Schmidt from "Substance News," CPS wanted to borrow money from the state, which had a budget surplus that year, but then-governor Jim Thompson refused. Schmidt reported collusion with the ratings industry to lower CPS' credit rating enough to make it ineligible to borrow.

Broke and with no sign of relief, CPS stopped paying employees in December 1979, leading to a strike in February 1980. Teachers would go on to strike four more times during the decade of the 1980s. Also during this period, the citywide push began for the School Reform Act of 1988, which created democratic local control of the schools via elected Local School Councils.

In 1980, the Illinois government created the School Finance Authority (SFA) to oversee CPS' budget and issue bonds, with a cap of 13 percent instead of 6 percent. Because the interest rate caps more than doubled for these 30-year bonds, they generated large profits for the banks and held CPS hostage to ever-growing annual debt service obligations.

It was at this time that CPS began the practice of using operating funds to pay debt. From 1980 to 2009, the Board took an average of \$120 million a year from the classroom and used it for debt repayment. Of the \$7.8 billion debt that CPS incurred in principal and interest on SFA borrowing, \$3.6 billion would come from money that should have been used for smaller classes, adequate numbers of clinicians and support staff, and other resources for the school.

This was the beginning of the practice of outsourcing school funding. Instead of full public funding for public schools, private businesses became part of the mix, and they demanded exorbitant payments in return. For the 2016-17 school year, 10 percent (double the percentage in 2002) of the CPS budget will go to debt service: \$563 million.

The state's 1995 School Reform Amendatory Act reversed the gains of more than a decade of public activism by reducing the power of Local School Councils established in 1988. 1995 was the beginning of mayoral control of CPS and a major shift. The 1995 law greatly limited the right of unions to bargain over working conditions, including staff reductions. For teachers, this led to less control over class sizes. For custodians, engineers, clerks and cafeteria staff, this led to massive layoffs and outsourcing of the management of many departments.

To demonstrate how committed the city was to a business model for running the school district, former mayor Richard M. Daley hired the city budget director Paul Vallas to run the schools and changed the title of the position from superintendent to Chief Executive Officer. "Thus began a corporate regime at CPS which has been copied in cities across the country," write author Pauline Lipman in her 2011 book "The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City."

By the beginning of the 21st century, corporations were waking up to the huge profit potential in public education through contracting, technology and school management services. In 2001, the federal government passed No Child Left Behind which allowed districts to close underperforming schools and private companies to manage struggling ones. In 2003, the Commercial Club of Chicago issued "Left Behind," a report calling for the closing of poor-performing schools and the introduction of market ideology and competition. Former CPS CEO Arne Duncan launched Renaissance 2010 shortly thereafter to implement the ideas in the Commercial Club's report. The next decade and a half saw the closure of over 120 schools and the ultimate market-based reform, the "portfolio district"—a massive expansion of charter, contract, military and privately run alternative schools. [CTU](#)

To continue reading the report, please visit the CTU website at <http://www.ctunet.com/outsourced>.

## Proposing solutions to reverse the trend of outsourcing

**CPS is not saving money by outsourcing, as the CTU's report shows. Here are five ways to rein in the runaway train of outsourcing.**

**1 In-Sourcing:** Many services can be brought back under the district's control. Countless school districts and government agencies have returned to in-sourcing for better control and higher quality services. For example, the San Diego Unified School District saved \$1 million a year on bus services, by bringing them in-house in 2010. The San Diego Community College District saved at least \$900,000 a year by in-sourcing its IT management. Eleven Michigan school districts returned to hiring their own custodial staff, after formerly outsourcing this service.

**2 More Oversight and Contract Management:** the Office of Procurement and Contracts needs to actively manage, evaluate and audit every contract with CPS. For example, they could implement a system similar to New York's, where a contract manager is charged with performing quality assurance, inspection and testing functions for each contract. Every contract signed by CPS needs to contain explicit language on contract management and performance metrics. CPS needs to highlight the fine-print stipulations, such as guaranteed enrollment, paying the difference in cost, assuming all liability.

**3 Public Input:** Currently, there is no mechanism for the public to have input on outsourcing or vendor decisions. The public rarely is aware that the CPS Board of Education will vote to approve costly contracts until 48 hours before the meeting, when Board agendas are available. After contract approval, there is no mechanism for the public to have their concerns about service quality addressed. For example, in spite of alarms raised about the potential for life-threatening consequences of nursing services outsourcing, CPS moved forward with their \$30,000,000 contract with RCM. CPS should hold public hearings for large contracts (over \$10,000,000), and institute a formal process for submitting complaints and concerns.

**4 Proof of Cost Savings:** CPS should provide to the public and the Board of Education a detailed accounting of precisely how and where cost savings will be actualized, with a side-by-side comparison of in-sourcing or other options. CPS needs to identify any and all new costs related to new contracts, such as management or oversight. Also, wholesale replacement of employees should be seen as a negative practice, as it contributes to instability in schools and causes harms to the community by increasing unemployment. Finally, CPS must specify which components of the work it will be responsible for and at what cost. No contract should proceed without careful consideration of these questions.

**5 Support Financing Options through Municipal Banks:** Drawing on the work of the Refund America Project and the Roosevelt Institute, Chicago should invest in municipal banks to pay for capital infrastructure projects so that debt and interest gets recycled into the city rather than outsourced to private banks for profit. [CTU](#)

—CTU Research Department

# The ongoing fight for a fair contract

During the first week of the school year, the CTU distributed thousands of flyers with answers to the most frequently asked questions about contract negotiations. Here, *Chicago Union Teacher* is reprinting the contents of that leaflet to answer your questions and help you answer others' questions.

## CTU FAQ

### Q. IS CPS CEO FORREST CLAYPOOL CORRECT THAT THE 7% PENSION PICK-UP THAT CPS PAYS IN TEACHER AND PSRP SALARY IS UNREASONABLE OR EXCESSIVE COMPARED TO OTHER ILLINOIS SCHOOL DISTRICTS?

**A.** No—absolutely not. Teachers in Chicago and across the state do not receive social security, and our pensions are the only form of retirement income we possess. In the 1980s, many school districts could not afford raises and, in lieu of them, agreed to pay a portion of employee pension costs. More than half of all school districts in the state pay more of their employee pension costs than Chicago Public Schools. (Fifty-seven percent of districts pay more according to data from the Teachers' Retirement System, but that does not include districts that have converted the pick-up into salary, which would actually increase the percentage.) Claypool appears to want a mass exodus of teachers like the exodus he has caused of quality principals. It's hard to imagine any other reason why he is cutting teacher pay in a city with a higher cost of living and fewer teacher rights than any of our neighboring districts. For example, teachers elsewhere in Illinois can negotiate lower class sizes and push back through their bargaining rights against privatization deals like Aramark and Sodexo. Additionally, educators must live in the city to work in the city. Our property taxes are going up, too, so cutting our pay simultaneously is a huge disincentive to work in CPS.

### Q. IS THERE A CHANCE WE COULD SETTLE AND NOT REQUIRE A STRIKE?

**A.** We hope so. Bargaining has been ongoing throughout the summer, but the Board of Ed has barely moved from its offer on January 29, 2016. As you can see from the comparison between its position and ours, we have a

long way to go. Mayor Rahm Emanuel and his appointed Board have shown time and time again that they will not compromise or back down unless we exercise our power. Preparing for a strike is our ultimate power, and unless we prepare, we will likely never get a fair contract from the Board.

The good news is that the issues we need to resolve are not insurmountable; the \$300 million that separates our position from the Board's position can be solved if the mayor declared a major TIF (tax increment financing) surplus and taxed corporations using the municipal power he possesses.

### Q. WHEN ON STRIKE, WHAT HAPPENS TO MY HEALTH INSURANCE?

**A.** It is unlikely that our health benefits will be suspended by CPS. If we were to strike early in the month, health insurance is generally guaranteed for the duration of the month. In the event that the Board did suspend our benefits, however, it would qualify as a Consolidated Omnibus Budget Reconciliation Act (COBRA) event. COBRA allows employees to pay their own insurance at a cost of 102% of the coverage. The employee has 60 days to respond whether or not they will accept COBRA, and an additional 45 days to pay for the coverage.

If the new labor contract, effective July 1, 2015, is settled and the strike ends (which it likely would) prior to the deadline to pay the COBRA bill, then your medical bills will be covered by the insurance company once our health plan is reinstated.

### Q. WHY NOT STRIKE IMMEDIATELY INSTEAD OF REPORTING TO SCHOOL IN AUGUST AND SEPTEMBER?

**A.** Our House of Delegates was clear on this question—our members will use the opportunity to organize in the workplace at

The April 1 strike helped to restore the state pension levy to the tune of \$250 million and increased the school funding formula by more than \$100 million—with the potential to add \$200 million by early next year.

the beginning of the year, collect a paycheck and activate our insurance to avoid the possibility of losing coverage during a strike. This way we set our own deadline instead of waiting for the Board to treat us fairly.

### Q. WHY GO ON STRIKE? WHAT DID THE ONE-DAY STRIKE ON APRIL 1 GET US?

**A.** The mayor and his handpicked CPS CEO have cut an unconscionable amount from special education programming, librarians and nurses; imposed 1,000 staff layoffs; and are wreaking continued havoc from student-based budgeting. We must continue to protect our students and their classrooms.

Regarding April 1, our battle cries from that day were heard in Springfield. In the immediate aftermath, we helped to restore the state pension levy to the tune of \$250 million and increased the school funding formula by more than \$100 million—with the potential to add \$200 million by early next year. The pension levy had been suspended since mayoral control of CPS was imposed by the state legislature in 1995, so this was a real victory. Without this funding, the value of a strike would have been to limit cuts, layoffs and program reductions. Now, there is a real pathway to a fair contract without starving the schools or harming educators.

Our collective action on April 1 also helped temporarily break the impasse in Springfield and provide a much better opportunity to settle a contract that will be good for teachers and students. Additionally, prior to the one-day strike, Claypool was actively talking about 5,000 layoffs, additional furlough days and unilateral action to cut our salaries by 7% (the pension pick-up). None of those things happened, and our ability to strike will continue to be an important tool in the fight for educational justice.

## Q. WHAT IS AT STAKE IN OUR FIGHT FOR A FAIR CONTRACT?

CONTRACT ISSUE	CTU POSITION	CPS POSITION
DURATION	Three years (expiring end of June 2018).	Four years.
SALARY	Protects our step and lane structure and pension pick up for all three years with 2% raises in years two and three.	<p><b>Year 1 (2015-2016)</b> Three furlough days <b>LOSS</b> Cut in lanes/steps: 1.8% <b>Net loss: 3.24% salary</b></p> <p><b>Year 2 (2016-2017)</b> 3.5% pension pick up <b>LOSS</b> 2.75% cola <b>GAIN</b> 0.8% health care <b>LOSS</b> <b>Net loss: 1.55% salary</b></p> <p><b>Year 3 (2017-2018)</b> 3.5% pension pick up <b>LOSS</b> 3.0% cola <b>GAIN</b> 0.8% health care <b>LOSS</b> <b>Net loss: 1.3% salary</b></p> <p><b>Year 4 (2018-2019)</b> 3% cola <b>GAIN</b> <b>Net gain: 3.0%</b></p> <p><b>Total Net Loss*: 6.09% - 3.0% = 3.09%</b></p>
HEALTH CARE	No health-care cuts. Restrictions on the Board's ability to change our health care providers.	Substantially increases our health-care premiums, co-pays, emergency room visit co-pays and deductibles while reducing the plan options we have to choose from.
CASE MANAGEMENT AND SPED	Requires additional hiring within our bargaining unit to perform case-management duties. Workload limits for Special Education Educators and PSRPs.	Continues current practice of staff reductions and cuts to SPED funding.
CLASS SIZE	Enforceable class-size limits. Protects our classrooms from mass layoffs.	No limits on class size.
STUDENT-BASED BUDGETING	Eliminates student-based budgeting and its discriminatory impact on staffing veteran teachers.	Refuses to change the policy.
LAYOFFS AND RECALL	Requires that the district maintain staffing averages and put laid-off members into existing vacancies; requires CPS to allow teachers to follow students when new schools open near an existing school's attendance boundary.	Further reduces the rights of laid-off members to return to the system.
LIBRARIANS, COUNSELORS, SOCIAL WORKERS, NURSES, SCHOOL PSYCHOLOGISTS	Calls for protecting our students through guaranteed, adequate staffing for librarians, counselors, social workers and school psychologists at every school.	Continues to diminish the number of librarians throughout the district while refusing to increase the ratio for the other positions.
RETIREMENT INCENTIVE	No minimum number of retirements to qualify for lump-sum payout for early retirement.	Requires 1,500 teacher and 900 PSRP retirements to trigger the incentive.
SCHOOL CLOSINGS AND CHARTER EXPANSION	A moratorium on school closings. Severely limits charter expansion and enrollment. Demands CPS cooperate with the CTU to lobby to eliminate the Illinois State Charter Commission.	Closes schools that cannot make graduation requirements (a vague standard). Promises to reject new charters but allows the Illinois State Charter Commission, dominated by charter advocates, to overrule that decision.
SUSTAINABLE COMMUNITY SCHOOLS AND RESTORATIVE PRACTICES	Guarantees of funding for 20-50 sustainable community schools with significant supports, staffing and wrap-around services.	CPS agrees in principle, but the devil is in the details.

\*We are not counting steps and lanes as salary increases because over 90% of school districts in Illinois recognize them as part of the experience/level of education ladder in teaching. CPS is trying to alter that permanently and count them as cost of living raises in order to reduce our compensation.

## Q. WHY IS THE UNION CONSIDERING TAKING ANOTHER STRIKE VOTE?

**A.** CTU members already voted to authorize a strike and are still extremely united on that question. We are clear: Members have spoken, that authorization is still in place and people are ready to use it if needed. But we also know that Emanuel and Governor Bruce Rauner will do everything they can to try to take away our right to

strike. Rauner appoints the Illinois Labor Relations Board, and the mayor already tried to make striking illegal for us in 2012 and again last year.

This is why the CTU is considering organizing a new vote. One option is to circulate voting materials in schools with every CTU member signing onto a petition. It would help us get organized in our buildings and send a powerful message to the city that we're ready to fight for a fair contract. We would

also be able to declare it as another official authorization vote to offset any potential legal challenges.

## Q. WHO IS THE BIG BARGAINING TEAM, AND WHY SHOULD WE TRUST ITS JUDGMENT?

**A.** The officers of the CTU asked 50 members of our elected Executive Board, school leaders, delegates and members who repre-

sent the diversity, geographic dispersion and specific positions within the union (clinicians, PSRPs, itinerant teachers, etc.) to help look at any Board proposals to ensure member interests are reflected at every step of the bargaining process. The Big Bargaining Team has been a critical group of leaders who hold various perspectives, concerns and levels of expertise in our union, and has been invaluable in providing the detail and insight necessary to negotiate the best terms and conditions for our next contract.

Once the Board makes an offer worth consideration, there will be a recommendation from CTU officers and the Big Bargaining Team to the House of Delegates (HOD) for an "accept" or "reject" vote. If a tentative offer is accepted by the HOD, it then goes to the entire membership for approval.

## Q. DID TEACHER AND PSRP COMPENSATION CAUSE CPS' FINANCIAL CRISIS?

**A.** No. The two biggest cost drivers in the CPS budget are debt service and charter expansion. Instead of going after teachers who already have experienced pay freezes, mass layoffs and budget cuts, the mayor and his CPS CEO should go after the big banks that ripped off the city and the schools with toxic interest-rate swaps worth over \$1 billion. They should also call for a charter moratorium and empty the \$500 million TIF fund, both of which siphon off a considerable amount of district resources that would be better used in our classrooms.

Equitable short-term and long-term solutions exist. The Cook County Clerk's office recently reported the

nearly \$500 million in tax receipts sitting in TIF accounts. The cut in teacher salary amounts to just \$200 million. By emptying TIF surpluses across the city, not only can CPS avoid cutting teachers, but the draconian cuts imposed this summer also can be reversed. Additionally, the city could re-impose the corporate head tax and make it less of a nuisance for employers with 50 or more employees to pay it. By our estimate, such a move would hit wealthier employers and generate nearly \$100 million annually. That amount could restore all librarians to schools and double the number of counselors, social workers and school nurses. It could also help protect special education programs that have been adversely affected by reductions in staff and funding. In a city experiencing record levels of violence, there is no better or more necessary investment in children's lives.

## Q. WHAT SHOULD THE CTU BE DOING TO INFORM THE PUBLIC ABOUT OUR CONTRACT CAMPAIGN?

**A.** CTU members are the best messengers. We live in every community and engage with millions of Chicagoans when you factor in our students and their families, our own neighbors and relatives, and the CTU's labor, community and education-justice partners. The anti-CTU (i.e., anti-teacher) editorials of the Chicago Tribune are read by far fewer people. Further, the Chicago media market is prohibitively expensive so we have to use our resources wisely and create our own, unique networks.

Your union will provide you with much material to start the school year—starting with this FAQ—so you can speak with confidence about our contract fight. To learn more, please attend one of the three Contract Action Team trainings on September 13, 15 and 17, and make sure your delegate attends the critically important House of Delegates meeting on September 7. ■

# The TIF surplus will be key to winning a fair contract.

The city council should declare a citywide TIF surplus so that those funds can be released to address the glaring inequalities stalking Chicago's schools.

For the long-term sustainability of our public schools, the CTU must stand up to City Hall to insist on measures such as renegotiating the toxic swap deals with the banks and reinstating the corporate head tax, and to Springfield to insist that our city's schools be funded equally to other systems while fully accounting for the concentration of poverty and the other attendant problems of racism affecting our students.

But the most immediate form of economic relief that our schools can attain is through the release of up to \$400 million in

surplus tax increment financing (TIF) funds from the mayor's tax-increment financing slush fund.

In July, Aldermen George Cardenas and our CTU sister Sue Sadlowski-Garza sponsored City Ordinance #O2016-5666, which would declare a citywide TIF surplus to ensure that the educational experience of our students doesn't suffer any more and that our professional dignity is retained. The ordinance currently has more than 30 co-sponsors, but is in Ald. Burke's Finance Committee—so Chicagoans need to pressure our aldermen to urge Burke to bring

the ordinance up for a hearing in that committee. If you haven't already contacted your alderman and your school's alderman, go to <http://www.ctunet.com/tif> and use our legislative tool to send them each a message to support the ordinance.

If we can't force the mayor to release TIF dollars for our schools, the Board of Ed will cry broke and continue to cut funding from our schools, and we would see even more layoffs or reductions in our existing (already diminished) salaries and increases in health care costs in the near future.

—CTU Communications

# We need to unite against punitive evaluation

**Teacher evaluations are a better measure of the level of student poverty in a given school than the ability of a given teacher to teach.**

**Teachers want to attend meaningful and stimulating professional development (PD) sessions. We want to be excited to try new things in our classrooms, even if they don't work out or work right away.**

BY JENNIFER JOHNSON

As educators, we want feedback. We want to grow and get better. We want to learn from and work with our peers. We want to show off the things our students do when they love learning. We put in the extra care that it takes to help kids grow up to be even greater people than they are today.

Rather than Chicago Public Schools driving as many resources to classrooms and providing time for collaboration and PD, our district focuses squarely on “accountability.” Amid perpetual CPS chaos and teachers being told they haven’t sacrificed enough, we are evaluated extensively every year. While educators want feedback to improve our work, evaluation—in a district where trust between administrators and educators is inconsistent and in many places scant—inherently becomes a process of justifying performance ratings, and not one about the joy of teaching and improving our skills.

The REACH evaluation system reduces the experimental and relational nature of teaching and learning to an overly complex series of processes and compliance exercises. According to a recent University of Chicago Consortium of School Research report (January 2016), REACH results for educators in schools with high student poverty receive, on average, lower scores than those in schools with less poverty, with Black and Latino educators receiving lower scores than their peers. This is unacceptable and just the kind of thing that our students’ parents need to know is a result of CPS’ skewed priorities. Rather than sending additional resources to schools that need them, retaining and supporting a diverse teaching force, and doing everything possible to have high morale in the most challenging schools, evaluation instead is used as a weapon that leads to distrust, layoffs and school environments built on fear.

The Chicago Teachers Union tries to help members mitigate REACH even as we fight the evaluation system through committees and bargaining with the Chicago Board of Education. Our contract demands to change REACH through Article 39 include expanding the appeals process, adjusting cut scores, closing process loopholes, eliminating VAM (Value-Added model) scores for elementary school teachers and ending the capricious second lower Developing rule. Through col-

laboration with brothers and sisters across the state, the CTU tries to lobby to change legislation to reset and rebuff the corporate reformer rules about evaluation, especially now that the 2015 federal Every Student Succeeds Act provides an opening for a complete rethinking of our state’s Performance Evaluation Reform Act, passed by the Illinois General Assembly in 2010, which could ultimately lead to the demise of REACH. In the meantime, through sharing research and providing classes and trainings, the Union tries to arm members and school leaders with the means of advocating for their professional expertise.

But really, in the CPS environment, we should teach, not REACH.

If we accept the premise that teacher evaluation could be worth some time if the purpose and focus was really on feedback, collaboration and improvement, there are common sense changes that should be made. The most important changes that should be made to REACH in Chicago, and to punitive teacher evaluation systems which have been enacted in states across the country, are easily identified by educators and have been summarized well in the Network for Public Education’s (NPE) April 2016 report titled “Teachers Talk Back: Educators on the Impact of Teacher Evaluation.” The NPE surveyed nearly 3,000 educators nationwide, including educators in Chicago, and came up with six sensible recommendations that redirect evaluation toward collaboration and improvement, and away from punitive and quantitative processes which erode trust and take up too much precious time:

- An immediate halt to the use of test scores as any part of teacher evaluation;
- That teacher collaboration not be tied to evaluation, but instead be a teacher-led cooperative process that focuses on their students’ and their own professional learning;
- That the observation process focus on improving instruction and result in reflection and dialogue between teacher and observer; the result should be a narrative, not a number;
- That evaluation requires less paperwork and documentation so that more time can be spent on reflection and improvement of instruction;
- An immediate review of the impact that evaluations have had on teachers of color and veteran teachers;
- That teachers not be “scored” on professional development activities, nor that professional development be dictated by evaluation scores rather than teacher needs.

One part of the way we fight the punitive REACH evaluation process and advocate for what we actually want and need as educators is to use CTU structures to organize in our schools when



REACH is misused. The CTU has advised members to use their Professional Problems Committees (PPC) and Professional Personnel Leadership Committees to press their administrators for fairness in the process and the kind of professional development that is actually helpful to educators in their particular context. Surveys, study groups and observation score sharing makes battling REACH collective and empowering, and bring the mantra “Share. Advocate. Mentor.” to life.

Labor Notes’ new book, “Secrets of a Successful Organizer,” reminds us that in order to successfully fight and win better conditions in our schools, a good union organizer doesn’t just pick any issue to tackle—they pick an issue that is widely felt and that will help bring workers together to organize and be unified. Evaluation is often that issue in our schools.

Jim Cavallero, the CTU delegate from Chicago Academy High School and an elected CTU Area Vice President, did just that with his colleagues both of the last two school years. He and his colleagues discussed how REACH was being abused and misused by their former principal and they worked together to press their administration to be treated fairly. Their school’s PPC developed an 18-question Google Forms survey which it emailed to all REACH-evaluated members at the school through their personal email addresses outside of work time. The compiled member responses to statements ranged from items related to their trust in the system and their administration (“I believe that REACH, when implemented correctly, is a useful tool to facilitate my growth as a teacher” and “I believe my principal treats women differently than men”) to process-oriented to determine if everyone was experiencing REACH procedures equally (“My observation was for a unit discussed during the pre-conference” and “My evaluator took the time to consider my perspective during the post-conference”).

Because the PPC used Google Forms, the summary of member responses to each question was automatically generated and included graphs and charts. The PPC discussed the results, shared them with the staff and most importantly, shared them with its former principal to show him that it had taken the time to prepare thoughtful data,

But really, in the CPS environment, we should teach, not REACH.



# WANTED: An Illinois without Bruce Rauner

**If the governor were serious about quality public education, he would take the lead in finding the revenue to attract and retain top-notch educators and school programs to fortify learning, not undermine it.**

BY **STACY DAVIS GATES**

“Teacher evaluation is critically important, but in a massive bureaucracy with a hostile union, where 50 percent of principals are managerially incompetent and half of teachers are virtually illiterate, a complete multi-dimensional evaluation system with huge subjectivity in it will be attacked, manipulated and marginalized—the status quo will prevail.”

—Gov. **Bruce Rauner**, December 2011

**F**rom labeling our learning communities as “crumbling prisons,” to insulting hard-working and highly skilled educators by calling us “virtually illiterate,” our billionaire governor is a walking insult machine.

What Illinois needs, however, is a respectable leader—not a rabid crusader working to undermine working families and public schools.

A leader will find a way to direct progressive revenue to a state that desperately needs to fund Medicaid, non-profit organizations, medical services such as breast cancer screenings, and provide invaluable assistance to individuals living with disabilities.

A leader works cooperatively with other elected leaders to pass a budget that invests in families and communities.

A leader funds all schools adequately and equitably.

Instead of governing the state of Illinois, Rauner has chosen to crusade against hard-working, taxpaying citizens and label the Chicago Teachers Union, which is composed of selfless and dedicated public school educators, as an enemy of education. But after our union suffered 1,000 layoffs this summer, it is clear who the real enemies of education are—the governor and his friend, Mayor Rahm Emanuel.

Our schools are suffering from the impact of concentrated cuts from multiple years—not just

this year. Add up the cumulative impact and decimation of classrooms and school budgets, how can the mayor refuse to declare a tax increment financing surplus to aid Chicago's public schools? How dare he say that he will not seek more revenue from those who can afford to pay?

It is absurd to lay off a veteran teacher with more than 20 years of experience and expect them to attend a job fair and apply for a position a) in a new subject area, and b) at a fraction of their current salary. It is equally absurd for a school district to open the year—again—with massive staffing turnover.

So how do we use the urgency of this moment to advance policy that will help us provide the schools our students deserve?

We continue building our movement.

We continue calling truth to power.

We continue to organize.

We continue to rally and protest.

We continue to shift the political landscape.

And we build a war chest to challenge people like the governor and the robots he bankrolls in state-wide campaigns. It is painful to consider another four years of Rauner's personal crusades and “turnaround” agendas. That is why we have to do everything we can to create an Illinois without him.

Let us imagine an Illinois General Assembly filled with educators, activists and unionists like our own sister, 10th Ward Alderman Susan Sadlowski Garza. Our political halls of power need organizers who will fight for teachers, school clerks, teacher assistants, social workers, counselors, school psychologists and therapists. We need labor and social justice-oriented leaders who will ensure the security and protection of working-class people and families.

Help the CTU Political Action Committee meet the challenge with a monthly contribution to our PAC or a one-time donation of \$50.

Leadership is not hurling insults at people who work hard for less, with even fewer resources and funding for our schools.

Help us elect leaders who will organize with—not against—us. [CTU](#)

*Stacy Davis Gates is the CTU Legislative and Political Director. Contribute to the CTU Political Action Committee by visiting <http://www.ctunet.com/donate>.*

and wanted to proactively discuss concerns for the administration to thoughtfully address.

Cavallero believed that the use of the survey was an important organizational tool that brought staff together on an issue that many people felt was important, and said:

It [the REACH survey] helped teachers see they weren't in isolation. There were lots of common areas where our principal saw or didn't see something. It gave us data to show to a data-driven principal. He was devastated both times he saw responses. Especially because he thought he was doing so much better [in] year two. It was an organizing tool. It gave members a chance to have conversations about something that was important to them and a concern.

Through the survey, the PPC found that there were perceived patterns in the results for veteran female teachers. Knowing that, it asked colleagues in the school to share their REACH observation scores collectively and verified that there was a disturbing pattern that they could demonstrate with evidence, which provided a basis for confronting the former principal. The PPC was able to get an Academy for Urban School Leadership official to actually come to the school and attend its post-observation conferences with the principal to ensure more fairness.

Because CPS chaos continues, Cavallero's principal is no longer at his school, but he and his colleagues are not sure with whom they will be working with this year. They have experience, however, in coming together on issues that matter to them as professional educators trying to do right by their students and one another.

Ridding CPS of punitive teacher evaluation is a long-term battle worth fighting because we know what our students, educators and schools actually need. If we use the research and all the avenues at our disposal to fight each battle, we'll stick together and find ourselves winning in the end. [CTU](#)

*Jennifer Johnson is the CTU Teacher Evaluation Facilitator.*

**CTU members hold a “read-in” at Gov. Bruce Rauner's Thompson Center office in protest of his “virtually illiterate” comments in an email exchange with education reformers associated with his Chicago Public Education Fund, including U.S. Commerce Secretary Penny Pritzker and billionaire hedge fund manager and Chicago mayoral adviser Ken Griffin.**



## House of Delegates Meeting Wednesday, September 7, 2016

**Delegates not present:** **AL1 AUSTIN-NORTH LAWDALE ELEMENTARY** Anderson, Grace A.; Hatfield, Jamie; Rivas, Marisol; Sciarine, Kathleen / **AL2 AUSTIN-NORTH LAWDALE ELEMENTARY** Bishop, Anne; Egwuekwe Maxey, Kelechi S.; Servais, Maggie / **BP1 BURNHAM PARK ELEMENTARY** All Present / **BP2 BURNHAM PARK ELEMENTARY** Poplawski, Nicole A. / **EG1 ENGLEWOOD-GRESHAM ELEMENTARY** All Present / **EG2 ENGLEWOOD-GRESHAM ELEMENTARY** Brown, Marsandra Y.; Davis, Victoria Marie; Hurley, Christine M. / **FR1 FULLERTON ELEMENTARY** Barrientos, Tracy M.; Chavez, Lisa B.; Polotsky, Kristen; Rice, Scott; Rivera, Anna M. / **FR2 FULLERTON ELEMENTARY** Kearns, Donald E. / **FL1 FULTON ELEMENTARY** Hirsch, Michael D. / **FL2 FULTON ELEMENTARY** Lawson, Danielle C. / **FSS FAR SOUTH SIDE HIGH SCHOOL** Brownlow, Dorothy M.; Doyle, Michael T.; Rountree, Eric F.; Sokoya, Jamiu / **GH1 GARFIELD-HUMBOLDT ELEMENTARY** Brignoni, Michele D.; Greco-Serwa, Sandra M.; Paez, Gabriel / **GH2 GARFIELD-HUMBOLDT ELEMENTARY** Bonatz, Julia M.; Haynes, Marci S.; Smith, Elayne P.; Trowers, Laquinya; Wisnar, Mercedes / **LC1 LAKE CALUMET ELEMENTARY** Horton, Rebekah J.; Spearman, Nicole N.; Whitehead, Sheryl F. / **LC2 LAKE CALUMET ELEMENTARY** Goodar, Vanessa P.; Hernandez, Nancy; Lee, Tyrone T. / **ME1 MIDWAY ELEMENTARY** Finn, Nancy A.; Hester, Kamau L.; O'Malley, Margaret M.; Torres, Alicia E. / **ME2 MIDWAY ELEMENTARY** Catalan, Yuvanny; Cragg, Kevin; Creech, Matthew; Jameson-Hardy, Jacqueline; Magallanes, Lucero; Nolan, Kiah / **NW1 NORTH-NORTHWEST SIDE H.S.** Coupaud, Helena / **NW2 NORTH-NORTHWEST SIDE H.S.** O'Shea, Mary Rose / **OH1**

**O'HARE ELEMENTARY** Tsatsos, Mary G. / **OH2 O'HARE ELEMENTARY** All Present / **PE1 PERSHING ELEMENTARY** All Present / **PE2 PERSHING ELEMENTARY** Ferrin, Nicole M.; Rosenbaum, Jessica S.; Walls-Kirk, Kimberly A.; ; **PL1 PILSEN-LITTLE VILLAGE ELEMENTARY**; Cosme, Maria T.; Fragoso, Miguel; McCabe, Christopher; Monahan, Dorothy M. / **PL2 PILSEN-LITTLE VILLAGE ELEMENTARY** Zygowicz, Debra S. / **RR1 RAVENSWOOD-RIDGE ELEMENTARY** Pejcinovic, Lisa C. / **RR2 RAVENSWOOD-RIDGE ELEMENTARY** Davis, Stephanie A.; Wiltse, Nora S. / **RI1 ROCK ISLAND ELEMENTARY** Holmes, Davina; Lekkas, Harry G.; Morris, Trevia S.; O'Connor, Regina M.; Powell, Leslie U. / **RI2 ROCK ISLAND ELEMENTARY** Harston-Lampkins, Angela S.; Poindexter, Monique R. / **SK1 SKYWAY ELEMENTARY** Carter, Laundry F.; Edgin, Megan L.; Naumann, Jeffrey W.; Quinn, Jovonna; Thomas, Chanel C. / **SK2 SKYWAY ELEMENTARY** Brown-Murray, Adrienne J.; Harrell, Lucinda P.; Jones, Lawanda D.; Kimble, Jennifer N.; Phillips, Jala L.; Simpkins, Lynette G. / **SSH SOUTH SIDE H.S.** Cameron, Alisia L.; Jones, Darlene V. / **SW1 SOUTHWEST SIDE H.S.** All Present / **SW2 SOUTHWEST SIDE H.S.** Crockett, Turan C.; Harris, Shelly; Novak, Paula M.; Pietruszka, Lauren N. / **WS1 WEST SIDE H.S.** Harris, Stephanie J.; Robinovitz, Isaac W.; Seale, Jodi J.; Stout, Alyson H. / **WS2 WEST SIDE H.S.** Dudley, John B.; Holic, Sara L.; Keddy, Thomas M. / **CITY-WIDE CAREER SERVICE** Spiff, Inodu; Johnson, Kimberly Y.; Higgins, Gloria E.; Hill, Delphine; Callahan, Sharon D.; Davis, Sharon D. / **CITY-WIDE** Ahmad, Huma A.; Boyle, Therese M.; O'Connell, Jennifer L.; Tuite, Jacquelyn L.; Nevels, Leigh M

*un-retire* AT THE BREAKERS  
AT EDGEWATER BEACH



With countless resident programs, groups and friends, the hardest part of joining our community is deciding what you want to do when you get here. *Your apartment is waiting. No guarantee you'll spend much time there.*

**CALL 773-257-7336 TO SCHEDULE A PRIVATE TOUR TODAY!**

**THE BREAKERS**  
AT EDGEWATER BEACH  
*a Senior Lifestyle community*

INDEPENDENT LIVING  
5333 N. SHERIDAN ROAD | CHICAGO, IL 60640  
[WWW.SENIORLIFESTYLE.COM](http://WWW.SENIORLIFESTYLE.COM)



## In memoriam

2015

November 30 **Jeanne B. Griffin**, Komensky

2016

February 24 **Ursula Comein**, Lozano Bilingual

June 4 **James N. Pickens**, Montefiore

January 11 **Donald T. Dufner**, Foreman H S

January 20 **Lois T. Williams**, Central Office

April 10 **Elmer S. Clark**, Dunbar Voc High

April 11 **Mary H. Scott**, Parkside

April 13 **Muriel J. Clarkston**, Central

April 14 **Marcia A. Gustafson**, Substitute Teacher

April 16 **Tecola Lee**, Grant

April 17 **Ethel Lee Jaffe**, Jungman

April 17 **Joyce M. Lofton**, Carver

April 19 **Gayle H. Brown**, Young Magnet H S

April 19 **Brenda J. Gold**, Jenner

April 19 **Richard J. Hanus**, Taft High School

April 19 **D-Ella Venus Pyrzynski**, Dubois

April 20 **Marsha Anne Phillips**, Farragut Career

April 23 **Luther C. Grayer**, Foreman H S

April 24 **Sidney Meredith McDonald**, Mann

April 25 **Celestia M. Conley**, Goodlow Magnet

April 28 **John Thomas Matthews**, Edwards

April 29 **Margaret Garrett**, Bass Elementary

April 29 **Eleanor Haberkorn**, Reinberg

April 29 **Helen A. Latham**, Williams

April 30 **Florence L. Bryant**, Clemente

April 30 **Raymond Z. Gize**, Lane Tech H S

April 30 **Cyna S. Hirsch**, Amundsen H S

April 30 **Vertis Jean Seals**, Julian H S

May 1 **Frances L. Price**, Substitute Teacher

May 2 **Juana Miriam Espad De Velazquez**, Drummond

May 3 **Ethel C. Legg**, Foster Park

May 3 **Mimi R. Perez**, Gary

May 4 **Vincent Eligio Mendoza**, Young Magnet

May 5 **Judith Cantrall**, Graham

May 6 **Sibyl Amaryllis Smith**, Bogan Tech H S

May 7 **Linda Louise Barshop**, Bridge

May 7 **Millice Leibfritz**, Decatur

May 8 **Ruth M. Clifford**, Senn Metro Acad

May 8 **Gertrude H. Paytes**, Central Office

May 8 **Roy Tolbert**, Dusable Hs

May 9 **Philip M. Carlin**, Pirie

May 9 **Wendell Charles Ellison**, Substitute

May 9 **Jessie C. Haralson**, Sherwood

May 9 **Emma G. McClellan**, Harte

May 9 **Willie A. Naylor**, Region 5

May 11 **Voncile H. King**, Wheatly

May 11 **Sophia V. Lawson**, Fuller

May 11 **Willie James White**, Jordan School

May 12 **Paul T. Vabakos**, Lane Tech H S

May 13 **Elinor J. Ashley**, Orr High

May 13 **Douglas B. Smith**, Corliss

May 15 **Noel C. Berkson**, Petrulis

May 15 **John Sommer**, South Shore High

May 19 **Elizabeth O'Connor**, Pullman

May 19 **Gloria C. Wiseman**, Bureau Of Sup Serv

May 21 **Lois S. Moore**, Stockton Cpc

May 22 **Colette L. McBarron**, Nobel

May 23 **Leonard V. Mickas**, Kelly High

May 24 **Velma E. Rouse**, Avalon Park

May 24 **Therese L. Simon**, Morgan Park

May 24 **Annie P. Swanson**, R. Bunche

May 25 **Dorothy I. Adams**, Senn Metro Acad

May 25 **Cecil B. Bennett**, Family Guidance Ct

May 27 **Bridget M. Cruz**, Graham

May 27 **Margaret Theresa Meyer**, Lee

May 27 **Vivian J. Wirkus**, Moos

May 28 **Ronald Giranio**, Young Magnet H S

May 29 **Jacqueline Marlow**, Montefiore

May 29 **Elba Vega**, Clemente Comm Aca

May 30 **Russell E. Tripp**, Thorp

May 31 **Jimmie W. Romayne**, Substitute Teacher

June 1 **Jan Morgan-Wulf**, Oss Cluster One

June 2 **Roger M. Koenig**, District 6

June 2 **Addie P. Pope**, Burke

June 3 **Rosemary Harth**, Francis Parkman

June 3 **Nancy Elaine Wolff**, Bradwell

June 4 **Diane J. Faubl**, Herbert

June 4 **Debra Westbrooks**, Skinner,Doolittle,Deit

June 5 **Margaret D. Carter**, Gillespie

June 5 **Barbara A. Cousins**, Curie Metro HS

June 6 **Lady Diane Mckinley**, Woodlawn

June 6 **Prudence Jo Peterson**, Ward

June 7 **Jewell C. Sherrill**, Truth Cpc

June 8 **Mary E. Smith**, Reavis

June 9 **Frances D. Fortier**, Byford

June 10 **John Alukos**, Disney Magnet

June 10 **Louis Lipton**, Budlong

June 13 **Andrea S. Kerr**, Central Service Center

June 15 **Zena G. Plous**, Solomon

June 15 **John H. Wallace**, Harper High

June 16 **Ruth Gamlin**, Cregier

June 16 **Christine Savoy**, Survivor

June 16 **Alex Vickas**, Trumbull

June 16 **Alice E. Wright**, Sullivan High

June 17 **Thomas M. Finnegan**, Central Service Ctr

June 17 **Donald Pleas**, Region 5

June 18 **Alecia Harkins**, Graham Training C

June 19 **Sam Bronswick**, Lane Tech

June 19 **Marcus Zell Dodd**, Hubbard H S

June 19 **Gwendolyn Ross Drew**, C-W Educ General

June 19 **Morris M. Palmer**, Kennedy H S

June 20 **Nona H. Smith**, Stevenson

June 21 **Frances Schoonmaker**, Henderson

June 23 **Lloyd P. Hoover**, Taft H S

June 24 **Joseph Smith**, Tilden

June 25 **Joan Knight-Hill**, Buckingham

June 25 **Melvin D. Lloyd**, Prosser Hugh

June 27 **Kenneth C. Clark**, Central Office

June 29 **James E. Planer**, Central Office

June 29 **Angela M. Scalia**, Holden

June 30 **Joseph J. Stepanek**, Morgan Park High

July 1 **Margaret L. Junker**, Baneker

July 1 **Celestine Wyatt**, King

July 2 **Joseph B. Lupe**, Kelly High

July 3 **Helen J. Reed**, Barnard

July 3 **Lillian F. Zukowski**, Portage Park

July 4 **Lillian Deas**, Mitchell

July 4 **Mary Lou Thomas**, Hyde Park

July 5 **Wilma R. Bundley**, Avalon Park

July 5 **Daisy T. Dailey**, Sheridan

July 6 **Bernice Ferguson**, Haines

July 7 **Berthold Demsch**, Central Office

July 7 **Eleanor L. Hines**, Owens

July 8 **Ramona M. Carroll**, O'Toole

July 8 **Annie J. Tolbert**, Mollison

July 8 **Danae Voutiritsas**, Lane Tech H S

July 9 **Anne Bickett**, Spalding

July 9 **Kathleen K. Johnson**, Bradwell

July 11 **Ronald F. Crosby**, Tilden H S

July 11 **Arthur S. Kahn**, Prosser High

July 11 **William T. Yates**, Clark

July 13 **Edward Marko**, Lane Tech

July 14 **Brenda Cunningham**, Attucks

July 15 **Bhupendra K. Aghi**, Substitute Teacher

July 15 **Barbara A. Banks-Hayes**, Reavis

July 15 **Mary L. Henderson**, Addams

July 18 **Robert P. Grimes**, Hilliard

July 18 **Sylvia E. Nobles**, Evers

July 19 **Elston Elston**, Senn

July 20 **Edwin L. Myers**, Palmer

July 20 **Beverly J. Paschal**, Fort Dearborn

July 21 **Anita F. Bieber**, Nobel

July 22 **Ida M P. Corsey**, Web Dubois

July 23 **Ursula Maethner**, Lake View High

July 23 **William Senko**, Hughes

July 24 **Doris Hassell-Thomas**, Buckingham Sp Ed

July 24 **George W. Williams**, Jones Metro

July 25 **Irma Jean Long**, Kilmer

July 26 **Geraldine Y. Jones**, Substitute Teacher

July 27 **Jamesetta Perkins**, Fairfield Academy

July 28 **Gloria Brown**, C-W Spec Svcs Sup

July 29 **Anne L. Mullaney**, Penn

July 30 **Susan Landsman**, Lemoyne

July 30 **Patricia B. Schlueter**, Yates

July 31 **Paula M. Kelly**, Lane Tech

July 31 **Lawrence M. Mcherson**, Kenwood Acad

August 1 **Philip E. Vierling**, Foreman

August 2 **Gloria D. Bloom**, Stone

August 2 **Melvyn Raymond May**, Substitute Teacher

August 3 **Randall Lewis**, Kelly High School

August 3 **Phyllis Magida**, Funston

August 4 **Elaire B. Neal**, Doolittle West

August 6 **Alice M. Maresh**, Franklin

August 6 **William J. Mulcahy**, Tonti

August 6 **Shirley Ann Valla**, Luella

August 7 **Thomas J. Vitale**, Curie

August 9 **Brenda B. Daigre**, Suder

August 9 **Spiros G. Gabriel**, Urban Youth Program

August 9 **Patricia Ann Palmer**, Morrill

August 9 **Charlotte Lee Rich**, Lara Academy

August 9 **Linda Smith Sanford**, O'Toole

August 10 **Clarence Shanklin**, Harlan

August 10 **Litsa D. Tsarpalas**, Senn

August 10 **Aline O. Young**, Kenwood Acad H S

August 12 **Wilbert Miller**, Fiske

August 14 **Cheryll Ann Brooks**, Curie Metro H S

August 14 **Ernestine Foules**, Reavis

August 14 **Marguerite C. Regan**, Mather High

August 15 **Beatrice S. Matz**, Morris

August 16 **Annie L. Holt**, Bouchet Academy

August 18 **Diana Dionesotes**, Orr

August 20 **Elinor Gilloon**, Hawthorne

August 23 **Bessie M. Blockmon**, Willaims

August 23 **Ruth K. Treiman**, Brennemann

August 24 **Michael O. Ashley**, Baneker

August 24 **Nilza I. Pimentel**, Mitchell

August 25 **Hamilton J. McMaster**, Lincoln Park High

August 28 **Bernadette Bleizeffer**, Herzl

August 28 **Lise R. Ermon**, Yale

August 30 **James J. Stamm**, Taft

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



# Restoration summer

## Inside the CTU's first-ever teacher-student restorative practices summer program

BY FRANCINE GREENBERG REIZEN AND WALTER TAYLOR, NBCT

One of the main principles of restorative practices is that they are done “with”—rather than “to”—someone who has harmed a relationship and/or a community. In restorative practices, everyone has a voice, and a solution to a problem is crafted in a way that honors feelings, values and needs. Relationship building is at the core of what restorative practices are all about. It is through the building of relationships, sustaining those relationships, and if and when necessary, repairing those relationships that one embodies true restoration.

This summer, one of this article's authors and Chicago Teachers Union Quest Center Professional Development Facilitator Walter Taylor, NBCT, convened a cohort of teachers and students to learn about

restorative justice. We had three students representing Uplift Community, Team Englewood and Julian high schools, two young adults and a group of six teachers (Gervaise Clay, article author Francine Greenberg Reizen, Sahar Shafqat, David Stone, Tammie Vinson and Wallace Wilbourn). The first day of our seven-week program began with a talking circle. After members of the group introduced themselves to one another, we wrote words on small pieces of paper that reflected the values we felt were necessary to maintain the circle as a place where everyone would feel safe, valued and able to participate.

Each day for seven weeks, we began by checking in with each other in our circle. Each person brought a “talking piece” and explained why it was meaningful to him or her, and how it would be appropriate and special to use in our circle. As the summer went on, we worked together



to design circle activities to use in classrooms and other settings. We read and talked about principles of restorative justice and shared ideas about how we might be able to bring them into our school communities. We learned about roadblocks to being restorative (such as alienating language), how not to engage and how to overcome.

We learned how to have restorative conversations, a technique that is an effective alternative to punitive responses to wrongdoing. Restorative conversations stem from indigenous culture (Native American and African) and gather together the person(s) harmed and the person(s) responsible for the harm and a mediator (who could be a student, teacher or some other neutral party). The mediator asks strategic questions to understand the following: what happened, why it happened, the impact of what happened and how to repair the harm caused.

This technique—and talking circles in general—could help with the overreliance on punitive tactics such as detentions, suspensions, expulsions and arrests. We also created a safe and supportive space to share

our reactions to news of the tragic killings of Alton Sterling and Philando Castile, and we had a chance to conduct a detailed review and provide feedback on the new proposed Chicago Public Schools curriculum on the Jon Burge torture scandal.

Members of the group brainstormed ideas for field trips and guest speakers and were able to make some of them happen, including a trip to the Art Institute of Chicago to see the “Invisible Man” photo exhibit highlighting work by Ralph Ellison and Gordon Parks; a visit to the Reed Smith LLP law firm to learn more about the Jon Burge torture scandal and restorative practice in the penal and educational systems; a guest speaker, Mike Elliott, who came to speak with us about the Civilian Police Accountability Council initiative; and spoken word poet Naudia Williams, who inspired us and shared some of her knowledge of restorative justice and what it means to her as an artist.

By the time our summer project was ending, we knew that we had much to celebrate and also much more to do. Students made display boards about their experiences and



we shared an international feast with delicacies from Mexico, Africa, Costa Rica and the Southern region of the U.S. We also had a student-designed restorative justice logo temporarily tattooed on our arms with henna and shared our experiences with the CTU and Chicago Teachers Union Foundation staff.

This month, we are all heading back to school thinking about how to bring pieces of our summer experiences with us, and looking forward to more opportunities to build and share. Come talk to us at the Teachers for Social Justice Curriculum Fair on November 19, and please look for workshops on restorative practices held at the CTU office. You can search for those workshops on [www.ctunet.com](http://www.ctunet.com) or contact Walter Taylor directly at [waltertaylor@ctulocal1.com](mailto:waltertaylor@ctulocal1.com) or 312-329-6273. [ctu](http://www.ctu.org)

*Francine Greenberg Reizen is a teacher at Marshall High School and Walter Taylor, NBCT, is a professional development facilitator at the Chicago Teachers Union Foundation.*

# CTU Quest Center Fall 2016 Professional Learning


calendar



## CTU Quest Center

**New year,  
new look,  
new home**

WRITTEN BY LYNN CHERKASKY-DAVIS  
AND MICHAEL P. MORIARTY, CTU QUEST CENTER

In case you haven't heard, there is a new kid on the block. The CTU has reenergized the CTU Foundation (CTUF) whose purpose is to support public education, teacher professional development, restorative practices in schools, and societal values. It's a natural fit for the Quest Center, the Union's premier professional learning arm, to merge with the CTU Foundation. Celebrating its 25th anniversary of providing exemplary professional development for members, the Quest Center will continue its programming, such as National Board Certification; teacher evaluation support; restorative practices; and practice-based instruction, curriculum, and assessment professional learning opportunities. The Quest Center will soon be expanding its repertoire to include social justice, advocacy, and policy development. Please visit us at the Quest Center's new online home: [www.ctuf.org/questcenter](http://www.ctuf.org/questcenter) for more information, to take our professional learning needs survey, and to register for our upcoming learning opportunities. You can also continue to find us at [www.ctunet.com/questcenter](http://www.ctunet.com/questcenter) or 312-329-9100. 

### Integrating Social-Justice Learning Projects into the Elementary Curriculum: A Yearlong Action Lab

49 ISBE PD Hours and/or 3 Lane Placement Credit Hours

This nine-month, 49-hour Action Lab for teachers of elementary students focuses on developing student-driven, community-based social justice projects to address local issues in the community.

Course Dates: 11 onsite sessions (9/20, 9/27, 10/4, 11/15/2016, 1/10, 1/24, 2/14, 3/14, 4/25, 5/9, 6/23/2017) and 3 virtual sessions (11/18/2016, 4/4, and 5/23/2017)

### Practice-Based Methods for Strengthening Family and Community Partnerships

10.5 ISBE PD Hours

This three-session course provides practice-based methods and strategies to increase student learning by developing strong partnerships with their families and the school's community. Participants learn about six types of family and community involvement (parenting, communicating, volunteering, learning at home, decision-making, and collaborating) and how to utilize this framework in their practice.

Course Dates: 9/26, 10/3, and 10/10/2016

### Effective Classroom Management: How to Attain It

10.5 ISBE PD Hours

This three-session course assists K-12 teachers in learning new ways to effectively manage their classrooms through student engagement, motivation, collaboration, and differentiation. Teachers enhance their ability to manage time, promote positive behaviors, motivate students, plan classroom procedures, and maintain self-reflective practice.

Course Dates: 10/5, 10/12, and 10/26/2016

### Growth Mindset: The Good, The Bad, and The Ugly

3.5 ISBE PD Hours

In this session, participants analyze the latest hot topic in educational philosophy, the "Growth Mindset." Since Carol Dweck first examined the brain and its correspondence to talent, her theory of the growth mindset has been praised and criticized. Participants will discuss how this theory can have far-reaching implications both in and beyond the classroom.

Session Date: 10/6/2016

### CPS Framework for Teaching Learning Series

3.5 ISBE PD Hours per session

This four-session learning series provides an introduction/review of the CPS Framework for Teaching in preparation for the beginning of the 2016-2017 teacher evaluation cycle. Participants will learn strategies and techniques for improving their practice and working towards meeting the "Distinguished" level criteria in each CPS FfT Domain. Participants may register for all four sessions or individual sessions. This learning series is open to currently practicing CPS teachers.

Session Dates: Domain 1 (10/11), Domain 2 (10/18), Domain 3 (10/25), Domain 4 (11/11/2016)

### Differentiated Instruction

0.5 ISBE PD Hours

In this three-session course, teachers learn strategies for differentiating instruction that focus on how content learning experiences and assessment can be designed to address the unique needs, learning styles, interests, multiple intelligences, and skills of all students. Teachers learn how to provide student-choice activities, tier assignments, utilize learning contracts and learning menus, and engage students of all ages in learning centers.

Course Dates: 10/24, 11/7, and 11/14/2016

GO TO THE QUEST CENTER WEBSITE FOR PRICING OPTIONS, TIMES, AND TO REGISTER.

[ctuf.org/questcenter](http://ctuf.org/questcenter)