

The Inside Stories...

Chicago UNION TEACHER

The Official Publication of the Chicago Teachers Union



Arbitration win 'a great victory' for teachers

By John A. Ostenburg,
Editor Emeritus

The Chicago Teachers Union has scored a major victory on behalf of displaced teachers in the Chicago Public Schools. The victory also protects any teachers who will be displaced in the future.

Peter R. Meyers, an independent arbitrator, recently issued a ruling that clarifies the rights displaced teachers in the reassignment pool have regarding placement in open CPS positions and upholds President Marilyn

Stewart's interpretation of the contractual agreement between the CTU and the Chicago Board of Education.

According to the arbitration decision, the Chicago Public Schools officials were ordered to "immediately cease and desist from imposing any 'aging' or waiting period to the process of filling vacancies" from the reassignment pool.

He also ruled that the Union and CPS have 90 days during which they must review the records of teachers who were affected by earlier failure on the part of CPS to place them

in appropriate positions in order to determine any "actual (financial) harm" done to any of them.

President Stewart was one of four CTU representatives who testified in the arbitration hearings. In his summary ruling, Arbitrator Meyers states that "[Ms.] Stewart was the Union's chief negotiator during the negotiations that culminated in

the parties' current collective bargaining agreement."

Arbitrator Meyers further notes that, "[Ms.] Stewart testified that at the very end of those negotiations, one of the main issues that the Union was trying to resolve was the very issue presented here. [Ms.] Stewart stated that the Union repeatedly raised the issue of

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APRIL FOOLS — EVERY ONE OF US!

by Melani Davis, Editor

If you haven't yet had an opportunity to read the cover story in the April 1, 2010, edition of the *Chicago Reader*, take the time to check it out. On one level, it is immensely satisfying, while on another, it seems like a particularly cruel April Fool's joke.

A cartoon schoolgirl appears on the newspaper's cover asking the headline question:

'THE CHICAGO PUBLIC SCHOOLS ARE BROKE. SO WHY ARE CEO RON HUBERMAN AND OTHER TOP BUREAUCRATS TAKING RAISES?'

The ensuing story gives juicy details of this year's CPS budget. It touts raises afforded not only to top CPS brass, but to their administrators, and their administrators' assistants, as well. We get descriptions of well-padded but vague departmental budgets, with increased spending in such areas as non-professional services; travel; seminars, fees, subscriptions and professional memberships.

All of this at a time when teachers, students and parents have been asked to bear the burden of some incredibly painful and impossible cuts. (How particularly insulting when you take into account the months of heartbreaking testimony the Board has just been presented with during the school closing hearings. The members heard first-hand about the devastation

these cuts will bring.)

The article goes on to admonish the Board for everything from shady bookkeeping to outright greed and blatant lies. And, in conclusion, there is the suggestion that CPS officials may have deliberately orchestrated this whole current mess.

"I think Huberman's taking a page from his old CTA playbook here: he wants to frighten the public into action. He started with tough talk in June, dutifully covered by the press, of central office cuts, which puts pressure on teachers and pensioners to make sacrifices. Then he followed up with doom and gloom projections about increasing class sizes from 30 to 37¹, firing thousands of teachers, and closing magnet schools and gifted programs. The point is to build public pressure until the teachers relent and the state sends more money."

—Jarovsky, Ben. "Do as We Say, Not as We Do." *Chicago Reader* April 1, 2010

The satisfying part of the article comes in that it finally offers some validation. Our Union has been saying all along that CPS must put its own financial house in order before crying poor.² Officials need to examine every other avenue before glibly ordering wholesale cuts to classroom teachers, aides and programs, all of which directly threaten the well-being of children. Either CPS is an incredibly stupid bureaucracy,

or worse yet, an incredibly cruel one. For so long, we have been shouting about the inconsistencies and ridiculous mistakes CPS has made; for so long we have talked about the bullying and outright lies against teachers.³

As satisfying as it is to be right, there is also the feeling that this is some cruel April Fool's prank. And we are all the foolish victims.

While Ron Huberman and CPS bureaucrats were wringing their hands and criticizing teachers for being unwilling to "give back," they continued to generously line their own pockets during a financial crisis. How "foolish" that the public, the media, and certain legislators were willing to get on board with this selfish bureaucracy and hang teachers out to dry. How foolish of teachers to hope that CPS would see the long-term effects of these cuts on our children and our communities. How foolish to assume that this broken system is even capable of doing what is right and decent by our children.

¹ So far, this school year, class size referrals have been filed for more than 190 classes, with class sizes exceeding contractual limits. The class size panel continues to visit schools in violation.

² In August 2009, CTU President Marilyn Stewart spoke at the Board meeting citing outrageous payroll errors made by CPS.

³ Through the summer 2009, the CTU worked with the *Chicago Sun Times* to survey CPS teachers about the pressure they had received to change grades. Mayor Richard M. Daley and CPS officials responded to the survey by blaming teachers for "cheating students."

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by Marilyn Stewart, President

I'm sure it doesn't come as a huge surprise to anyone when I say that teachers in this country are under attack. We've watched the news, we've read the newspapers, and, unfortunately, in the last few months we've even heard our President applaud the decision to fire an entire staff of teachers at a high school in Rhode Island.

This country's education system is flawed and our politicians and media sources have found a scapegoat – the teachers working in America's classrooms.

No, of course the fault could not lie with the high-paid education stakeholders and their poor decisions. It could not be the fault of the politicians and their terrible choices of how to fund public education. That's right, it must be the teachers working hard with what they have to teach the country's students.

The United States has seen a dramatic increase in diabetes over the last decade, but no one seems to be blaming doctors. We have more cases of depression and anxiety than ever before, but no one blames the psychiatrists or psychologists.

We have had more banks and corporations declaring bankruptcy than we have since the Great Depression, but rather than hold these groups accountable for their financial decisions our government has given them bailout money so they can keep lining their pockets with bonuses. And, no one even blinks an eye.

But, when our country acknowledges that there are problems with our education system, somehow the teachers at the bottom of the rung are to blame.



In Chicago, we've experienced this first-hand. Our district cried poor and the media aimed at the teachers. Of course it must be our four percent raise and our huge pensions.

Chicago Public Schools lack equality in district-wide funding and supplies but when a school in a poorer neighborhood is struggling it must be the fault of the teachers. CPS would rather wipe out the school's staff than have to analyze the social and economic issues that make that school troubled.

And, lawmakers in Springfield aimed right for us – and other city workers – when they passed Senate Bill 1946 which creates a two-tiered pension system for public employees. Even worse, they allow the Chicago Board of Education to make minimal payments toward the Chicago Teachers Pension Fund.

The bill was passed in less than 12 hours. I'm sure legislators in Springfield have never moved that fast.

CPS officials claimed they didn't have the money to pay into our pensions. A few weeks later an article in the *Chicago Reader* revealed that CPS CEO Ron Huberman and top CPS officials have taken huge pay raises. And yet, the teachers are to blame?

Mr. Huberman may not be good at running CPS, but we've learned he's very good at spin.

Teachers in Chicago are being criticized for not giving up their raises while the district's top officials take more and more from the students of this city. The

media paints us as greedy with our "fat" pension pay-outs, but fail to mention that our pensions are deferred compensation and help balance the fact that teachers don't get Social Security.

Our own American Federation of Teachers President Randi Weingarten recently spoke about the war against teachers. In her remarks she cautioned that no one wants to hear from teachers who say "It's not our fault, it's not our fault." Instead, she explained we need to remind the public that teachers are not the problem – teachers are the solution to the problem.

As teachers and school staff working in the classrooms every day, we can provide answers on how to improve our education system and that's what we should be doing.

This week I spoke with Illinois Governor Pat Quinn to provide some alternatives to SB 1946. I warned him that putting off pension payments is not fiscally responsible. It only means we'll have more debt in the future. To date, Governor Quinn has not signed the bill.

I know we have a long difficult battle ahead of us but if we've learned one thing from CEO Ron Huberman it's how to frame a message.

We need to be consistent and clear in helping the public understand that **we are not the enemy**. We are in fact, the best resource to provide solutions for improvement in our schools. After all, as teachers, we are the ones who know best.

PRESIDENT'S DIARY

- On March 1, President Marilyn Stewart attended the Chicago Federation of Labor Board meeting.
- On March 6, President Stewart and the Chicago Teachers Union officers and staff participated in the annual delegate's workshops held at three locations around the city.
- On March 13, President Stewart spoke to PSRPs at the CTU PSRP delegates workshop held at Prosser High School.
- On Monday, March 15, President Stewart attended the Chicago Public Schools hearings for the schools scheduled for turn-around.
- In late March President Stewart participated in a number of interviews about Chicago education issues, including *Fox News* and *Chicago Tonight*.
- On March 24, President Stewart attended the CPS board meeting.
- On March 23, President Stewart participated in a meeting held for reassigned teachers impacted by the CTU's reassigned teacher arbitration win.
- On March 27, Ms. Stewart was honored as the Chicago State University chapter of Phi Delta Kappa Educator of the Year.

Arbitration win 'a great victory' for teachers

(Continued from page 1) teachers who lost their positions through no fault of their own. [Ms.] Stewart confirmed that this was one of the Union's 'drop-dead' issues that remained to be resolved near the end of the parties' negotiations over their current contract."

Others testifying at the arbitration hearings on behalf of the CTU were Gail Koffman, former head of the Union's Grievance Department; Colleen Dykas, the current coordinator of teacher field representatives for the CTU; and Antoinette Barnes, a cadre teacher whose circumstances were an example used in the case.

The arbitration was in response to the Board's denial of a grievance filed by the Union on behalf of Ms. Barnes and others in the reassignment pool who were not properly placed in vacant CPS positions.

"This is a great victory, not only for the hundreds of teachers directly involved, but it also protects all 27,000 of Chicago's public school teachers who could possibly one day find themselves in a similar situation," President Stewart said.

"At the same time," she added, "it ensures that the learning process is not disrupted for thousands of our students."

Arbitrator Meyers had stressed the impact of the Board's actions on the students in his ruling, noting that "Considering the interests of the students, which is the parties' main concern, every advantage is associated with filling vacancies as soon as possible."

He added, "Although substitute teachers do yeoman work, there can be no dispute that there is far more consistency associated with the more lengthy assignment of a teacher from the reassigned teacher pool.

"Moreover, a teacher from the reassigned teacher pool who is given an interim assign-

ment to a particular vacancy will have the qualifications and certifications required to fill that vacancy," he noted.

Mr. Meyers summed up his position on this aspect of the case by stating, "There also can be no serious argument that consistency – knowing that a particular teacher will be in the classroom again the next day, building on the lessons imparted the preceding day – can be extremely helpful to students, and it enhances the entire educational process."

An important component of Arbitrator Meyers' ruling was the striking down of the category of "aged" positions, which the Board maintained was a process to assure that positions actually were vacant before they might be offered to someone from the reassignment pool.

However, Rachel Resnick – the Board's chief labor relations officer – acknowledged during her testimony at the hearing that she had no documentation in her possession to confirm her allegation that the Union agreed to the use of the term. By contrast, President Stewart testified that she specifically struck out the words "aged vacancies" from documents on which the Board sought her agreement.

In the viewpoint of the arbitrator, "The evidentiary record shows that there is no basis – whether contractual, statutory, or operational – for any insistence that a position must be vacant for 60 days before it may be filled

via an interim assignment of a displaced teacher from the reassigned teacher pool."

"The administration argument was utter nonsense," President Stewart said. "The real reason was pure patronage. The CPS administration was doing the principals a favor by giving them a 60-day gift of time to fill those positions with their friends and relatives."

She added, "The administration also thought it could save money by having the principals hire young, less expensive teachers from outside the reassigned teacher pool list instead

of the highly experienced veteran teachers that are on the list. Now it's going to cost CPS even more money because they may have to provide back pay to those of our teachers who were financially hurt in the process."

CTU officials already have met with some of the teachers impacted by the arbitration and will be gathering other pertinent information over the next several weeks in order to satisfy Arbitrator Meyers' directive to establish accurate records within the 90-day period specified in the ruling.



Above: Displaced teachers attend an informational meeting about the CTU's arbitration win.

Below: CTU President Marilyn Stewart and officers participate in a press conference to announce the win. The event was held at the CTU offices.



IT'S ALL ABOUT PRESERVING PUBLIC EDUCATION: AN EVENING WITH DR. DIANE RAVITCH

By John A. Ostenburg, Editor Emeritus

In 1996, addressing his last convention of the American Federation of Teachers before his death, AFT President Albert Shanker issued an admonition that should be burned into the mind of every teacher union leader across the nation.

"It is as much your duty to preserve public education as it is to negotiate a good contract," President Shanker said.

The thoughts flowing from the agile mind of Dr. Diane Ravitch during a recent dinner meeting with a handful of Chicago Teachers Union leaders fall under the same theme. The renowned author and historian of American public education spoke admiringly of the work done by teacher unions, but she also spoke with warning tones about the potential demise of public education in our nation.

Dr. Ravitch is concerned about what privatization is doing to public education. She's concerned that too many profiteers are part of the privatization movement. She's concerned that the nation's educational policy makers – both in Washington, D.C., and in state capitals such as Springfield – are promot-

ing programs that play into the hands of the profiteers. She's concerned that local mayors and school board members aren't astute enough to hold accountable those who have designed sweeping changes such as Renaissance 2010 here in Chicago, which throw open the doors to private school profiteers.

That's a whole lot to be concerned about.

On the other hand, Dr. Ravitch believes teacher unions are the best defense against the privatization and profiteering of public education. She believes teacher unions help to assure stability in our public schools: a very important ingredient, given that so many public school students, especially in the large cities, suffer from a lack of stability in their neighborhoods and homes. And she believes that teacher unions assure that public education remains true to its fundamental commitment: to provide equal opportunity for all students, regardless of economic or class status.

And that's a whole lot to believe in.

President Shanker's admonition fits in perfectly with all of this: it's the contract that provides the union with sufficient strength to fight on behalf of public education. Dr. Ravitch is unequivocal on this point: a strong union is nec-

essary to stand up to those who would erode the value, quality, and status of public education.

In Chicago for a lecture tour related to her latest book, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*, Dr. Ravitch was invited by CTU President Marilyn Stewart to the small dinner gathering to discuss some of the educational issues that CTU members are facing. The conversation centered on efforts to unionize charter schools in Chicago, on policy decisions that are being made strictly as a means of gaining funding from either the federal government or from private foundations, on how educational legislation is being driven by special interests whose personal goals have little to do with the education of children, and on what the CTU must do – indeed, what all teacher unions must do – to prevent the destruction of the American public education system.

The dinner meeting was sandwiched between a day of lecturing to overflow crowds at DePaul University and the University of Illinois Chicago, and another day of lecturing to Catalyst members and then an address before the National Association of School Boards. But despite such a grueling schedule, Dr. Ravitch was charmingly relaxed in her conversation with President Stewart and her guests.

"It's just Diane," she said, as various persons addressed her as "Doctor." Her relaxed demeanor belied the expectation of some who were awed to be in the presence of a person described by the Los Angeles Times as "probably the nation's most respected historian of education." It was that demeanor, however, that gave entrée to the free-flowing conversation that ensued.

One of the first topics tack-

led was the "Race to the Top" initiative of the administration of President Barack Obama.

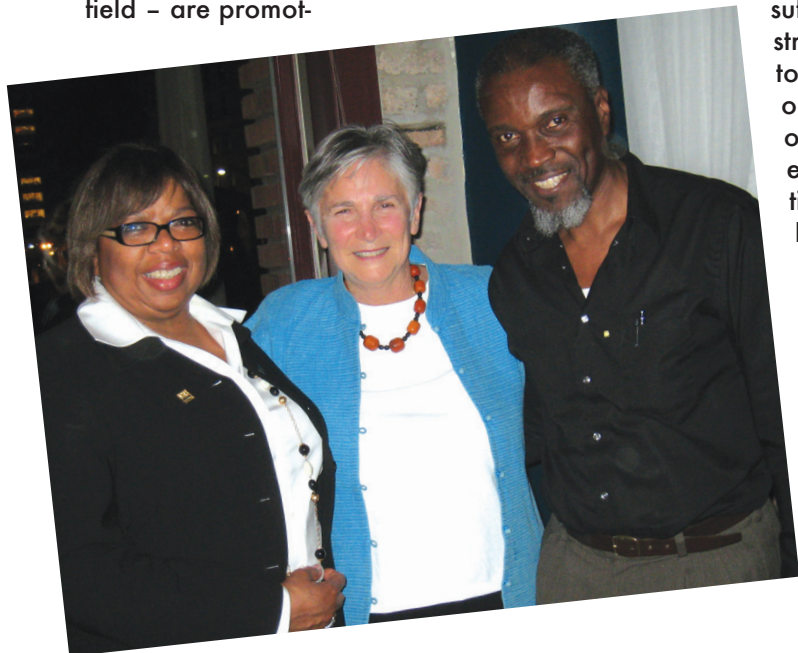
"A handful make it to the top but what about the rest, the vast majority?" she asked. "It doesn't make sense." From her point of view, "Race to the Top" is George W. Bush all over again.

Coming from some folks, criticism of a policy of relying on test scores to determine winners and losers in any educational race might just be viewed as liberal opposition to orthodoxy. But coming from Diane Ravitch, it's something completely revolutionary. After all, the Los Angeles Times also called her "one of our most thoughtful educational conservatives." Her pedigree is not that of some progressive think-tank spinmeister.

To the contrary, Dr. Ravitch was once among the nation's leading proponents of testing as the determinant for classroom success. She served as an undersecretary in the U.S. Department of Education during the George H.W. Bush administration. She has written many books and articles theorizing that rigorous national academic standards are the best way to determine who really is learning in the classroom and who is not. As such, criticism of testing coming from her is cause for all of us to perk up and listen intently.

In the very opening pages of her new book, Dr. Ravitch outlines how she has undergone a transformation of thought during the last few years. "Where once I had been hopeful, even enthusiastic about the potential benefits of testing, accountability, choice, and markets, I now found myself experiencing profound doubts about these same ideas. I was trying to sort through the evidence about what was working and what was not. I was trying to understand why I was increas-

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PUBLIC PENSIONS TAKE BIG HIT IN SPRINGFIELD

By John A. Ostenburg, Editor Emeritus

Teachers and other public employees have suffered some severe set-backs so far during the current session of the Illinois General Assembly.

Not long before the two houses of the legislature adjourned for the spring recess in early April, a bill was fast-tracked first through the House of Representatives and then through the Senate that virtually devastated the state's public pension systems.

Except for police officers and firemen, the legislation means that all other future public employees will be seeing pensions that are completely different from what current members enjoy. As this edition of the CHICAGO UNION TEACHER was heading to press, only the governor's signature was wanting before the bill establishing two-tiered public pension systems in Illinois would become law.

Bill puts CTPF funding in jeopardy

Especially problematic for teacher members of the Chicago Teachers Union — all of whom participate in the Chicago Teachers Pension Fund (CTPF) — was inclusion in the legislation of a provision allowing the Chicago Board of Education to take a holiday on paying its pension obligations. The provision allows the Board to skip immediate payment of approximately \$587 million that it owes to the CTPF. The Board

will be obligated to make only partial payments on its past-due balance for the next three fiscal years.

While the Board is relieved of immediate payment of its past-due obligations to the CTPF, nothing in the legislation permits non-payment of the seven percent contribution the Board must make to the pensions of its employees for the current year, or for any of the next two years.

While CTU President Marilyn Stewart assured members that everyone seeking retirement at present and well into the future would receive the full pension benefits to which they are entitled, she expressed outrage that the legislature would put the state's most sound public pension system in jeopardy by allowing the Board of Education to escape from its full fiduciary obligations.

"Let me assure you that your Union will be aggressive in making sure that every member receives full pension benefits when the time comes for him or her to retire," President Stewart told CTU members. "Our pensions are earned benefits," she continued. "They are compensation that has been deferred until retirement. Every penny that is contributed to the pension fund comes from our members, either in direct payments they make or in employer payments that are simply deferred salary."

Ms. Stewart said public school teachers in Illinois are not covered by Social Security. She noted that the Board of

Education would be facing a larger financial obligation — with no opportunity to skip payments, such as the legislature has permitted — if Chicago's teachers were eligible for Social Security.

President Stewart explained that the CTPF currently enjoys a 73.6 percent funding status, which means that adequate funds are present to provide full retirement benefits even if 73.6 percent of the participants in the CTPF were to retire at the same time, which is a virtual impossibility. However, she noted that current funding is the lowest it has been since 1995 when the legislature allowed the Board of Education to take its first pension holiday. After that action, lawmakers placed an obligation on the Board to achieve a 90 percent funding level by 2045, in effect saying that the Board must pay back to the CTPF by that time the funds that it should have paid during the first holiday period.

In addition to allowing the Board to skip its full make-up payment obligations for Fiscal Years 2011, 2012, and 2013, the new legislation extends to 2059 the Board's obligation to pay the fund the past-due amounts, in other words allowing an additional 14 years before full 90 percent funding would be achieved.

Bill is 'an insult to Chicago's taxpayers'

"This bill is an insult to Chi-

cago's taxpayers," President Stewart said. "For 57 years, the taxpayers of Chicago paid a property tax levy that went directly toward funding the Chicago Teachers Pension Fund, and throughout that period the CTPF was fully funded without any threat of financial instability whatsoever. Then, in 1995, the legislature allowed that levy to go elsewhere and our pension system's stability began to erode."

President Stewart said the Board of Education today owes the CTPF \$15 billion because it was allowed to divert the pension levy to other purposes. Her words were echoed by Kevin B. Huber, the CTPF executive director.

"Senate Bill 1946 cuts critical pension funding for the Chicago Teachers Pension Fund by more than a billion dollars over the next three years, while increasing the Chicago Public Schools' long-term pension indebtedness by more than \$15 billion," Mr. Huber said. "This will not provide a true benefit to the pension fund, taxpayer, or CPS."

Mr. Huber said CPS failed to make contributions to the pension system for 10 years and also didn't properly plan to meet its future obligations.

"Lawmakers in 1995 understood the potential danger posed by underfunded pensions, so they added two measures designed to ensure long-term pension stability," he explained. "The law required CPS to make pension contribu-

tions when pension funding fell below 90 percent, and the state declared its intent to provide Chicago's teachers with 20 to 30 percent of the funds allocated to the downstate system."

Neither the Board of Education nor the State of Illinois has fulfilled those obligations, Mr. Huber said. On the state side, the contribution for 2009 was only two percent of what was given to the downstate system for the same period.

"So, not only is the good effort of Chicago taxpayers in fully funding teacher pensions for 57 years undermined, but also the state is giving taxpayers outside of Chicago huge amounts of pension subsidy that our system is being denied," President Stewart said. "If ever there was reason for taxpayer revolt, this is it."

Wide changes for new hires under 'two-tiered' system

The new two-tiered public pension systems created under the legislation include components that are radical changes from the current procedures. The new procedures will be applicable for persons hired after January 1, 2011.

Under the changes, individuals would need to reach age 67, with 10 years of work service, in order to receive pension benefits. In addition, their pensions would be based on the eight highest annual salaries within the last 10 years of work service, rather than on the four highest annual salaries as is the current case. Finally, the legislation imposes a maximum salary of \$106,800 for pension calculation. The current law allows pensions to be based on annual salaries as high as \$245,000.

In addition to applying to members of the CTPF, the reforms also apply to all participants in the downstate Teachers Retirement System (TRS) that covers public school employees, those in the State University Retirement System (SURS) which

include state universities and community colleges, the State Employees' Retirement System (SERS) that covers state employees in a variety of work settings, the General Assembly Retirement System (GARS) covering legislators, and the Judges' Retirement System of Illinois.

The new guidelines also apply to the Illinois Municipal Retirement Fund (IMRF) that provides pension benefits for municipal and local government officials and to various pension systems covering employees of the City of Chicago and Cook County, including employees of the parks, the forest preserve district, and the water reclamation district.

Although the legislation excludes reform of the retirement systems for police officers and firefighters, those systems also may be affected as a result of other legislation that could be enacted. During the recess break, for example, Senate President John Cullerton told municipal officials that he intends to create two-tiered systems for police and fire employees, too, before the legislature adjourns its spring session.

Legislation moved with lightning speed

Springfield-watchers were absolutely amazed at the speed with which the pension reform legislation moved through the House and Senate, gaining bipartisan support in both chambers.

House Speaker Michael J. Madigan sponsored the legislation — an amendment to Senate Bill 1946 that became the bill — and it quickly moved through committee and then to the floor of the House on March 24. Shortly thereafter, it also received Senate approval. Although one of the most monumental pieces of legislation to come out of Springfield in years, the bill was debated and approved within a 12-hour span.

"Whoever heard of anything

moving through the Capitol that fast?" asked President Stewart. "Days are devoted to debate on miniscule aspects of obscure bills that have no effect on anyone at all, but a bill on the future of thousands of state and local government employees gains universal acceptance in 12 hours. Who can explain that?"

In the House, 17 members voted against the proposals and seven others voted "present." In the Senate, six voted "no" and three were recorded as "present."

Representatives opposing the bill were William Black (R-104th Dist.), Dan Brady (R-88th Dist.), Rich Brauer (R-100th Dist.), John Cavaletto (R-107th Dist.), William Davis (D-30th Dist.), Paul Froelich (D-56th Dist.), Careen Gordon (D-75th Dist.), Jay Hoffman (D-112th Dist.), Eddie Jackson (D-114th Dist.), Bill Mitchell (R-87th Dist.), Don Moffitt (R-74th Dist.), Richard Myers (R-94th Dist.), Brandon Phelps (D-118th Dist.), Raymond Poe (R-99th Dist.), Al Riley (D-38th Dist.), Chapin Rose (R-110th Dist.), and Jim Watson (R-97th Dist.).

Representatives Mike Bost (R-115th Dist.), Roger Eddy (R-109th Dist.), Jerry Mitchell (R-90th Dist.), Randy Ramey (R-55th Dist.), Dan Reitz (D-116th Dist.), Angelo Saviano (R-77th Dist.), and Patrick Verschoore (D-72nd Dist.) voted "present," House Majority Leader Barbara Flynn Currie (D-25th Dist.) was recorded as absent, and David Reis (R-108th Dist.) was recorded as "not voting."

Senators opposing the measure were Larry Bomke (R-50th Dist.), Michael Frerichs (D-52nd Dist.), Mike Jacobs (D-36th Dist.), David Luechtefeld (R-58th Dist.), John Millner (R-28th Dist.), and Dale Righter (R-55th Dist.). Voting "present" were Deanna Demuzio (D-49th Dist.), Kirk Dillard (R-24th Dist.), and Gary Forby (D-59th Dist.). Senators Kwame Raoul (D-13th Dist.) and Dan Rutherford

(R-53rd Dist.) were recorded as not voting.

President Stewart said the Union will be looking at the voting tally very closely in deciding which legislative candidates are to receive CTU support in future elections. "If they wanted Senate Bill 1946, then maybe \$19.46 will be all they'll receive from the CTU political action funds in the future," she said.

Governor urged to veto the legislation

President Stewart has had regular telephone contact with Governor Pat Quinn urging him to veto SB1946. The Union has attempted to mobilize its members to contact the governor to urge the same course of action. A mass mailing to the entire CTU membership, plus several blast e-mails, have provided members with information on how to contact the governor.

If the governor does not veto the measure, or sign it, it automatically will become law after 60 days following passage.

Meanwhile, according to the governor and legislative leaders, a clean-up bill is being prepared to address some areas of concern in the original legislation. Speculation is that the clean-up bill may include an adjustment in the retirement age.

CTU members are encouraged to visit the Union's website, www.ctunet.com, regularly for the latest updates on pension issues.





ASPIRA staff file authorization cards to seek union membership

Teachers at four ASPIRA charter school campuses in Chicago presented their principals with notification of their intent to unionize. The teachers asked ASPIRA Inc. of Illinois to recognize their union, the Chicago Alliance of Charter Teachers and Staff (Chicago ACTS), and enter into the collective bargaining process. The action continues a growing trend of charter school organizing in the city.

Staff members at ASPIRA's Haugan Middle School, Mirta Ramirez Computer Science High School, Early College High School and Antonia Pantoja High School notified principals at each campus on March 19 that they had filed authorization-for-representation cards with the Illinois Educational Labor Relations Board. More than two-thirds of the nearly 100 teachers at the four campuses signed cards to form a union. The numbers were well in excess of the number required by law.

"Our action sends a strong and clear message to ASPIRA that we believe forming our union will lead to greater col-

laboration and better results for our students," said Alexa Sorrock, a humanities teacher and department head at ASPIRA Early College High School and Chicago ACTS member.

"We expect ASPIRA will recognize our union so we can begin collective bargaining."

For George Smith, a math teacher at Mirta Ramirez, the union will allow teachers at the schools to have a say in how things are run.

"Forming our union means having an equal voice to work together with the school administration to improve learning at all four campuses," he said.

"That unified voice sets up a process for the committed and dedicated educators of ASPIRA schools to help create and implement policies that will benefit the students, faculty, and community."

The move toward unionizing also has support from community members.

"A union contract will provide consistency, transparency and stability for the administration, students and teachers," said Juan Andrade, president of the United States Hispanic Leadership Institute.

"That stability will help these schools deliver the promise of the ASPIRA mission and the mission of each school."

Shakespeare Theater offers seminar for Chicago teachers

Chicago Shakespeare Theater is currently accepting applications for its 2010-2011 *Bard Core Curriculum: Reading into Shakespeare* teacher seminar. The free 30-hour course is open to Chicago Public School's high school English teachers. Those who complete the course can use it for CPDU and lane credits.

According to The Shakespeare Theater, by using active, drama-infused strategies that incorporate best practices

into literacy-based pedagogy, teachers who complete Bard Core are equipped to tackle Shakespeare's language and other challenging texts in the classroom using techniques that engage students in new and creative ways.

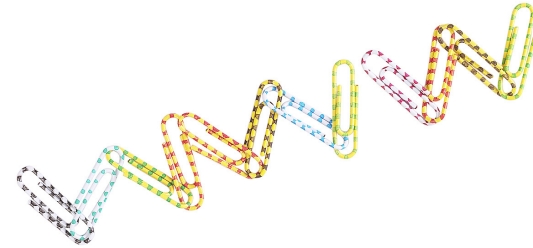
For the seventh year, the seminar will introduce teachers to a range of skills and incorporate both theater practice and best practices in developing literacy.

The program is broken into five morning sessions during the summer, August 16 through August 20 and three Saturday morning sessions during the school year. In addition to professional development credits and free teaching materials, the course also offers teachers 20 free tickets to bring students to Chicago Shakespeare's abridged *Macbeth* in 2011.

In the summer sessions teachers will do text work, scene work, arts-integrated writing, and active reading strategies. In the school year sessions teachers will bridge classroom experience with strategies



CTU IN THE NEWS FOLLOW THESE LINKS...



- <http://www.chicagoreader.com/gyrobase/cps-cutbacks-budget-crisis-layoffs-ron-huberman/Content?oid=1604461&showFullText=true>

Follow this link to read the *Chicago Reader* story about top CPS officials collecting large raises.

- <http://www.wbez.org/Content.aspx?audioID=40923>

Visit this link to hear Chicago Public Radio's report about the CTU's opposition to the pension legislation.

- <http://www.wttw.com/main.taf?p=42,1&player=Chicago-Tonight&pid=CoJITwVWwyl3aLUe72ojwMdSGwthVAFw>

Follow this link to see President Marilyn Stewart interviewed on Chicago Tonight.

- <http://www.ctunet.com//home/newsnotes>

Visit the CTU's News Notes page to get the most up-to-date news and for more information about the CTU's arbitration win.

through peer-sharing and activity modeling.

A \$50 deposit is required to hold a space in the program, but it will be returned to the teacher on the first day of the course or will be refunded on cancellations received by Friday, July 2.

There are 24 spots available with priority given to a geographic representation of high school around the city. Teachers are encouraged to pair up with another English teacher from their department, but no more than two teachers from each school will be accepted.

More information can be obtained by calling 312-595-5678 or by e-mailing athomalla@chicagoshakes.com.

Residency bill gains approval in Senate

Senate Bill 3522, which would eliminate the current requirement that Chicago Public Schools teachers live in the City of Chicago, has passed the Illinois Senate and now is in the House of Representatives for action by that body.

Sponsored by Senator Heather Steans (D-7th Dist.), the bill passed the Senate on a 40-7 vote, with nine senators voting "present," on March 25. It was sent to the House of Representatives where it currently is in the Rules Committee.

CTU Legislative Coordinator Traci Cobb-Evans has asked members of the Union to contact their representatives to urge passage of the measure in the House.

Voucher bill moves from Senate to House

A school voucher bill sponsored by Senator James Meeks, passed the Senate on a vote of 33 to 20 on March 25. The bill now is in the House Rules Committee.

Senate Bill 2494 would create the Illinois School Choice Program and would allow

taxpayer funding for students in kindergarten through grade 12 to attend private schools.

Ms. Cobb-Evans said that the likely beneficiaries of the bill will be students who already attend private schools. She explained that moving school funds to private schools will mean fewer resources available for traditional public schools, which already are suffering from low funding levels.

She urges members to contact their representatives on this bill also, and to urge that it be voted down.

PSRP meetings to be held around the city

The Chicago Teachers Union Grievance Department has scheduled informational meetings for paraprofessional and school-related personnel (PSRP) around the city. The meetings began during April and will extend through May.

PSRPs are asked to choose a location that is most convenient near home or work. The topics for the meetings include PSRP rights, the five-year contract, layoffs and school closings.

All meetings begin at 4:30 p.m. and end promptly at 6 p.m. and will include refreshments. The locations and dates are listed below.

- Murray Language Academy, Wednesday, April 28
- Dett Elementary, Wednesday, April 28
- Reinberg Elementary, Thursday, April 29
- Stowe Elementary, Thursday May 6
- Westcott Elementary, Tuesday May 11
- Bouchet Elementary, Wednesday, May 12
- Kelly High School, Thursday, May 13
- Amundsen High School, Wednesday, May 19
- Roosevelt High School, Thursday, May 20

IT'S ALL ABOUT PRESERVING PUBLIC EDUCATION: AN EVENING WITH DR. DIANE RAVITCH

(Continued from page 5)

I'm being skeptical about these reforms, reforms that I had supported enthusiastically. I was trying to see my way through the blinding assumptions of ideology and politics, including my own."

The bottom line for Dr. Ravitch is that "testing, accountability, choice" today are being used incorrectly. Rather than being criteria for the improvement of public education, she maintains, they are being used as a basis for the destruction of public education. She points to what has happened in New Orleans post-Katrina as an example: as a result of the massive influx of charter schools, overwhelmingly private operators have taken over the public school system and replaced traditional liberal arts education with a teach-to-the-test pedagogy designed more to give credit to the charter operators for their accomplishments than to actually improve educational quality.

"Race to the Top," "No Child Left Behind," and similar national and state programs that focus strictly on "results" encourage privately operated education-factories similar to those that have taken over in New Orleans. They exacerbate the true problems facing public education by re-directing public funding to those schools that score high on tests; they subject teachers to a new form of evaluation, based strictly on how well students perform, which is bound to discourage teachers from wanting to work in regions where consistently high test scores are a virtual impossibility because of circumstances completely outside of the school setting.

It is not difficult to see why Dr. Ravitch believes that current education policies are un-

dermining our nation's public school system.

Dr. Ravitch believes teacher unions must play a key role in turning around public attitudes about our schools. She believes unionization provides the basis for assuring that public schools fulfill their mandated responsibility to teach all students how to learn.

"When people criticize unionized public schools, you need to point to Massachusetts," she told President Stewart. "Massachusetts is among the top in the nation for educational quality and Massachusetts also has the highest level of unionization among its teachers." As a nation, Finland enjoys the same status, she said.

Diane Ravitch has enjoyed an outstanding career as an educator and didn't need to turn the education community upside-down by writing her latest book. Indeed, she could have sat back and enjoyed her prestigious status as a research professor of education at New York University and as a non-resident senior fellow at Washington's Brookings Institute. It was, and is, an ideal capstone to an outstanding career as an educator, educational policy-maker, and author.

After listening to her thoughtful words for two hours, though, it's not difficult to recognize why she's done what she has. Diane Ravitch is a person of passion when it comes to America's public education system. Something she believes in deeply is under attack and – albeit some of her own earlier actions may have given power to that attack – she isn't going to let that happen without fighting back.

Her message to President Stewart and the other CTU members at the small dinner meeting: *you have to fight back too!*

AFL-CIO reviews job safety after years of neglect

In late March, the AFL-CIO declared that in a little more than a year and a half President Barack Obama, his administration, and Labor Secretary Hilda Solis have taken significant steps to improve workplace safety.

The AFL-CIO acknowledged that there had been serious neglect in the eight years President George Bush was in office.

"During the Bush years, the Department of Labor became a cautionary tale about what happens when foxes guard the henhouse," Esther Kaplan wrote in *The Nation*.

Under the Bush administration corporate and management officials ran the Occupational Safety and Health Administration (OSHA) and the Mine Safety and Health Administration (MSHA).

President Bush appointed David Lauriski as the first MSHA head. Mr. Lauriski was chief safety officer for Emery Mining's Wilberg, Utah, mine in 1984 when an explosion killed 27 miners. The blast, as Ms. Kaplan writes, "was later attributed to numerous violations at the mine." Later it turned out the owners had been trying to reach a one-day production record.

When Mr. Lauriski became President Bush's first time mine chief he halted a dozen new safety regulations initiated under President Bill Clinton's administration, opting instead for a more "collaborative" approach with industry.

Under President Obama's administration, the MSHA is headed by Joe Main who has worked in the mines since he was 19 and became a local union safety committeeman. He also worked as a safety inspector in the Mine Workers (UMWA) Safety and Health Department and eventually served as director.

At OSHA, President Bush had

Edwin Foulke as administrator. A former partner at the notoriously anti-union law firm Jackson Lewis, Mr. Foulke opposed workplace safety and health laws so strongly *The New York Times* labeled him "an antiregulatory ideologue."

Today, David Michaels serves as OSHA administrator. Mr. Michaels is an occupational safety and health expert, co-founder of the New York Committee on Occupational Safety and Health (NYCOSH) and epidemiologist at George Washington University.

The AFL-CIO said that under President Bush, OSHA and MSHA had an emphasis on voluntary compliance programs rather than strong enforcement of workplace safety and health regulations.

"When they issued penalties, the employers often negotiated down the fines, which were negligible to begin with," wrote Mike Hall on the AFL-CIO blog.

"Now, both OSHA and MSHA have stepped up enforcement, assessing large penalties against employers with serious, repeated and willful violations. In October, OSHA levied the largest fine in its history — \$87 million against BP Products for failing to correct the safety problems that caused a 2005 explosion that killed 15 workers and injured another 170 people at a Texas City oil refinery."

OSHA is also working to strengthen enforcement programs to focus on repeat offenders and develop corporate-wide approaches to enforcement. The organization has launched a national investigation into the under-reporting of injuries and employer practice that discourage workers from reporting their injuries.

During President Bush's time in office neither OSHA nor MSHA issued any new standards unless forced by the courts or Congress.

"OSHA is now moving forward with rules on silica, cranes and derricks, hazard commu-

nication, combustible dust and other workplace hazards," wrote Mr. Hall.

OSHA has also proposed changes to the injury record-keeping rule to reinstate a requirement, repealed by President Bush's administration, for employees to identify musculoskeletal disorders (MSDs) on the workplace injury log.

Officials at MSHA are working on new rules to limit coal dust exposure and silica and to address increases in lung disease among miners. They are also identifying the top risk factors that lead to mining deaths and injuries to help educate on how to eliminate them.

"We'll provide assistance to the mine operators who do need it, but never as a replacement to the enforcement tools. There was some confusion about that in recent years. I'm not confused about that," Mr. Main told Ms. Kaplan for *The Nation*.

Under the Bush administration both agencies took drastic cuts in budget and personnel — particularly in inspection and personnel. Under the Obama administration those cuts have been restored and the FY 2011 budget includes some modest increases.

Today both agencies also have established programs that promote workers' rights, including whistle-blower and anti-discrimination protection and better access to fatality and injury information.

President Obama is also backing congressional efforts to improve workplace safety and health laws. For instance, Protecting America's Workers Act which would toughen penalties, expand OSHA coverage to public-sector workers, strengthen anti-discrimination protection and expand workers' rights.

It's likely the Republican forces that blocked improvements in the workplace will fight against this and any other initiative to improve workers' safety.



Florida teachers unions fight 'all-out teacher assault'

American Federation of Teachers members in Florida are battling to defeat a state Senate-passed bill that would put student test scores in the forefront of determining teacher pay, security and professionalism.

Under SB 6, more than half of teacher pay would be based on student test scores and educators would risk losing certification if they fail to show "effective performance" based on student scores. New hires would remain on probation for five years with annual contracts for the remainder of their career. The bill would also eliminate experience, advanced degrees and professional credentials like National Board Certification as criteria for determining pay increases. Teacher lay-offs would also be determined by students' performance on tests.

AFT Vice President and President of FEA, the statewide joint affiliate of the AFT and NEA, Andy Ford calls the action an "all-out assault on teachers of Florida. The union has launched "Make Our Schools a Priority," a full-on mobilization effort to defeat the bill in the House.

The bill has also come under fire from leading voices in school reform, including education historian Diane Ravitch. Enactment of SB 6 "will have very negative consequences for the children of the state of Florida," she warned.

"I believe that it will dumb down their education. I believe that it will cause many of your best teachers to leave the profession or the state because this legislation is so profoundly disrespectful towards the education profession," Ravitch told the Florida state legislature in testimony opposing SB 6.

The AFT is currently working with FEA to help make its mobilization a success.



Chicago Teachers Union Quest Center

In collaboration with Chicago Public Schools
Department of Human Resources
presents its



2010 SUMMER PROFESSIONAL DEVELOPMENT INSTITUTE

All Quest courses are suitable to meet the ISBE 20% requirement for regular education teachers of students with specialized needs.

Three Hours Graduate Level Lane Placement Credits and/or 45 IL Recertification CPDUs/PTPs
\$180 and book fee/materials fee, if required (see individual course descriptions) 45 contact hours
Two Hours Graduate Level Lane Placement Credit and/or 30 IL Recertification CPDUs/PTPs
\$130 and book fee/materials fee, if required (see individual course descriptions) 30 contact hours

Note: All courses will be held during the time period of June 21 - August 20, 2010.

Registration deadline for the 2010 Summer Professional Development Institute is May 28, 2010.

AFT/ER&D Managing Anti-Social Behavior (3 hrs.) • Site/Date/Time/Instructor to be arranged. Manual fee required.

AFT/ER&D School-Home Connections - New Definition of Parent Involvement - (3 hrs.) • Site/Date/Time/Instructor to be arranged. Manual fee required.

AFT/ER&D Thinking Mathematics I (3 hrs.) • Site/Date/Time/Instructor to be arranged. Manual fee is required.

Creating With Polymer Clay: Discovering the Endless Possibilities (2 hrs.) • Site/Date/Time/Instructor to be arranged. Please note materials fee - \$35 required.

Illinois Basic Skills Test Preparation Course • Murray Language, 5335 S. Kenwood • June 22, 23, 24, 25, 28, 29, 30; July 1, 2, 6 • 9 a.m. - 12 p.m. • Eulene Carter, Instructor The Chicago Teachers Union Quest Center is offering a test preparation course for the **July 17, 2010 Illinois Basic Skills Test**. The test preparation classes will focus on Reading, Writing and Mathematics as well as test-taking strategies. **Registration fee is \$115 for this course only.**

Infusing Technology in the Classroom II (2 hrs.) • Site/Date/Time/Instructor to be arranged. Book fee required.

Looking Through New Eyes: Exploring the Educational Resources of Chicago's Cultural Institution Part I (Museums in the Park) (2 hrs) • Chicago Teachers Union/various museums in the Chicago area • Date/Time to be arranged • Judith Gidden, Instructor • This course is designed to expose teachers to the professional development support resources of the Chicago cultural institutions involved in the Museums in the Park program. Teachers will uncover the authentic uses of museums as sites for extended teaching and learning experiences. School teams will create a presentation highlighting their visits and the resources found during the visit.

Looking Through New Eyes: Exploring the Educational Resources of Chicago's Cultural Institutions Part II (Museums in the Park) (2 hrs) • Chicago Teachers Union/various museums in the Chicago area • Date/Time to be arranged • Janis Thomas, Instructor

Making a Difference with Differentiated Instruction (3 hrs.) • Site/Date/Time/Instructor to be arranged. Manual fee required.

Middle School Reading and Assessment (2 hrs.) • Site/Date/Time/Instructor to be arranged. Manual fee is required.

Multicultural Educational Issues (2 hrs.) • Site/Date/Time/Instructor to be arranged.

NTL 13/Session 1 (3 hrs.) - Chicago Teachers Union • Dates TBA • Thursday/4 p.m. - 7:00 p.m., Saturday/9:30 a.m. - 4:30 p.m. • Lynn Cherkasky-Davis, Instructor • The course is open by application only for National Board Certification candidates.

Please note: As of September 1, 2009, request for replacement copies of course completion forms (CPS Lane placement, ISBE CPDU/PTP, etc.) will require a \$25 fee.



34-year veteran still loves what she's doing

GLORIA MOYER

Otis Elementary School

By Melani Davis, Editor

In Gloria Moyer's classroom at Otis Elementary, where she teaches reading and writing to visually impaired children, it is impossible to be a fly on the wall. Her style of teaching begs participation.

Gloria uses a round table for instruction and she leans in close as she gets to work with each student individually. Students move at their own pace, using materials appropriate to their age and visual impairment and she coaches each one along patiently. There is perpetual dialogue going on at the table and Gloria manages to draw everyone in at once.

"Efrain...rhyming sounds. Car, chicken, star. Which two sound alike?"

"Jasmin, are you done with your B's yet? Flip it over and see how you did...you did awesome!"

"Briana, what's that word? Book. Spell it for us...B-O-O-K. How many cubes will you need this time? Four. Alright, go for it!"

Ms. Moyer gives a brief explanation of a Braille cell, a tool used by younger children before they move on to Braille writers. All of the Braille system is based on six dots, she says.

Whenever possible she calls on a student to answer another student's question — one more way of including everyone in

the conversation at the table.

"Briana, how do you make an O? Jasmine, show her how we make an O using 1, 3 & 5."

• • •

Gloria says she has wanted to be a teacher for as long as she can remember. Her first love was history but when she attended Northern Illinois University as an undergraduate student she became drawn to the special education program there.

"When I was five, my mom temporarily lost her sight so when I was checking it out at Northern things just kind of fell together and all made sense. It was an awesome program."

After graduating from Northern in December 1974, Gloria immediately began her teaching career in January at Otis Elementary, where she has remained ever since. Eventually, she went on to earn a masters degree at Northern in special education with a specialization in vision impairments.

When she talks about teaching at Otis, her enthusiasm is evident.

"I love it here," she says. "It's just a good school and a good neighborhood. I couldn't be somewhere for 34 years if it wasn't. And people stay — some longer than me!"

"I've been very lucky to work with a good principal. Any teacher here who has an idea, no matter what your grade or

subject is, the administration listens. And people band together to make it work. Substitutes who come to work here say that you can just feel when you walk in the building that this is a good place."

Over the years, things have changed a lot with her program and at Otis. In the beginning, Gloria says, she taught kids with low vision who primarily used large print readers. Then in the mid-80s inclusion in the classroom became more widespread and her student body changed.

"We started to get a lot of Braille readers. About ten years ago we started to offer autism classes in the building and now we serve all ages. Our school has become handicap accessible and we have a preschooler in a wheelchair downstairs.

Those kids are included in the classroom

however much they can, my kids are included quite a bit — obviously as they get older that's the goal.

"When you are in the same classroom together in kindergarten, in fourth grade, in eighth grade — how can it not make all of these kids better

people? It's natural to see kids walking down the hall with their canes, up on stage with their canes. It's just the way it is, and it's life, and it's awesome. We embrace every difference and celebrate every accomplishment. That is the philosophy at Otis."

• • •

About winning the Golden Apple for Teaching, Gloria says, "How humbling. Sometimes I just stop for a minute and think, 'I can't believe that happened!' It's like a lifetime achievement award at this point in my career. When you love what you do and you do it every day, it's just icing on the cake. Golden Apple is a wonderful organization."

Ms. Moyer believes that her award should really belong to





Ms. Mercado...Part of the Family

"I have a paraprofessional that is just phenomenal," Ms. Moyer says.

"Programs like this have to have someone good or we couldn't do what we do. Mrs. Mercado has been working for us for 15 years and she's just amazing. When she first started she learned Braille on her own. I gave her things and she took them home. She was so motivated.

Paraprofessionals don't get the recognition they should."

Otis school.

"To me, it's a testament to the whole school. Because you can do your job but unless you have the support and backing around you... So, it's really a school thing the way I look at it."

At the Golden Apple awards ceremony this past September, Gloria says, for the first time teachers' awards were presented by students.

"I have a former student who graduated last year from Walter Peyton College Prep. She is totally blind and I taught her since kindergarten. She did the cutest speech — of course she was reading it in Braille — and it was so wonderful. I wanted to have her because people who are watching the event on TV know nothing about what my kids can do. It's one thing to show the little ones, and people say, 'Aren't they cute?' But so many people don't believe that these kids can go on and do great things. She is an example of that. At the end of her speech she said that she planned to go on to college and who knows, maybe take Mrs. Moyer's job. She wants to be a teacher."

Gloria is looking forward to the semester she will spend studying at Northwestern University this summer as part of her Golden Apple award. She plans to take a British history class, "her first love," a Chicago literature class and a Golden Apple seminar. She says she will enjoy working on the brand new laptop she received, also.



• • •
If Ms. Moyer could offer advice for new teachers coming into the field it would be this: "You have to love what you do and you have to believe in the kids."

And, when you choose to be a special ed teacher, she says, you are really educating everyone.

"That child can do anything and should be treated like anybody else. One of my older kids was in trouble for fighting and I said to our assistant principal, 'What would you do to the other kids? Treat him the same way.'

"And, general education teachers with special ed kids in their class — know that these kids can do what anyone else is doing, maybe with adaptation, but they are children first. I guess that's the best advice. They are just children first.

"We are all different. I don't care if you have special needs or not. Treat everyone as individuals and celebrate those differences. And celebrate every accomplishment."

"It's like a lifetime achievement award at this point in my career. When you love what you do and you do it every day, it's just icing on the cake."





Golf Outing

Nick Cannella, Chairperson

Proceeds benefit Student Special Assistance Fund



We can accommodate 288 Golfers & Large Groups

Monday, June 28, 2009 • Silver Lake Country Club

147th Street & 82nd Avenue, Orland Park

Golfer's Check-In 8 a.m.

Continental Breakfast Provided • North & South Course Shotgun Start: 9 a.m.
Course assignments based on first-come/first-served reservations

Prizes awarded based on the Peoria Scoring System

- Prizes for Women's and Men's Divisions
- Prizes for longest drive, closest to the pin, and lowest scores
- Plus, fabulous golf and door prizes!

Cocktails/Open Bar 3-5 p.m. ● Dinner Banquet 5 p.m.

Golf Participants/\$110 • Includes greens fees, cart, half-way stand & dinner (no refunds)
Dinner Banquet/\$45 (reservations must be pre-paid — no refunds)

CTU GOLF OUTING RESERVATION FORM

Name _____ School Name _____

Address _____

City, State, ZIP _____ Home Phone _____

Number of Golfers _____ Check One: \$110 for Golf, Activities & Dinner Banquet \$45 for Dinner Banquet Only

Names of Golfers: 1. _____
2. _____
3. _____
4. _____

SIGN UP TODAY!

MAIL TO: CTU Golf Outing/Attn: Carolyn Fulton • 222 Merchandise Mart Plaza, Suite 400 • Chicago, IL 60654-1016

THE ALLAN WARDELL INSPIRATION AWARD

GIVEN BY THE GAY, LESBIAN, BISEXUAL AND
TRANSGENDER RIGHTS COMMITTEE

**Do you recognize and respect tolerance?
So did Allan Wardell. In fact, he revered it.**

**Do you know any other CTU brothers
and sisters who do also?**

If so, please nominate him or her for the

Allan Wardell Inspiration Award

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

Please complete the nomination form below by **Friday, April 30, 2010** and return it to the GLBT Committee of the Chicago Teachers Union.

NAME OF NOMINEE

POSITION OR TITLE

SCHOOL

DEPARTMENT AND GRADE

HOME TELEPHONE

How has the nominee promoted gay and lesbian history and/or GLBT rights in the classroom, school or community? (Extra paper may be used.)

YOUR NAME

POSITION

SCHOOL/DEPARTMENT

HOME TELEPHONE

Nominations must be received by Friday, April 30, 2010

Chicago Teachers Union/Attn: Marc Wigler
222 Merchandise Plaza, Suite 400 • Chicago, IL 60654
Email to marcwigler@ctulocal1.com or fax to 312-329-6205

Educational grants program helps teachers put small pets in the classroom

Pets in the Classroom is an educational grants program to support public school teachers having aquarium fish or small pets in the classroom.

The program's goal is to establish healthy child-pet relationships at an early age by supporting responsible pet care in grammar and middle school classrooms across the country.

Realizing that many public school teachers have very limited resources for the support of classroom animals, this program is intended to help teachers support pets in the classroom through direct, no-hassle grants. Grants or coupons may be obtained for the purchase of new pets, pet environments or pet food and supplies for existing classroom pets.

Teachers may fill out the application at www.petsintheclassroom.org and a decision will be made within seven business days. If qualified, a coupon is sent directly to the applicant for the support of classroom pets. The following conditions apply:

- Pets in the Classroom grants are offered to public school kindergarten through sixth grade classes only.
- These grants are intended to support pets or aquariums
- Grants or coupons will be distributed in the amounts of \$50, \$100 or \$150.
- Grant money may not be spent for overhead, administration or for any other purpose than to purchase new pets, pet environments or pet food and supplies for existing classroom pets.
- Only one grant per teacher is permitted. Teachers may re-apply for grant money each fall.
- Grant approval is at the sole discretion of the Pet Care Trust. Amounts awarded may vary according to monies available at the time of the request.



OFFICER VISITS

Foster Park



Jackson



Peterson



Henderson



Orozco



Agassiz



All union members are invited



to help define the finish line

UNITED TO EMPOWER

for the Breast Cancer Network of Strength

**GRANT PARK
MOTHER'S DAY
SUNDAY, MAY 9 • 8 A.M.**

*Proudly supported by the
Women's Rights Committee and the
30,000 members of CTU Local 1
Marilyn Stewart, President
Helen Ramirez-Odell, WRC Chairperson*

CHICAGO STATE UNIVERSITY Graduate & Undergraduate Programs Summer 2010

All Classes held at the Chicago Teachers Union
222 Merchandise Mart Plaza, Suite 400, Chicago, IL

ELCF 5440

PHILOSOPHY, CURRICULUM, AND INSTRUCTIONAL METHODS FOR THE MIDDLE SCHOOL (3)

Examination of the origin and development of concept, responsibilities of the middle school classroom teacher, and developmentally appropriate instructional practices for middle school teaching, including content area reading. (Middle Grade Endorsement Class)

Fraturdays, May 7 - July 23 • 5 p.m. - 9 p.m. • Instructor: TBD

PSYC 4210UG / 5210G

ADOLESCENT PSYCHOLOGY FOR MIDDLE SCHOOL TEACHERS (3)

Explores the development issues of early adolescence as they pertain to middle school education. Explores the advisory role of middle school teachers in assessing coordinating and referring student to health and social service agencies (Middle School Endorsement Class)

Saturdays, May 8 - July 24 • 9 a.m. - 1 p.m. • Instructor: TBD



To register, download and complete the Chicago State University class registration form online at ctunet.com and mail along with your check payable to CTU Graduate Program:

CTU Graduate Program
222 Merchandise Mart Plaza, Suite 400
Chicago 60654-1016
Registration deadline date is May 6, 2010.

Graduate tuition is \$636 for a three credit hour course. Educational support personnel and undergraduate tuition \$612 for three credit hours.

A \$50.00 deposit is required. Balance is due the first day of class. All classes grant three credit hours.

Direct questions to Verna Gray-Jones 312-329-6276



2010 Young Artists Awards

The Annual CTU Young Artists Awards Contest is open to all students in Chicago Public Schools from kindergarten through 12 grade. Its purpose is to

showcase student talent, to recognize students, parents, and teachers, and to display prize-winning creations in the CTU offices for one year.

All submissions must be received at the CTU offices, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654, no later than 5 p.m. on Friday, April 23.

- Flat drawings, prints, paintings, or sculpture that reflect original ideas will be accepted.
- All entries must be original student art. No copies accepted.
- Artwork must be matted or mounted and protected with cover flap, except sculpted pieces. Maximum size (excluding mat) is 24"x30".
- Artwork may be considered for use on CTU's 2010-2011 annual calendar book cover.
- Any medium may be used, including original, computer-generated work. Pieces may be in either black and white or color, *but charcoal, pastels, chalk, or crayon works must be sprayed with fixative to prevent smearing.* No framed work or canvas on stretchers allowed.
- There is no theme; quality of the art is the only criterion for judging.
- Any student attending a Chicago Public School is eligible to enter.
- One entry form must be taped or glued to the back of the piece or to the bottom of sculpted pieces. **A second copy of the entry form must be in an envelope accompanying the artwork.**
- Each school should conduct its own art contest to select one school winner. **The winning artwork from each school MUST be delivered to the CTU offices by 5 p.m. on Friday, April 23.**

IMPORTANT: Any school submitting more than one piece will be ruled ineligible for contest participation. Final winners will be selected after all works are submitted.

Certificates from the CTU will be presented to each school's winner. Twenty-five prizewinners will be selected and each will be awarded a \$100 U.S. Savings Bond. All winners will be invited to a reception and will have their art displayed in the CTU offices for one year.

Winning artwork becomes the property of the CTU and will be auctioned off with proceeds donated to the CTU student assistance fund.

CTU Young Artists 2010 Entry Form

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

Please make a copy to submit in an envelope to accompany the artwork.

STUDENT'S NAME _____

GRADE _____ AGE _____ MEDIUM _____

ART OR CLASSROOM TEACHER _____

SCHOOL ADDRESS _____

CTU DELEGATE _____

Entrant gives the CTU the right to reproduce winning artwork.

Entries must be submitted to CTU offices no later than 5 p.m. on Friday, April 23.

Union now accepting applications for the Thomas H. Reece scholarship

TChicago Teachers Union established the Thomas H. Reece Memorial Teacher Scholarship, now in its fourth year, to honor the former CTU president and his forty years of Union involvement. Tom Reece served as CTU president from 1994 until 2001. He passed away on September 17, 2006.

Mr. Reece led the Union through difficult years following the enactment of the Illinois education reform laws and always worked for the greater interest of the members.

During his involvement with the teachers union movement he also served as president of the Illinois Federation of Teachers, vice president of the American Federation of Teachers, and as a member of the Board of Directors of the Chicago Federation of Labor. Prior to serving as Union president, Mr. Reece sat as both CTU vice president and financial secretary.

Tom Reece also attended many IFT and AFT conventions as an elected delegate and sat on numerous committees for both unions.

During his life, Mr. Reece respected the teaching profession and the importance of public education. He always fought for teachers' rights and improved education for all students because he understood the value of a quality education.

A scholarship of up to \$2,000 will be awarded each year to a CTU or Illinois Federation of Teachers member or his/her child who is currently enrolled in a public university with a declared education major or enrolled in a master of education program.

THOMAS H. REECE MEMORIAL TEACHER SCHOLARSHIP

APPLICATION DEADLINE APRIL 12TH

Name _____ Date _____

Address _____

Phone _____ Cell Phone _____

College/University _____ Year _____

Relationship to Applicant _____ Member Name _____

HOW TO APPLY:

1. Summarize current academics, teaching experience, if applicable.

2. Submit an essay (500 words or less) outlining your future career plans and the importance of leadership skills in the field of teaching.

3. Submit this application by **APRIL 12TH** along with two letters of recommendation from faculty members, and most recent transcripts to:

CHICAGO TEACHERS UNION
THOMAS H. REECE SCHOLARSHIP COMMITTEE
222 Merchandise Mart Plaza, Suite 400
Chicago, IL 60654

Join us at the 25th Annual Chicago Teachers Union sponsored
“Bowl for Kids’ Sake” • Saturday, April 24th
REGISTRATION FORM

I will bowl as (check one) _____ an individual or _____ member of a team. Please list names of team members below.

Name _____

School Name _____

Address _____

City/Zip _____

I [we] will join other CTU members for the event at the location below (check one).

BLUEBIRD
 3900 W. Columbus/Chicago
 12:30 p.m. — 3:30 p.m.

WAVELAND BOWL
 3700 N. Western/Chicago
 1 p.m. — 4 p.m.

SKYWAY BOWL
 9915 S. Torrence/Chicago
 9 a.m. — noon

DIVERSEY BOWL
 2211 W. Diversey/Chicago
 4:30 p.m. — 7:30 p.m.

HABETLER BOWL
 250 Northwest Hwy./Chicago
 noon - 3 p.m.

BLEEKERS BOWL
 3449 W. 95th St./Evergreen Pk.
 noon — 4 p.m.

- 1. _____ CAPTAIN
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 1. _____ CAPTAIN
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 1. _____ CAPTAIN
- 2. _____
- 3. _____
- 4. _____
- 5. _____

**IN ORDER TO RECEIVE PLEDGE SHEETS, YOUR TEAM(S) MUST BE PRE-REGISTERED.
 FAX THIS FORM TO 312/329-2513.**

If additional space is needed, please photocopy this form and mail all completed forms to
 Carolyn Fulton, Chicago Teachers Union,
 222 Merchandise Mart Plaza, Suite 400 • Chicago, IL 60654-1016

SPACE IS LIMITED — CALL 312/329-6213 WITH QUESTIONS.

**Is Your Class Size Too Large
 to Teach Effectively?**

If your class size is above the limit as defined in article 28-1 of the Chicago Teachers Union — Chicago Board of Education contract, please file a class size referral. Article 28 and the Class Size Referral Form can be found on www.ctunet.com

A class size monitoring panel, comprised of two retired teachers and one retired principal, will visit your school to assess the situation and develop a resolution.

If you have any questions, please contact **Erin Doubleday 312.329.6231** or erindoubleday@ctulocal1.com.

• IMPORTANT •

Scholarship Information

CTU members who wish to obtain an application for the Union’s annual scholarships available to sons and daughters of members should write to

Connie Thorps
 222 Merchandise Mart Plaza, Chicago, IL 60654
 or e-mail conniethorps@ctulocal1.com

Requests MUST be made in writing.
Deadline for applications is 5 p.m., April 30.
 All winners will be notified by letter of the committee’s decision by May 15.

In Memoriam

December 2005

15 Benton, Roy Robeson HS

October 2008

05 Goodman, Edith R Price

April 2009

23 Griffith, Zelma E Gresham

January 2010

20 Clark, Arthur R Schury HS
20 King, Joyce E Lane Tech HS



February 2010

02 Biedess, Charmaine Kennedy HS	08 Rimkus, Gene I Harper HS
04 Green, Joseph W Tilden HS	10 Troutman, Bruce E Near North Career
07 Carey, Jeanne M Central Office	11 Evans, Ina P Carver HS
08 O'Leary, Elizabeth M Clemente HS	12 Stritch, Florence Hammond
15 McLester, Martha J Schmid	14 Grimm, Ovene K Marquette
16 Macciocchi, Rudolph Curie HS	16 Dombrowski, Paul Clemente HS
22 Johnson, Gloria D Dyett	16 Milan, Eddie M Frazier
24 Geldermann, Ann Edgebrook	17 Fagan, Holley H Barton
24 Gonzalez, Isaura Kanoo Magnet	22 Pingle, George E Schury HS
24 Green, Milton V Curie HS	23 Besse, Elizabeth J Libby
24 Towles, Laurita A Miller CPC	23 Golemis, Nicholas M Schury HS
25 Golden, Layah S Onahan	23 Stamps, Beulah R Lyon
26 Elem, Mattie Yale	25 McClain, Grotha Colman
26 Hamilton, Mary C Woodson South	26 Kargol, Bernadine Bridge
26 Myrent, Carl Mather HS	29 O'Dowd, Denis Linne
26 O'Donnell, Jean C Dulles	
27 Holbrook, Mary B Blair	
28 Bradley, Richard Holmes	
28 Prindes, Helene H Roosevelt HS	

March 2010

01 Bass, Richard L Phillips HS
01 Leonard, Dorothy A Mather HS
01 Wagner, Frances B Trumbull
02 Brown, James S Central Office
02 Zeitlin, Hildegard Reed
03 Hodges, Margaret J Carver HS
03 Mowatt, Andrew D Lincoln Park HS
05 Hanson, Naomi L Corkery
05 Thompson, Joyce M Aldridge

Editor's Note:

Lists of deceased members of the Chicago Teachers Union are provided to the Chicago Union Teacher by the office of the Public School Teachers Pension & Retirement Fund of Chicago and are printed as received. If you notice an error or omission, please contact the editor at 312-329-6235 so a correction may be made in a subsequent edition.

Attention CTU members...

**THE ILLINOIS STATE BOARD
OF EDUCATION (ISBE)
CHICAGO CERTIFICATION
SATELLITE OFFICE IS CLOSED**

**Check your renewal date.
If it's time, enter your certification
and recertification online:**

- Enter all completed professional development activities in the Educator Certification System (ECS) at www.isbe.state.il.us before June 30, 2010
- Illinois state law requires that you maintain a portfolio of your professional development
- Make sure you pay the fee
- Questions? Email the Illinois State Board of Education at www.isbe.net

Mailing address:
Illinois State Board of Education
100 N. 1st Street • Springfield, IL 62777

Yearly deadlines are June 30th

If you're having this kind of
success in the classroom
you need to

**PASS
IT
ON**



If you have an innovative classroom project that inspires student learning, *CHICAGO UNION TEACHER* would like you to share it.

If a colleague has come up with something that just works, we'd love to hear about it. Success breeds success, so pass it on and help other teachers excel.

Please contact Jenny Celander, Associate Editor, Chicago Union Teacher, 312.329.6252 or email jennycelander@ctulocal1.com

2010 CTU DUES

Teachers: \$928.84
PSRPs: \$557.28

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Editor's Note: In the September 2009 issue of Chicago Union Teacher the school where retiring field representative Jerry Seigel began his career was misidentified as Chopin High School. It should have been Chopin Elementary.

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at
312/329-6225
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in the
Chicago
Union
Teacher



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—Randall Hansen
department chairman
Education Technology

NLU
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- \$4.5 Million**—Injured Iron Worker
- \$3.4 Million**—Deceased Laborer
- \$2.9 Million**—Injured Painter
- \$1.9 Million**—Injured Factory Worker
- \$1.5 Million**—Injured Laborer
- \$1.4 Million**—Auto Accident
- \$1.2 Million**—Auto Accident
- \$1.1 Million**—Injured Carpenter

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Preparing people to lead extraordinary lives

THINGS TO DO IN CHICAGO

Exhibit highlights connections between Mexico and Chicago

The Peggy Notebaert Nature Museum, located at 2430 N. Cannon Drive, will debut a new exhibit in early June, "Sanctuary: Flight of the Majestic Monarch."

"Sanctuary" will transport visitors of all ages on the wings of the Monarch butterfly through the perspectives of award-winning Mexican artists by connecting the extraordinary ecosystems of three nations — Mexico, the United States and Canada. Weighing less than a gram, the Monarch

recognizes no borders or human divides on its 2,500-mile flight from Canada through the Midwest United States before it finally finds "sanctuary" in the warm fir forests and beautiful mountains of Michoacán, Mexico.

The relationship of people and nature has been a constant source of inspiration for artists and visionaries illustrating different viewpoints of our world. With "Sanctuary," the Nature Museum will immerse visitors in this

spectacular natural phenomenon through a captivating exhibition of paintings, photography, multimedia video and sound installations. English, Spanish and French will be incorporated in the signage, to reflect the various cultures the species interacts with on its yearly flight.

Museum hours are Monday through Friday from 9 a.m. until 4:30 p.m. and Saturday and Sunday, 10 a.m. until 5 p.m. Admission is \$9 for adults, \$7 for

students and seniors. Children ages 3 to 12 are admitted for \$6, and children under 3 may attend free.

The Nature Museum provides hands-on multidisciplinary workshops and off-site trips that apply toward teacher re-certification, meet Illinois Academic Standards, and are engaging for teachers of all levels.

For more information about the "Sanctuary" exhibit, or workshops offered for teachers, visit www.naturemuseum.org.

CALENDAR OF EVENTS

4:30 p.m.
Special Education
Women's Rights

WEDNESDAY, APRIL 28

4 p.m.
Student Special Assistance Fund

MONDAY, MAY 3

4:30 p.m.
Executive Board Meeting

TUESDAY, MAY 4

4:30 p.m.
District Supervisors Meeting

WEDNESDAY, MAY 5

4:30 p.m.
House of Delegates

MONDAY, MAY 10

4:15 p.m.
Elementary Steering Committee

TUESDAY, MAY 11

4 p.m.
Scholarship Committee

WEDNESDAY, MAY 12

4 p.m.
Early Childhood Committee
Scholarship Committee
4:30 p.m.
High School Steering Committee

OTHER DATES TO REMEMBER

WEDNESDAY, APRIL 21

Elementary Parent-Teacher Conf.
Administrative Professionals Day

THURSDAY, APRIL 22

High School Parent-Teacher Conf.

SATURDAY/SUNDAY, APRIL 24/25

IFT Union Leadership Institute

SATURDAY, MAY 1

International Workers Day

CTU EVENTS

MONDAY, APRIL 19

4 p.m.
NTL Recruitment Meeting
Human Relations
4:15 p.m.
Elementary Steering
Publicity Committee

TUESDAY, APRIL 20

4 p.m.
Citywide and Clinicians
4:30 p.m.
Gay, Lesbian, Bisexual and
Transgender Rights Committee

WEDNESDAY, APRIL 21

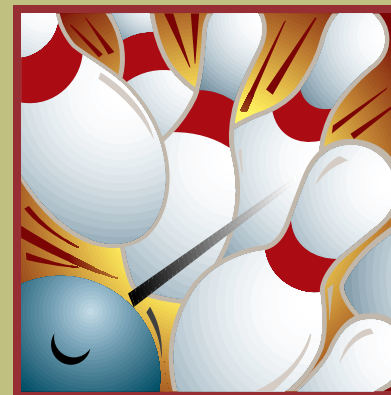
4:15
PAVE Committee

MONDAY, APRIL 26

4:15 p.m.
Social Committee
4:30 p.m.
Policies Committee

TUESDAY, APRIL 27

4 p.m.
Trustees



DO YOUR PART!

Join us at the 25th Annual CTU sponsored
"Bowl for Kids' Sake"
Saturday, April 24th

Your participation in this bowling fundraiser will help provide single-parent children with caring, responsible Big Brothers and Big Sisters. Join the fun and get the ball rolling for a good time and good cause.

WE NEED YOUR HELP NOW MORE THAN EVER.

BLUEBIRD

3900 W. Columbus/Chicago
12:30 p.m. — 3:30 p.m.

SKYWAY BOWL

9915 S. Torrence/Chicago
9 a.m. — Noon

HABETLER BOWL

5250 Northwest Hwy./Chicago
Noon - 3 p.m.

WAVELAND BOWL

3700 N. Western/Chicago
1 p.m. — 4 p.m.

DIVERSEY RIVER BOWL

2211 W. Diversey/Chicago
4:30 p.m. — 7:30 p.m.

BLEEKERS BOWL

3449 W. 95th St./Evergreen Pk.
Noon - 4 p.m.

**CONTACT CAROLYN FULTON TO
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Participation materials will be mailed after you
**COMPLETE AND FAX THE REGISTRATION
FORM INCLUDED ON PAGE 19.**

SPACE IS LIMITED — 312/329-6213

