



Chicago UNION TEACHER

The Official Publication of the Chicago Teachers Union 



An estimated 4,000 turn out for CTU rally

By Jenny Celander,
Associate Editor

On May 25, an estimated 4,000 students, parents, and community members joined Chicago Teachers Union members as they marched in opposition to the Chicago Board of Education's proposed class size increase and budget cuts.

Protesters began at the Board of Education headquarters at 125 S. Clark St. and surrounded City Hall before gathering outside of the Thompson Center

and then heading back towards the Board of Education building.

The crowd — much larger than originally expected — shut down both Washington and Clark Streets during downtown rush hour.

"We had originally hoped to circle City Hall," CTU President Marilyn Stewart explained. "But, once we had done that people were still streaming up from the Board. We had nowhere to go, there were so many of us. We were completely stopping traffic. The participation was amazing."

President Stewart was pulled

aside by Chicago police officers during the protest and given a citation for leading a rally that closed down city streets without having the proper permit.

The Chicago Teachers Union had obtained a permit in preparation for the march but had not anticipated closing streets for the event.

"I think this really sent a message to Chicago Public School

officials and to Mayor Daley that we are willing to put our force behind stopping these cuts and avoiding class size increases," said President Stewart.

"We are united in this fight and we're not just going to stand aside and let the Board do this."

Rally participants carried signs as they marched demanding—
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WHY NOT A TEACHER AS CEO AT CPS?

by John Ostenburg
Editor Emeritus

Hundreds of bureaucrats push paper in and out, and around and about, the offices and cubicles at the expensive Chicago Public School headquarters at 125 S. Clark St., which just happen to be located in one of the highest-rent districts in the nation.

Every time two or three representatives of the Chicago Teachers Union go over to the CPS complex for a meeting, they sit across the table from two, three, or four times as many people – most of whom are lawyers or who hold master of business administration (MBA) degrees.

What they don't have, though, is any background whatsoever in education.

Search the structure of the senior echelon at CPS and finding a teacher is about as likely as discovering a polar bear whose natural habitat is Utah.

Start at the top: CPS CEO Ron Huberman? He came from the Chicago Transit Authority. Before that, he worked for Mayor Richard M. Daley. Before that, he was a cop. Teacher? Umm. No, I don't think so.

And look at those who have been hired by Mr. Huberman since he assumed top-dog status at CPS. If one out of ten has any experience at all in any school setting (other than as a student, and given the age of many of Mr.

Huberman's hires, that wasn't that long ago!), it would be a shock.

Dr. Barbara Eason-Watkins, the former chief education officer at CPS, had been a teacher. Where's she now? On her way to Michigan to be superintendent of a school district that wisely prefers educators over businesspersons when it comes to running its schools.

CTU President Marilyn Stewart observed some time ago that within CPS, the further someone gets from direct contact with students, the more they receive in salary and the greater their influence in deciding educational policy. There's a disconnect there somewhere.

Now CPS is facing a major crisis in funding. All those business-types don't seem to have been too successful in getting the schools to operate in the black. Just like their business counterparts on Wall Street, they've failed. But who now is supposed to pay the price for their failure? The teachers.

Actually, it's kind of reminiscent of what happened on Wall Street, isn't it? Although the business moguls are the ones who created the Wall Street mess, it's the taxpayer who was stuck with the bill. And at CPS: although the business moguls are the ones who created the mess, it's the teacher who is stuck with cleaning things up.

The CPS solution to its current problems is to stuff more kids into each classroom, making it increasingly difficult for teachers to fulfill their highly challeng-

ing tasks. And if test scores go down as a result, of course Mr. Huberman and his cronies will say it's because of the ineffectiveness of the teachers.

And around and around it goes.

Recently 4,000 demonstrators responded to President Stewart's call for a massive demonstration at the Chicago Board of Education offices and at City Hall to voice outrage at the way CPS officials are making educationally unsound decisions about our schools.

The demonstrators' message to Mayor Daley and Mr. Huberman was simple: don't jeopardize educational quality because of your flawed decision-making. Don't make the kids of Chicago, and their teachers, suffer because your business approaches have been a disaster. For a change, step out from behind that protective smoke-screen you've created and see things for what they truly are.

The Chicago Public Schools need to be given back to the educators. Enough is enough. Business people should go back to running businesses and leave education to the educators. Only in public education do you find the top decision-makers to be persons who are not trained in the least bit with handling the tasks they are given to oversee. Might that not be the reason why things are such a mess?

Think about it: a teacher as CEO at CPS for a change. How could we possibly make things any worse than they already are?

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by Marilyn Stewart, President

In planning for our May 25 rally, my goal was to have enough people to do what the police officers had done a few months prior during their rally – surround City Hall. It seemed that if we could have enough participants to circle the block, that would send Mayor Richard Daley a message about the power of our movement.

As I led the group – walking with teachers, PSRPs, parents, students, community groups and our brothers and sisters from the CTA and the postal service – I was overjoyed to find that when we had looped around the building three times, hundreds were still coming from the Board of Education on Clark Street. There were so many of us we had nowhere to go, and nothing to do but cheer in solidarity for the united effort that delivered more than 4,000 people and shut down two downtown streets during rush hour.

Now that was a powerful message to our mayor!

We must continue to stand together with the force of our numbers. This is not the first time in the history of the Chicago Teachers Union that the Board of Education has threatened our class sizes, threatened our raises, threatened budget cuts. It is not the first time the Board has tried to pit us against our students, their parents, and community members. We've been here before and one thing is for sure – we must not blink.

The Board of Education is ready to pounce with any indication that we are wavering.

The contract that we have today has been forty years and nine strikes in the making. The items in that agreement have



been hard-earned and, because of that, I will not blink.

As a 29-year teacher in CPS, I have been around to see us build and improve our contract and teaching and learning conditions. And, in my term as President of this Union, my team has even had to improve upon what was lost during the previous administration.

If there is one thing members of this Union have learned, it is how to fight for what is best for the teachers and students in this city. When I took office in 2004, Renaissance 2010 was well under way and I had to hit the ground running – and I've been running ever since.

I came into office ready to go because this Union taught me well. We have a strong history of fighting and I see plenty of it in our future.

It was unbelievably inspirational to see 4,000 people come out to oppose the Board's proposed class size increase. Towards the end of the rally, on my way back to 125 S. Clark St., I was stopped by the police and asked for my license. The officers informed me that as the President of the CTU I was being issued a citation for closing down city streets without a permit. As I turned the corner from Washington and saw my Union brothers and sisters rallying down the closed Clark Street. I realized that was the

most significant ticket I've ever gotten!

We closed a street in the middle of downtown during rush hour! But, equally as important was the familiar faces of those who marched before, mixed with the faces of our newer teachers and PSRPs geared up and ready for battle.

As I look at our present situation I can tell you this is another test in the many the Union has faced. That is not to say that the current state of this district is to be taken lightly; I simply mean that the crises come and go but it is our strength and our unity that keeps us going.

As we come down from the energy of that hot May afternoon, we need to keep in mind what our united front can bring. It was our unity that brought us the protections and guarantees our contract provides and it will be our unity that protects us as we fight to save our public schools.

We must stay united. We must remember the feeling of our collective power – the energy of shutting down the city to get our message across – and recreate it. It's what we have done for decades to build our momentum and achieve what is needed to better our schools for the sake of our students. And, it is what will show our unwavering strength as we move forward. *United we bargain, divided we beg!*

PRESIDENT'S DIARY

- On April 28, President Stewart attended the PSRP meeting held at Dett Elementary. There, she and Chicago Teachers Union staff members answered questions and concerns of those in attendance.
- On Monday, May 3, President Stewart attended the monthly Chicago Federation of Labor Executive Board meeting.
- On May 4, President Stewart attended the Amalgamated Labor Council Meeting and also spoke to members at the Area 19 meeting held at Prosser Vocational High School.
- On May 5, President Stewart participated in an interview with Fox News.
- On Mothers Day, May 9, President Stewart walked with the CTU team at the annual Walk to Empower race. The event raises money for the Breast Cancer Network of Strength.
- On May 11, President Stewart visited Union Park School with American Federation of Teachers President Randi Weingarten.
- On May 19, President Stewart spoke to retirees members at the Annual Retiree Spring Luncheon.

An estimated 4,000 turn out for CTU rally

(Continued from page 1)

ing that CPS “Chop from the top” to preserve class sizes. Other signs insisted that students not be crammed into classrooms like sardines and that the Board not “Super-size class size.”

Those in attendance were asked to wear CTU red in solidarity.

As the rally began, CTU members were joined by Chicago Transit Authority workers and Chicago postal service employees. CTA workers said they came to show support because these types of cuts are happening throughout the city. They also explained that they know what teachers are dealing with since the current CPS CEO, Ron Huberman, transferred in after running the CTA.

At one point in the afternoon, President Stewart spoke to a large group of rally participants outside of the Thompson Center.

“Governor Pat Quinn and other politicians...all of them run on educational issues but when it comes to funding it they run away,” she told the crowd.

“They can not run away from

education. You fund what you value...They don’t value you. They don’t value our children. They don’t value education. Let’s send them a message.”

The crowd erupted with chants to “Save our schools!”

The rally’s inception stemmed from a motion passed at the May CTU House of Delegates meeting where members voted unanimously to unite with students, parents, and community members to rally against the Board’s potential decisions.

Despite the election season, House members agreed to keep caucus affiliation out of the event and form a united front against the Board.

A committee was formed including members from community groups around the city to help plan the implementation of the rally. One of the goals of the event was to hold a press conference inside City Hall; but as marchers approached the building, police officers were ordered to keep everyone out. President Stewart and fellow CTU members were turned away.

HOW DID WE GET HERE?

For months the district has been threatening larger class sizes, cuts to special programs, teacher furlough days, and changes to the four percent raise negotiated in the CTU’s five-year contract. There have also been accusations of previous Board president excessive spending and of CPS financial waste.

In March, President Stewart stated that CEO Huberman’s threats were making a bad budget situation worse. In a press release issued by the Union she said “...This Union will not let Mr. Huberman pit teachers against students with threats that class sizes will skyrocket and classroom programs will be slashed unless teachers submit to salary cuts and other contract concessions.

“We have a five-year contract with the city, and we intend to make the city honor it. At the same time, we will do everything we can to help the Chicago Public School find a way out of the mess that it put us in.”

the CTU engage in bargaining concerning class size increases and layoffs. The Union is required by law to come to the table. During that conversation though, President Stewart said, the district explains the reason for its cuts and the Union will present what it expects to happen in order for CPS to get its house in order.

President Stewart had promised to notify CTU members the minute she received any kind of word from CPS about its budget cuts.

“Crunch time is here,” President Stewart wrote in a June 3 letter to the membership. “So far, CPS is one of a very few school districts in the state to avoid cutbacks, layoffs, and furloughs. We’ve been able to accomplish that because of our strong history of defending members’ rights and because of your solidarity.

“That solidarity is going to be sorely tested in the coming days.”

THE FIGHT MUST CONTINUE

As the CTU gears up for discussions with the Board, President Stewart said it is important to continue the fight against class size increases.

“Four thousand of us came out to say ‘No’ to increasing class size. When I sit down to the bargaining table with the Board that’s 4,000 people backing me up. And, ultimately, the power of this Union makes me 32,000-strong to take on this fight.”

On June 3, months after Mr. Huberman began talking to the media about his plans, CPS hand-delivered a letter making the threats real.

The district requested that

“Governor Quinn and other politicians...all of them run on educational issues but when it comes to funding it they run away.”





President Stewart explained that throughout the history of the Chicago Teachers Union it has been this collective voice on the streets, on the picket lines, and at the bargaining table that has made the Union successful in doing what is best for students and teachers in Chicago.

The President urged members to stay up-to-date on informa-

tion by visiting the CTU website, www.ctunet.com. The Union has also been encouraging members to speak out about the negative impact the cuts and increases to class size will have system-wide.

"Parents, students, and community members need to stay united," President Stewart said. "We must not stop now. The battle has just begun."

CTU President calls for freeze on new hires

At the May 26 Chicago Board of Education meeting, Chicago Teachers Union Marilyn Stewart called for a system-wide hiring freeze in light of the Board's financial troubles.

President Stewart told Board members that a new-hire freeze would help alleviate costs associated with recruiting and training for newly hired employees. Ms. Stewart also argued that it would eliminate the cost of hiring from the outside when there are displaced CPS teachers, still being payed in the reassignment pool, capable of filling positions.

The CTU has argued that CPS should take steps to help correct its financial problems before asking members to give up anything. President Stewart told the Board a hiring-freeze would do just that.

She also requested that there be a hold on the hiring and expansion of existing programs beyond current levels. Such programs include the Academy for Urban School Leadership and Teach for America.

Every other district in the state has already implemented new-teacher hiring freezes until current qualified displaced teachers are hired.

"These are great teachers who have been layed off due to position cuts or classroom restructuring," President Stewart said. "For many, it's not a case of whether they are qualified teachers. Some have been let go after their schools were closed, consolidated or phased-out.

"They should be offered positions before someone from the outside. It's the fair and cost effective thing to do."

CPS has requested the Union come to the bargaining table to discuss the impact of class size increases and employee lay-offs. President Stewart has indicated that a hiring freeze will be one of her demands in the process.

"The Board needs to show us that it is making a real effort to correct this whole situation," President Stewart continued.

The Union has promised to keep the integrity of the contract in tact, but there are some items that are not permissive subjects of bargaining, such as class size.

In a letter to CTU members on June 3, President Stewart wrote, "We are not responsible for this crisis and we will not bear the brunt of its resolution."

President Stewart has requested meetings with both Board President Mary Richardson-Lowry and CEO Ron Huberman to discuss these issues.



LEGISLATORS FAIL TO ACT ON CRUCIAL ISSUES



By John A. Ostenburg,
Editor Emeritus

Lawmakers in Springfield have a lot of accounting to do for their actions – and lack of actions – during the recent legislative session.

Both the Chicago Teachers Union (CTU) and the Illinois Federation of Teachers (IFT) are angry even with some legislators who have been labor's friends in the past. Mostly that anger results from devastating legislation supported by both Democrats and Republicans that severely alters teacher pension programs in the years ahead.

Among the changes is an extension on time required in order to retire and a limit on the salary amounts on which pensions will be based. The changes affect only new hires coming into public pension systems after January 1, 2011.

As regards the Chicago Teachers Pension Fund, the General Assembly also granted the Chicago Board of Education the opportunity to skip out on its financial obligations. In doing so, lawmakers in 2010 reneged on a pledge the legislature made in 1995 to assure adequate funding for the CTPF.

But pension issues alone are not reason for the CTU and IFT to be angry. Bills that promote private school voucher funding, that force teachers to assume the duties of school nurses in providing injections for diabetic students, and that open teacher records to public scrutiny also

have caused the ire of the two labor organizations.

On the other hand, Capitol officials had the opportunity to cater to the CTU on some issues but too many chose otherwise. For example, they had the chance to vote against required Chicago residency for CTU members, or to expand the opportunity for the unionization of charter school and contract school employees, or to increase the state income tax to improve school funding. But did they?

The IFT has suggested that endorsements for the November 2010 elections be limited to those who were on the correct side of the pension issues but be denied to all others. That proposal has caused some controversy and still is being debated as this edition of the CHICAGO UNION TEACHER goes to press.

CTU President Marilyn Stewart said she believes the CTU's Political Action Committee contributions should be limited to \$19.46 for anyone who voted in favor of Senate Bill 1946, the pension reform measure. She also has suggested that the CTU not give out "best legislator" awards at its 2010 Legislators Educators Appreciation Dinner (LEAD), but rather present "raspberry" awards to those former friends who abandoned the Union with their pension votes.

Meanwhile, the CTU is working to convince Gov. Pat Quinn that he should veto the bill that requires teachers to administer insulin to diabetic students. President Stewart arranged for school-nurse members of the CTU to meet privately with the governor to explain to him some of the dangers associated with

having non-trained individuals administer serious medications. At press time, the governor had not yet decided whether to sign or veto the bill.

Another matter not yet decided at press time was whether the legislature would approve the governor's request to borrow \$3.7 billion for funding of all the state's public pension systems during the coming fiscal year. Senate President John Cullerton advised the governor that some minimal Republican support would be necessary for the pension borrowing bill to pass the upper chamber.

Here's a tally of how the four legislative leaders voted on issues crucial to the CTU. For the most part, their votes reflect the general flavor of lawmakers' positions on crucial issues during the most recent legislative session.

Senate President John Cullerton, Democratic Leader

SB1946

Pension Reform/*Wrong*

SB2494

Vouchers/*Right*

HB6065

Diabetes Care Act/*Wrong*

HB5154

Employee Record Made Public

Right

HB3522

Residency/*Right*

SB1984

Charter – Contract School

Unionization/*Right*

HB174

Income Tax Increase/*Right*

Senate Minority Leader Christine Radogno, Republican Leader

SB1946

Pension Reform/*Wrong*

SB2494

Vouchers/*Wrong*

HB6065

Diabetes Care Act/*Right*

HB5154

Employee Records Made Public/*Wrong*

HB3522

Residency/*Right*

SB1984

Charter – Contract School

Unionization/*Wrong*

HB174

Income Tax Increase/*Wrong*

House Speaker Michael Madigan, Democratic Leader

SB1946

Pension Reform/*Wrong*

SB2494

Vouchers/*Wrong*

HB6065

Diabetes Care Act/*Wrong*

HB5154

Employee Records Made Public

Wrong

HB3522

Residency/*Right*

HB4582

Pension Funding/*Right*

SB1984

Charter – Contract School

Unionization/*Right*

SB2252

Income Tax Increase/*Right*

House Minority Leader Tom Cross, Republican Leader

SB1946

Pension Reform/*Wrong*

SB2494

Vouchers/*Wrong*

HB6065

Diabetes Care Act/*Wrong*

HB5154

Employee Records Made Public

Wrong

HB3522

Residency/*Wrong*

HB4582

Pension Funding/*Wrong*

SB1984

Charter/Contract School

Unionization/*Wrong*

SB2252

Income Tax Increase/*Wrong*

SCHOOL VISITS



PSRP meeting



Hubbard



Lasalle



Linne



Randolph



Revere



Newberry



President Stewart and Karen Lewis in Union election run-off

On March 28, the Chicago Teachers Union held elections to determine who will serve in the next three-year term in office. The election included five slates and according to the American Arbitration Association (AAA), the outside company who conducted the election, President Marilyn Stewart of the United Progressive Caucus (UPC) and Karen Lewis of the Caucus of Rank-and-File Educators (CORE) will face-off in a June 11 run-off election.

Defeated in the May 28 election was Debbie Lynch of Pro-Active Chicago Teachers (PACT), Linda Porter of Coalition for a Strong Democratic Union (CSDU), and Theodore Hajiharis of School Employees Alliance (SEA). The final election results were

- UPC with 6,853 votes,
- CORE with 6,336 votes,
- PACT with 3,505 votes,
- CSDU with 1,370 votes,
- and SEA with 1,205.

Union rules of election require that one candidate must win with 50 percent plus one to avoid a run-off.

There were some difficulties during the May 28 election when couriers had failed to make it to the schools in the allotted time, but Financial Secretary Mark Ochoa said the June 11 election should have no such issues.

"We are prepared for the run-off election," said Mr. Ochoa, who was the overseeing officer for the May 28 election.

"I expect things to run smoothly."

He also explained that although some boxes were not counted until the Monday following the election, all eligible votes were included in the final election results.

The courier service used for the first election will not be picking up election boxes for the run-off and AAA insists everything will be picked up in an appropriate amount of time.

Still, Financial Secretary Ochoa said, if you have questions or are concerned about June 11 procedure please contact the Union office.

"It's important that everyone understand the procedure and have questions answered before the morning of June 11 so that every vote can be counted," he said.

The CTU Rules and Elections and Canvassing Committees make the final ruling on whether votes are invalid. In the first election they say there were some errors on the part of those running the school elections that caused some votes to be invalid.

"We had some issues with the signature sheets," Karen Kreinik, head of Rules and Elections and the Canvassing Committee, explained at the June 2 House of Delegates Meeting.

After questions were raised during the meeting, Ms. Kreinik told House members that AAA gives the Canvassing Committee questionable ballots or ballot boxes and the committee, without knowing what school they are judging, determine whether

the votes can be counted.

The Canvassing Committee is made up of members of each caucus and Union members unaffiliated with a specific caucus.

Ms. Kreinik said during the May 28 election some results were ruled invalid because they either did not include a signature sheet in the ballot box or because the sheet was included without signatures.

Mr. Ochoa said another issue during the first election had to do with people not realizing that their vote for the officers was a separate vote from the one cast for the delegates to the American Federation of Teachers convention.

"It is said in Chicago during election time 'Vote early and often' but that is especially true here," Mr. Ochoa explained. "Vote twice; once for the CTU officers and then again for the AFT delegates. Vote on page two and page four. Treat it as two separate ballots.

"And, if you are confused or have questions about anything related to the election, don't hesitate to contact my office."



CTU IN THE NEWS FOLLOW THESE LINKS...

- <http://abclocal.go.com/wls/story?section=news/local&id=7461709>

Follow this link to see coverage of the Chicago Teachers Union's class size rally.

- <http://www.sun-times.com/news/education/2318794,CST-NWS-skul26web.article>

Visit this link read the Chicago Sun-Times article about the rally.

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

Follow this link to the press release for CTU President Marilyn Stewart's call for a hiring freeze.

- <http://cbs2chicago.com/local/Walter.Jacobson.school.2.1706684.html>

Follow the link above to hear Walter Jacobson's commentary on the CTU election.

CTU gives annual awards at June meeting

At the June 1 Chicago Teachers Union Executive Board meeting President Marilyn Stewart and the CTU officers presented both the annual student scholarship awards and the Allan Wardell Inspiration Award.

It has been a Union tradition to honor the winners at the last meeting of each year.

The scholarships were given to the sons and daughters of CTU members in good standing. The Scholarship Committee chooses winners from a pool of applications in the months before the June meeting. The students were issued their awards and certificates of recognition by President Marilyn Stewart. This year's scholarship winners were

- Aimee Gottlieb, Payton High School;
- Kaylie Ann Adams, Mother McAuley High School;
- Alice Rose, Henry Northside College Prep;

- Haley Dunleavy, Lincoln Park High School;
- Jamie Zysko, Northside College Prep;
- Zechariah Funkhouser, Lakeview High School;
- Jonathan Carlos-Miguel Acevedo, Lane Tech High School;
- Kevin Murphy, Mount Carmel High School;
- Samatha Tadelman, Adlai Stevenson High School;
- Harry Yu, Whitney Young High School;
- and the Thomas H. Reece Scholarship for a teacher furthering his or her education went to Andrew (Andy) Fitz, a teacher at Lindblom Math & Science Academy.

The meeting also recognized the recipient of the annual Allan Wardell Inspiration Award. This honor is given to CTU member who has promoted gay and lesbian history or Gay, Lesbian,

Transgender, and Bisexual (GLBT) rights.

The GLBT Rights Committee issues the award each year in memory of Allan Wardell a Chicago Public School teacher and CTU member and gay activist. This year's award went to Joseph Dunlap, the school delegate from Tarkington School. Mr. Dunlap's classroom promotes respect and tolerance for everyone. He also emphasizes stories of success from a variety of sexual orientations and introduces students to a library of authors varied by genres and including books geared towards GLBT youth issues.

Mr. Dunlap also created a GLBT staff committee to focus on providing an outlet for students dealing with sexual orientation and their friends and also to confront bullying issues.

This year, the GLBT Rights Committee also gave out an Allan Wardell Outstanding

Achievement Award. The recipient of the first-time recognition was Patricia Tomaso.

Ms. Tomaso is a retired CPS teacher credited with beginning the charge for gay and lesbian people to be given recognition within the CTU. In January 1998, she worked with the CTU Human Relations Subcommittee on Gay and Lesbian Issues.

In January of 2008, the CTU Gay and Lesbian Issues Committee celebrated its 10th anniversary.

"During this time, Patricia has worked tirelessly fighting for the human rights of all people especially our CTU GLBT brothers and sisters," Marc Wigler, CTU staff liaison to the GLBT Rights Committee, told meeting attendees.

Marc went on to explain the joy and pride the committee felt in presenting the award to Patricia, who he explained, is a "true GLBT advocate."



CTU members participate in annual 'Walk to Empower'

On May 9, Chicago Teachers Union members participated in the annual Mothers Day Walk to Empower. The event is a three mile walk or run to raise money for the Breast Cancer Network of Strength.

This year the CTU team raised \$5,000. The top fundraiser for the team was Women's Rights Committee member, Brigid Gerace, who lost her sister, Cathy Duffy, to breast cancer this year.

Members of the team wore long pink ribbons in honor of Ms. Gerace's sister and in memory of former CTU President Jacqueline B. Vaughn and former AFT President Sandra Feldman as well as others lost to the disease. Ribbons were also worn to honor breast cancer survivors.

CTU President Marilyn Stewart and Financial Secretary Mark Ochoa were both in attendance.



Pink Hearts, Not Pink Slips



Schools throughout America are facing devastating cuts. Our children's future hangs in the balance.

By the end of this school year, it is estimated that as many as 300,000 educators will receive pink slips across the country.

The consequences.

- Drastic increases in class sizes and less individualized instruction.
- Erosion of classroom discipline and school safety.
- Elimination of art, music, AP classes and summer school.

Wear a pink heart.

Our educators put their heart and soul into their work, and every day they make a real difference in the lives of children. Starting on May 4, National Teacher Day, wear a pink heart to acknowledge their important contributions. Students need their educators in the classroom, not in unemployment lines.

Send a message.

Our government didn't walk away from Wall Street. We should demand no less from them when it comes to saving our children's future. Voice your support for federal legislation that will provide \$23 billion to help school districts avoid layoffs and cuts in vital services for children. We need to preserve the education lifeline our students deserve.

Visit www.PinkHeartsNotPinkSlips.com to find out how you can help.



A Union of Professionals



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.

DEADLINE
EXTENDED!

REGISTRATION DEADLINE IS JUNE 14, 2010

AFT/ER&D Managing Anti-Social Behavior (3 hrs.) Fuller Elementary School, 4214 S. St. Lawrence Ave. June 22, 23, 24, 28, 29, 30, July 1, 12, 13, 14, 15, 19, 20, 21, 22 - 1:30 - 4:30 p.m. Marilyn Piggee/Darlene Washington, Instructors. Manual fee required.

Creating With Polymer Clay: Discovering the Endless Possibilities (2 hrs.) Burke School, 5356 S. King Dr. - June 22, 24, 29, July 1, 6, 8, 13, 15, 20, 22, - 9 a.m. - 12 p.m. - Sylvia Cook, Instructor. Please note a materials fee of \$35 is required.

Illinois Basic Skills Test Preparation Course

Murray Language 5335 S. Kenwood. June 22, 23, 24, 25, 28, 29, 30, July 1, 2, 6, 2010 - 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. The test preparation classes will focus on Reading, Writing and Mathematics as well as test taking strategies. Please refer to the informational sheet posted on our website (www.ctunet.com) for complete details.

Infusing Technology in the Classroom II (2 hrs.) Hamline Elementary School, 4747 S. Bishop - July 20, 21, 22, 27, 28, 29, Aug., 3, 4, 5, 9, 1:30 - 4:30 p.m. - Ellen Kelly, Instructor. Book fee required

Looking Through New Eyes: Exploring the Educational Resources of Chicago's Cultural Institution Part I (2 hrs)

(Museums in the Park) Chicago Teachers Union (CTU) - (first and last sessions)/various museums in the Chicago area - June 22 - July 9, (exact schedule will be distributed at the first session at CTU) - 1:30 - 4:30 p.m. - Judith Gidden, Instructor

Looking Through New Eyes: Exploring the Educational Resources of Chicago's Cultural Institutions Part II (2 hrs.) Chicago Teachers Union (CTU) - (first and last sessions)/various museums in the Chicago area - July 12-30, (exact schedule will be distributed at the first session at CTU) - 1:30 - 4:30 p.m. - Janis Thomas, Instructor.

Making a Difference with Differentiated Instruction (3 hrs.) Chavez Elementary School, 4747 S. Marshfield - June 21, 22, 23, 24, 28, 29, 30, July 1, 12, 13, 14, 15, 19, 20, 21 - 1:30 - 4:30 p.m. - Brenda Humphrey, Instructor - book fee required

Middle School Reading and Assessment (2 hrs.) Bass Elementary School, 1140 W. 66th St. - June 21, 22, 23, 24, 28, 29, 30, July 1, 5, 6, 2010 - 1:30 - 4:30 p.m. - Lauren Norwood, Instructor. Book fee required

Multicultural Educational Issues (2 hrs.) Wells Academy of Science High School, 936 N. Ashland Ave. - June 21, 22, 23, 28, 29, 30, July 5, 6, 12, 13 - 9:30 a.m. - 12:30 p.m. - Dr. Patti Walsh, Instructor. Book fee required

NTL 13/Session 1 (3 hrs.) Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400 - Dates TBA - Thurs.- 4:00 p.m. - 7:00 p.m./Sat. - 9:30 a.m. - 4:30 p.m. - Lynn Cherkasky-Davis, Instructor. Course 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.

Why is this man always smiling?

DANIEL COYNE

Pershing East Magnet School/
Ray Elementary School

By Melani Davis, Editor

The moment you meet Dan Coyne you get the feeling that he's the kind of guy who would offer you the shirt off his back or share his last meal. So it comes as no great surprise that he would selflessly donate his kidney to a stranger. And, the more you talk with him, the more he makes it seem almost commonplace – wouldn't anyone do the same thing?

Dan seems much more passionate about showing off Pershing East Magnet School, one of the two schools he shares his time between as a Chicago Public School social worker. The other school he serves is Ray Elementary.

We peek in briefly from classroom to classroom, and everywhere we go kids shout out, "Hey Mr. Coyne, how's your kidney?"

Teachers seem happy to let him interrupt for a moment, especially since he finds something to brag about in each one's room. He talks about the school's attributes, the administration and teachers' strengths, and the cooperation he gets from Pershing East parents, as we walk along together.

In fact, you would be hard-pressed to hear Dan Coyne utter a single negative word. He is almost ridiculously upbeat – but in the nicest way.

• • •

Mr. Coyne grew up in Northern Indiana and attended Goshen College, a small Mennonite school with only 900 students. He studied biology there, and met his wife, Emily. Later, his academic interests veered toward social work and he attended the University of Chicago.

"I had worked in my young adult life as an administrator for Volunteers for America, in a non-profit, alternative to prison setting for adult men. I got a new grant to start a halfway house in Portland. That was successful

and I was able to build it up to 50 beds. Then I received another grant to serve women and their children in a separate building in the same town. I was mostly interfacing with social workers – the counselors, and I thought, 'Man, I want to be like you guys' – because I wasn't trained.

"So I applied in Chicago and got accepted and we moved, thinking we'd go back to Portland after a couple of years, but home grows on you. We started having children. My son Isaac was born a couple of months before I graduated – he was in my arms when I crossed the stage – so we fell in love with Chicago and that was eighteen years ago."

Dan and his wife Emily, now

have two children: Isaac is 14 and Julia is 11.

Dan has continued to pursue his academic career. He says he enrolled in one year of seminary school "for fun," at North Park Seminary and is currently one course short of earning a second masters degree in education through the American College of Education.

• • •

Mr. Coyne is a man who clearly enjoys coming to work every day.



Photo by Jenny Celander

“I feel like I’m paid to play,” he laughs. “Don’t tell that to Mr. Huberman.”

He says he has also worked for private high schools — his first job was at Loyola Academy in Wilmette where he was a guidance counselor.

“I loved it — it was fun. I mean it’s a different beast, but I really loved it. Especially the spiritual peace to it. You could do ministry trips and all kinds of neat things. Take kids to Alaska — there was a lot of stuff about it I loved.”

Then Dan spent two years at Lake Forest High School, where he says he mostly worked with billionaire and millionaire families.

“The kids had brand new Mercedes SUVs and I’m driving a 13-year-old junker — whatever, it was fine — and I loved working there, too. Then I made the switch to CPS.

“I realized that it hadn’t been satisfying me 100 percent. I wanted to work with kids and these were young adults. Young adults with real issues nonetheless — and believe me there’s a need in Lake Forest for social workers — but when I made that switch I knew right away the first year it was the right thing to do. Because every day you come to school and you have these wonderful little kids. They’re moldable, still open to change. And even though they’ve been through some pretty traumatic things, the way they can rebound — it’s just uplifting. So for me, that’s what I love.

“And, if I’m really feeling down at work, all I have to do is go play with the kids at recess for five minutes, recharge, and come back in, because that’s what the kids do, right? They are professional players; they know how to play.”

On a typical day he works with the school psychologist, nurse and other special education professionals, trying to help identify kids who are struggling academically. In that process, he also spends a great deal of time working with parents trying to educate them on how to best work with their children. He sees kids throughout the week, usually in groups, to help them with basic life skills like, how to look someone in the eye when

you are talking to them, or what to do to calm yourself when you feel like yelling and screaming.

“I have other kids who come to me with ‘behavior problems.’ Well, you dig into it and find out mom’s been shot and dad is dead and grandma’s been raising them but she doesn’t want to and you say, ‘No wonder this kid is having behavioral problems!’ He doesn’t think anybody loves him in the world. So part of it is just helping by walking through with a kid who’s in their life, and pointing out, ‘Here’s a good person that you can get to know.’

“When you practice social work in a school setting everybody comes to the table — the girlfriend, the outlaw, the in-law. You never know who is going to come through the door and be a part of that kid’s life. And there are times when kids get pretty sad because of the people who come in and out and just mess with their hearts. Part of it is helping kids resolve that, work through it.”

Lately, Mr. Coyne says, his work with adults has grown. Teachers feel the need to come in to talk, to have someone listen to them.

“A lot of teachers are stirred up with all the budget cuts going on so it’s created a unique tension. School social workers are in a position where they can kind of help out their colleagues. It’s easy for adults to get caught up in the emotional — there’s so much we can’t control — so part of it is just some reality therapy with my peers.

“You can’t control that, but you can control what’s good. Balance yourself...get some sleep. Do your job — which you do well!” So I find myself actually seeing more adults here every day.”

How does he balance his sometimes sobering duties as a counselor with an ever-optimistic personality?

“Part of my training, part of my belief is, it’s not my responsibility to fix somebody else’s stuff. But I can be a change agent, or a conduit, a person to be present with someone in their pain or confusion, or whatever it is. But if I own it, just like a sponge, I’ll get too soaked and ruin my own life. That’s when things get out of balance. If you’re a professional school social worker you really need to take care of yourself and have good boundaries. You have to make sure you’re not trying to fix everyone. It’s sad, overwhelming at times — a whole city of it.”

How Daniel Coyne became a living donor

“Quite frankly, the need just presented itself in the context of just shopping at my local grocery store. I noticed that Myra, my favorite cashier, didn’t look herself at all. She truly looked deathly ill. She had dark circles around her eyes, her skin had changed to a gray instead of bronze, her hair was scraggly and not its usual deep black color. She looked like she was going to die. When I asked her, ‘Myra, what’s wrong?’ she started to cry and told me about her kidney failure. I said that my wife and I would pray for her. And I left it at that.”

Three months later, with the consultation and support of his family, Dan told Myra he would be willing to undergo testing to see if he could donate his kidney to her.

“I wasn’t sure culturally what would be appropriate,” Dan recalls. “One thing I’ve learned in social work, working with different cultures, what you might think in your culture is appropriate could be insulting to someone else. So I wanted to be sensitive.

“She was very polite about it and listened. A couple of days later she called and said, ‘Dan, thank you for offering, but no thank you. My sister is coming from the Philippines and she’s going to do this for me.’ So we left it at that. Later I learned her sister had been turned down because of a heart condition and I told her right on the spot, ‘Myra, my offer’s the same. If you want me to look into it I will.’”

Dan was tested and learned he was a match. This past March he successfully donated his kidney to Myra whose health continues to steadily improve.

“The kidney is working 100 percent and all her chemistry is 100 percent normal. She’s gaining weight, has hunger for taste again, and of course, needs no more dialysis. She is now able to lay down flat and sleep in her bed for the first time in three years. She was sleeping in a Lazy Boy chair because of the dialysis — you have to stay upright.”

Dan says he has since learned how very expensive dialysis is. His kidney donation, he says, will save taxpayers \$3 million dollars. If you multiply that by the 85,000 dialysis patients in need, the result is trillions of dollars in savings. He wishes more donors could be located.

“I don’t want to guilt-trip anybody into this, it should be something people feel comfortable with. But at least I can testify to the saving of money. It costs \$44,000 per month for dialysis — half a million a year — and the average dialysis patient waits five years before they get a kidney.”

The process was much easier than he expected. His recovery was smooth, and he is grateful for what he has received in return.

“It has touched my heart, it really has,” Dan says. “It still makes me cry. Because the thing is I didn’t know her, but I’ve gotten to know her now. Here’s this immigrant woman who I think just rocks. I mean her courage. She was angry at God. She has two young children, a husband back home in the Philippines with brain damage... she didn’t give up, she just kept on praying.

“Myra said to me, ‘Dan, you’ve brought faith back into my life.’ That was pretty neat...Wow!”



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Nick Cannella, Chairperson

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Union Park works to fulfill Albert Shanker's vision for charter schools



Photos by Jenny Celandier

By Ed Finkel, Staff Writer

Imagine a school where teachers lack tenure but can gain merit pay, draw their curriculum from a nationally regarded best-practice program, and participate in one another's evaluations on an equal footing with school administration.

That synthesis of traditional union values and post-1990 reformist goals has begun taking shape during the past year at Talent Development High School, also known as Union Park, technically a "contract" school this past year but set to become a charter school on July 1 – and unionized from day 1 through the Chicago Alliance of Charter Teachers and Staff (Chicago ACTS), a sister union to the Chicago Teachers Union.

Union Park is among schools in 10 states that are taking the American Federation of Teachers full circle to the vision laid out more than 20 years ago by former AFT President Albert Shanker. He

was one of the first education leaders to champion the notion of charter schools as reform laboratories, although set up within a unionized environment to create the sense of security needed to innovate and take risks.

The school is also among a handful in Chicago organized through Chicago ACTS, an organization set up by the Illinois Federation of Teachers and the AFT in collaboration with the CTU, which is barred from organizing charter schools as part of the 1995 Illinois state law that first granted such schools legal status. Chicago ACTS serves as the mechanism to provide unionization to charter school teachers.

The other schools include the three-campus Civitas, where administrators unsuccessfully fought unionization a year ago, and the four-campus Aspira, whose union status was just ratified in June.

"Our purpose here is to demonstrate a couple things," says Ed Geppert, IFT president and board chair of Union Park. "One is that teachers, whether in charters or regular CPS schools, they have

the same kinds of needs, the same kinds of desires, the same ability to get the job done if they are given the resources to do it. And that when a charter school's teachers are unionized, it doesn't destroy the school."

In addition to IFT and AFT, the Service Employees International Union is involved in operating Union Park, Mr. Geppert says. "They were looking for ways to improve the quality of the schools in the neighborhoods we're working in, which are neighborhoods with a lot of challenges for the young people," he says, adding: "SEIU has a lot of members living in neighborhoods like this."

Union Park started as a contract school, based on standard CPS policies that can be negotiated between the operator and the district, because no additional charters were available last year, says Kirby Callam, chief executive officer of the school. The switch to charter status will not affect Union Park's day-to-day operation but would make it more difficult for CPS to change the school's policies in the future, since charter schools are by definition not bound to CPS policies.

"We created the whole organization to be union-friendly," says Mr. Callam, who envisions Union Park having as many as four campuses eventually. "We went into contract negotiations willingly, as opposed to what happened at Civitas, where teachers rose up."

During its first school year, Union Park admitted freshmen only, hired 10 teachers and has operated out of one wing of George W. Tilton Elementary School. About 100 students enrolled at the school, and Union Park hopes to build toward 150 per class, with a faculty of 40 teachers eventually after adding three additional grades. The school will need a new physical home before long.

Mr. Callam says the concept of unionized charter schools is not as revolutionary as it sounds. "Any educator would see that this is what they would want to do," he

says. "Barriers are created by the press, and society, that inviting in the union is like putting the fox in charge of the chicken coop."

"We have things in our contract that are very pro-management but involve the union and give them a voice," he adds. "The remediation process says that staff and the union have a chance to be involved, and management must report to a collaborative team" to make determinations.

"Where's the growth potential for teacher unionism in the city of Chicago," Mr. Callam adds, "and for laboratories for trying out different contract models?"

Union Park and Chicago ACTS tapped heavily into the knowledge and wisdom base of the CTU's Quest Center, which Mr. Callam says has been a great partner to the effort.

Dr. Connee Fitch-Blanks, coordinator of the center, says the CTU sees Union Park as a testament to "the evolving role of unions" as simultaneously working to protect members' rights while also ensuring the rights of children.

"The union is moving to be an authentic partner in school improvement, not creating barriers," she says. "We built a school based on trust."

Those sentiments resonate with Eli Argamaso, a language arts teacher and president of the Union Park Federation of Teachers.

"This school is a collaborative effort, and we feel that," he says. "The teacher voice is just as important as the administration voice. It's equal representation that you won't find anywhere else. That's where our real innovation comes from."

The school has begun to build the collaborative committees that will address hiring, promotion, remediation and release of teachers, although some of that is still a work-in-progress, Mr. Callam says. But the overall principle of checks-and-balances and a voice for the faculty is not in question.

"It creates an environment that this is an honorable place to work – and that biases and personali-

"You have a shared vision. I own my school in some respects because I've helped to create this model. That's why I wouldn't opt for a non-union school."

ties won't carry the day," he says. "There are not usually enough administrators to evaluate the number of faculty members, and it's done at the last minute, with few resources to do it right."

Mr. Argamaso says that while teachers do not enjoy the privileges of tenure, "Everyone here is given due process. Because there is a system of checks-and-balances in place, it's not needed. We don't want teachers in these classrooms who can't teach. ... It's a system that protects teachers and also protects the well-being of the school and students."

The budget committee, which will also be balanced between administration and teachers, will make determinations on the annual increases for teachers moving to the next lane as well as additional pay for those who receive strong evaluations.

"The pay is based partly on evaluations, not just years [of service]," Mr. Callam says. "That involvement is hard, but it creates a level of trust and commitment."

The contract has lanes similar to

those in the CTU contract, with the top lane requiring national board certification, Mr. Argamaso says. "What steps you're on doesn't just depend on your years of service, but how you rate," he agrees.

Professional development is built into every school day for an hour, Mr. Argamaso says, along with the typically slotted days sprinkled throughout the school year. The number of work days is the same as any CTU-organized school, he says.

"I feel like we're helping lead a wave of change," he says. "I feel like we've created a good starting point for other schools around the country."

The educational model, called Talent Development, is a research-based curriculum developed by Johns Hopkins University that includes four classes a day, and a double-block schedule, with students moving in "teams" of 75 students and four teachers who provide individualized instruction, Mr. Callam says.

"It's a high-school model that



works in urban settings," he says. "It's not proscriptive to the nth detail but provides curriculum components, staffing structure, and thoughts on how you organize the school day."

The combination of the collaborative work environment, instructional model and chance to "build something from the ground up" drew biology teacher Aoko Hope away from Bogan Computer Tech High School, where she had worked for three years. Ms. Hope picked Union Park over two other offers "because I really liked the model," she says. "I was ready for a challenge."

Ms. Hope agrees that in spite of lacking tenure, the collaborative model provides an adequate degree of protections and voice in the process.

"You have a shared vision," she says. "I own my school in some respects because I've helped to create this model. That's why I wouldn't opt for a non-union school. I don't think our union is trying to protect everyone. It's better for the school and the kids if you do weed out what isn't working."

Chad Adams, a reading teacher and English-language arts instructional coach who taught at Far-

ragut High School for four years, likes the idea that he can be rewarded for a strong evaluation.

"In CPS, I didn't feel the evaluation plan meant anything," he says. "It was done infrequently and, I hate to say it, unprofessionally. The principal would come into the room two times per year for 15 minutes. How is that fair?"

Mr. Adams says the details of the evaluation plans have yet to be hammered out, although Union Park plans to draw heavily from Charlotte Danielson's work when fleshing out the "domains" in which teachers will be evaluated. Test scores could be one of those domains but would only be part of the evaluation process, he adds, and even then, the focus probably would be on students' longitudinal improvement.

"This collective bargaining agreement is about student learning and staff professional development," Mr. Adams says. "You can't have one without the other."





Amy Luciano
Grade 8
Casals Elementary



Karla Garcia



Binji Li
Grade 12
Ray Graham Training School



Jermaine Robinson
Grade 4
Fernwood High School



Juan Villalobos
Grade 10
Kelly High School



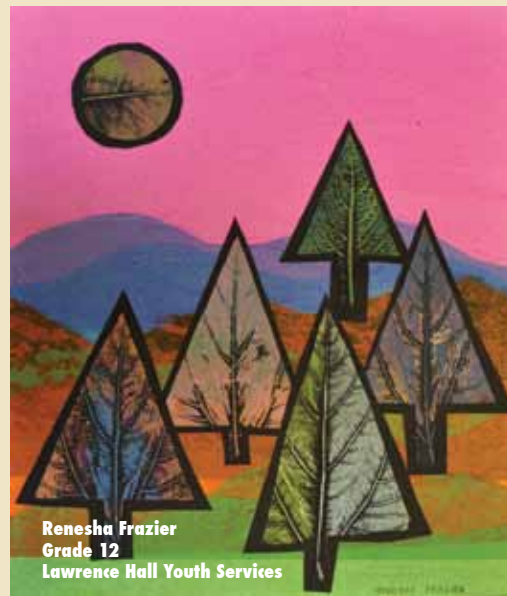
Sara Dunjai
Kindergarten
Blair Special Education Facility



Gabriell Portillo
Grade 7
Hanson Park School



Leticia Sotelo
Grade 11
Mather High School



Rensha Frazier
Grade 12
Lawrence Hall Youth Services



Aurora Ortiz
Grade 7
Gray Elementary



Jesus Ramirez
Grade 1
Wilma Rudolph Learning Center



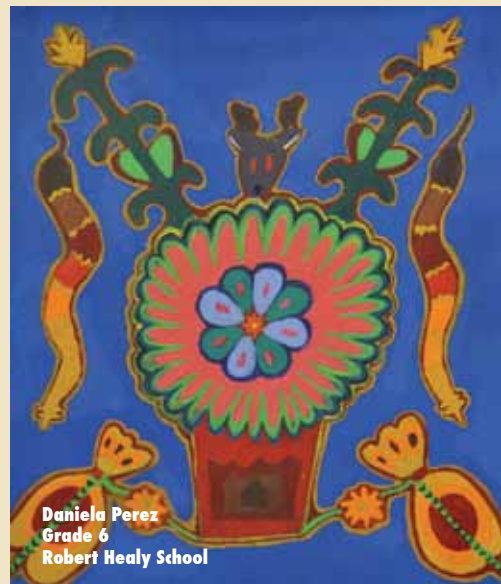
Daniella Dawson
Grade 12
Lincoln Park High School



Biana Speed
Grade 7
Jordan Community School



Elizabeth Betty Slatkoff
Grade 2
Hamilton Elementary School



Daniela Perez
Grade 6
Robert Healy School



Gabriella Misa
Grade 1
Jamieson Achievement Skills Center



Laisha Vallardarez
Grade 2
Avondale Elementary School



Maysun Rogoway
Grade 4
Newberry Magnet School



Kenya Rico
Grade 5
Sandoval Elementary School

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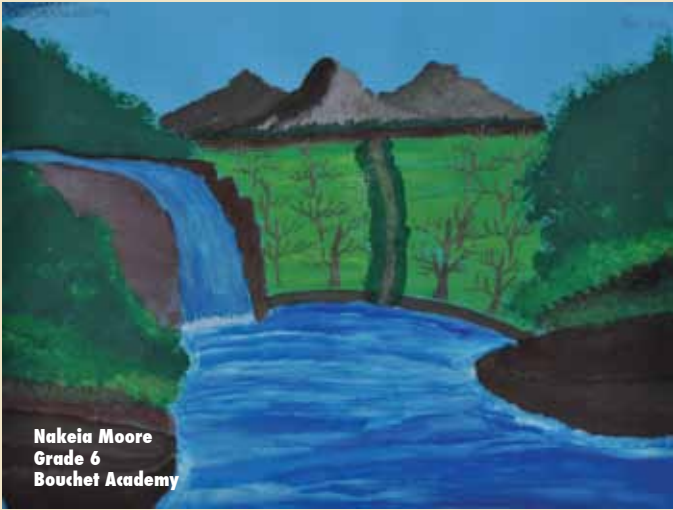
Maribella Garcia
Grade 8
Hernandez Middle School



Marshuan Preston
Grade 6
Pirie Elementary School



Jamaia Johnson
Grade 3
Disney Magnet School



Nakeia Moore
Grade 6
Bouchet Academy



Robert Amos
Grade 11
Manley High School



Andres Molina
Grade 8
Darwin Elementary School



Pamela Rodriguez
Grade 5
Nixon Elementary School

In Memoriam

December 2009

06 Moy, Mary Currie HS

January 2010

23 Schlee, Jane Ann Robert Healy

April 2010

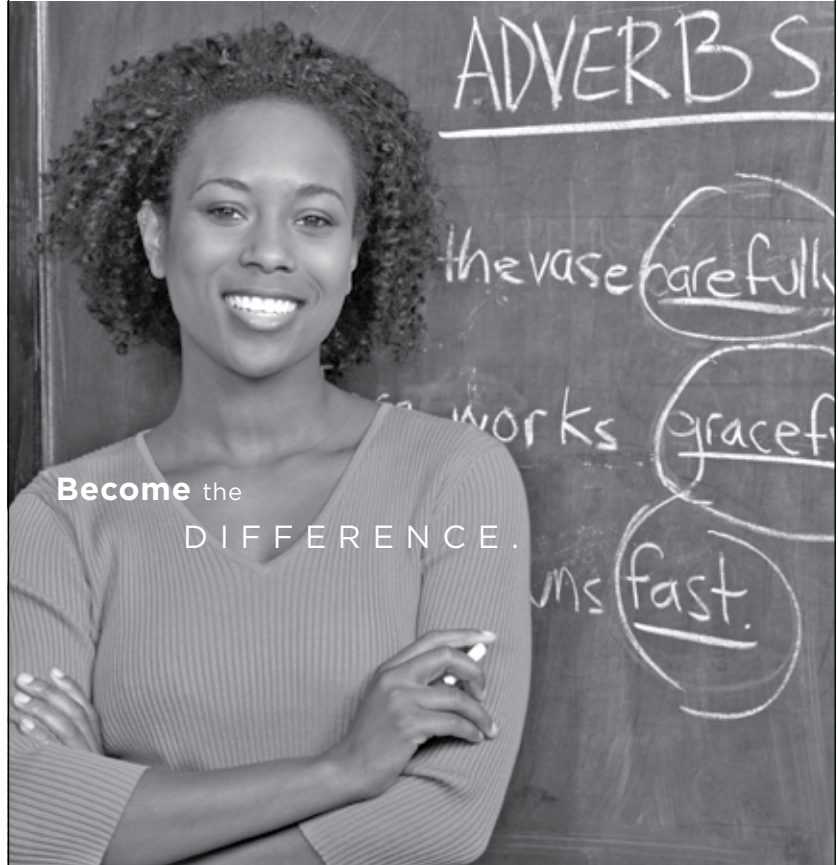
19 McGee, Marilyn M Kellogg
 22 Floyd, Delores Jean Dunbar HS
 23 Kahn, Claire D Haugan
 24 Mason, Helen R Darwin
 24 Van, Marian F Cooley
 25 Adams, Hazel M Dulles
 26 Brown, Mary T Kelly HS
 26 Miller, Lula F Libby

May 2010

| | | | |
|----------------------------|------------------|----------------------|-------------|
| 01 Green, Dorothy G | Donoghue | 18 Multack, Edith B | Metcalf |
| 01 Ochakoff, Bernice | Kilmer | 19 Bard, Elizabeth L | Walsh |
| 01 Pembroke, June L | Beasley Acad | 19 Byrnes, Marian R | Fisk |
| 01 Whiting, Annette M | Farady | 19 Snow, Renee R | Nettlehorst |
| 02 Bertacchi, John | Sullivan | 21 Bloom, Sophie | Seward |
| 02 Carmichael, Marietta | Morgan Park HS | 21 Vass, Charles L | Lindblom HS |
| 03 Avers, Meyer P | Kelly HS | | |
| 03 O'Hara, Sheilamae | Jackson | | |
| 04 Jones, Sam | Westinghouse HS | | |
| 04 Karas, Loretta A | Reilly | | |
| 04 Lorber, Bertram I | Robeson HS | | |
| 05 Scott, Hazel M | Warren | | |
| 06 Earles, Aurelia E | Ward | | |
| 07 Connors, Kathleen A | Lyon | | |
| 08 Devenish, Florence | Taft HS | | |
| 09 Grayer, Paula A | Sullivan | | |
| 10 Luft, Rita A | Pritzker | | |
| 10 Oliver, Grace M | District 18 | | |
| 11 Lorio, Adeline K | Perkins | | |
| 11 Long, Mildred L | Spencer | | |
| 11 Samuiloff, Peter | Curtis | | |
| 11 White, Selma S | Senn HS | | |
| 12 Clemens, Joan O | Falconer | | |
| 12 Jackson, Thomas E | Wells HS | | |
| 13 Cunningham, Catherine P | Clissold | | |
| 13 Lowe, Gerald F | Foreman HS | | |
| 16 Smith, Green K | Crane HS | | |
| 17 Fredrick, Ronald E | Whitney Young HS | | |
| 17 Harris, Margaret S | Kelvyn Park HS | | |



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**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

THINGS TO DO IN CHICAGO

Explore the underground workings of Buckingham Fountain

This summer Parkways Foundation and the Chicago Park District are teaming up to offer visitors a rare chance to tour Chicago's Clarence Buckingham Memorial Fountain's underground pump works and learn more about the city's iconic monument.

Thirty-minute tours, led by Julia Bachrach, Chicago Park District Historian, are offered each Friday at noon and again at 12:30 p.m., running through August 27. The cost of the tour is \$50.

"We are excited to offer the public a chance to get up close

and personal with Chicago's iconic fountain," said Tim Mitchell, Chicago Park District General Superintendent and CEO. "Visitors can get a very unique historical, perspective about this beloved fountain, while helping give back to the preservation of the Fountain and its legacy."

During its 2008-2009 winter hiatus, the world-famous fountain underwent renovations that included 235,000 square feet of new ADA accessible paving, installation of concrete stairs at the north and south, repairs to

existing comfort stations and concession buildings, and restoration of the original landscape design with additional site lighting and benches. The historic fence surrounding the fountain was also repaired, including complete realignment, adjustments to shifted foundations, and replacement of missing components.

The next phase of renovations will include the restoration and repair of the fountain itself. The scope of work in this next phase involves rebuilding the lower basin, installation of a new plumbing

system, repair of the electrical system, rehabilitation of the historic pump house, and restoration of the fountain's bronze sculptural elements.

For reservations or more information contact the Parkways Foundation at 312-742-5368 or rsvp@parkways.org.

All proceeds from the Buckingham Fountain Friday Tours will benefit the restoration of Buckingham Fountain.

For additional information please visit, <http://www.chicagoparkdistrict.com>.

CALENDAR OF EVENTS



CTU EVENTS

SATURDAY, JUNE 12

11:30 a.m.

Retiring Members Luncheon at Maggiano's, 516 N. Clark St.

MONDAY, JUNE 14

4 p.m.

Human Relations

4:15 p.m.

Publicity

TUESDAY, JUNE 15

4:00 p.m.

Trustees Meeting

WEDNESDAY, JUNE 16

4:15 p.m.

PAVE

OTHER DATES TO REMEMBER

MONDAY, JUNE 14

Flag Day

THURSDAY, JUNE 17

Teacher Institute Day

FRIDAY, JUNE 18

End of Quarter

Last Day of Classes

SATURDAY, JUNE 19

Juneteenth

SUNDAY, JULY 4

Independence Day

WEDNESDAY-SUNDAY, JULY 7-11

AFT Convention

A Special Invitation

For Retiring Teachers & Retiring PSRPs

The Chicago Teachers Union would like to acknowledge its members who have ended, or will end, their careers in education during the 2009-2010 school year. Please join us at a luncheon to show our appreciation for your service and commitment to the children of Chicago.

Saturday • June 12, 2010

Maggiano's Little Italy

516 N. Clark St.

Social Hour 11:30am • Lunch 12:30pm • Valet Parking \$10

