CPS votes to close, consolidate, phase-out and turnaround schools

Chicago Public Schools officials voted on Wednesday, February 24, to close, consolidate, phase-out and turnaround eight schools. The actions include closing Las Casas Occupational High School; consolidating McCorkle Elementary School; phasing out Schneider Elementary; and turning around Curtis, Deneen, and Bradwell Elementaries and Phillips and Marshall High Schools.

The Chicago Board of Education’s decision is part of the Renaissance 2010 initiative launched by Mayor Richard Daley in 2004 to “increase the number of high quality educational options in communities across Chicago by 2010,” according to the CPS website. Under Ren2010, CPS has closed, consolidated, phased-out and turned around schools across the city deemed as underperforming or underutilized.

Chicago Teachers Union President Marilyn Stewart has fought Ren2010 since its inception. "Renaissance 2010 is not a plan to improve our schools," she said. “It is the privatization of public education in this city. It is displacing teachers and students and ignoring input from those who know best what works in the classroom.”

Since the Board’s announcement of the schools on the 2010-2011 list — released on January 19 — students, parents, teachers, school staff and community members have been protesting the proposed actions. The Union has played a leading role in the protests. Hearings were held for each school, which initially consisted of 14 facilities.

Six schools were removed from that list after evidence was presented at hearings, press conferences, and demonstrations. Gillespie, originally slated for turnaround; Mollison, originally slated for consolidation; and Guggenheim and

(Continued on page 4)
A TALE OF TWO SCHOOLS

by Melani Davis, Editor

Inequity in funding for public education in Illinois is nothing new. We see evidence of it daily in schools throughout the Chicago Public Schools system. But every now and then the disparity jumps right up and smacks you fresh in the face.

Such was the case this month on a visit to two CPS classrooms on the same day — one north of the city, the other, south. Both were first grade classrooms, taught by extraordinary teachers. One teacher was a recent winner of a Golden Apple, the other had been awarded an Earthwatch Fellowship. Both teachers made the same observation when speaking about their students — “They know too much,” each of them said.

The first teacher was talking about her students in the context of their ever-growing knowledge of technology and commenting on the effort it took to keep up with them. Her north side classroom was a lesson in “Zen and the Art of Teaching.” The setting felt more like a comfortable, lived-in home than an urban classroom. There was no use of florescent lighting, instead tall lamps and natural sunlight gave the room an inviting glow. A pleasant murmur of learning was going on...a small group of children were at work on computers and iPods, others were engaged in reading or writing, working together in cooperative groups.

Every few minutes the teacher would prod the students to change groups or activities. There was an easy give and take going on — students approached their teacher to ask questions or make observations, the teacher circled the room, quietly offering answers and encouragement. No formal teacher’s desk or area existed, each space in the room was open to anyone’s use.

And, everywhere there were items of bright color and interest interspersed with plenty of books and technology. It was a classroom that worked — an excellent teacher with plenty of resources available to make learning accessible to all of her students, and students who were curious and interested in learning.

Visiting the south side classroom was much more typical of an urban school setting. Students were not present at the time, but evidence of their work was everywhere, displayed on bulletin boards, taped to the walls, stuffed into backpacks hanging and ready to take home.

It wasn’t so much about the physical setting itself as it was the conversation.

The teacher talked of her struggle to keep the focus on learning in the classroom when so many other factors came into play for her students. The poverty, chaos and violence of their everyday lives had to be dealt with frequently.

There was not as much parent involvement as she would like to see. Backpacks often came back to school unopened, no one at home was there to help with homework or review their progress. Supplies were often an out of pocket expense for her and she didn’t mind, except that once things got taken home, they rarely made it back to school.

She had to spend some time each morning allowing her students to decompress — letting them talk about the things that worried them. Often they had to be reprimanded for using language that six year old children shouldn’t be familiar with. She mentioned that the brother of one of her students was shot and killed the year before and talked about the kind of violence the children in her classroom deal with on a daily basis.

And then she said, “They know too much.”
When we decided to become teachers, I don’t think any of us knew we would also have to be soldiers in a war against the Chicago Board of Education. As a veteran teacher in this district, and now the President of the Chicago Teachers Union, I have learned how to fight.

Unfortunately, it’s something that we have to do over and over again. We enlist in many battles, but over the last few years the fight against Renaissance 2010 has been reoccurring.

This year, because of the efforts of CTU members, students, parents and community members, six schools were removed from the initial Ren2010 list – two of those were pulled the day before the Board took its vote.

At the City Council Education Committee meeting on February 22, Alderman Pat Dowell and Alderman Lyle pushed for a resolution that would encourage Chicago Board of Education members to wait to vote on the affected schools.

“A month is not enough time to make a decision like this,” Alderman Dowell told the group. She went on to say that CPS’s Ren2010 decisions are “made in a vacuum based on outdated data.”

At that same meeting, CPS CEO Ron Huberman acknowledged that the process for choosing schools to close is flawed. He explained that next year, CPS plans to improve its system with earlier notifications, more meetings and dialogue with parents and stakeholders, to define school guidelines more specifically.

By acknowledging that this system is flawed, Mr. Huberman is admitting that these schools were chosen through an unreliable process. What’s to say that the remaining eight schools approved for action at the February 24 Board meeting should be closed, consolidated, phased-out or turned around?

If two more schools were removed the day before the vote, how do we know CPS really reviewed its actions and made a justified decision?

The small victory in this fight is that as CTU members continue to raise our collective voice in opposition to Ren2010, we are gaining allies. We have the support of aldermen at City Hall. We have support from parents and community groups. We are chipping away at the guise that CPS is hiding behind – Ren2010 is not a plan to improve schools and education for the children of this city. It is the privatization of our public schools and a program to keep the power in the hands of the Mayor.

The day before the Board’s vote, I attended a rally at McCorkle Elementary. I couldn’t help but notice that as students and teachers protested the school’s consolidation, they stood in the shadow of new condominiums being built just across the street.

These students are being pushed from their school and forced to make room for who knows what – wealthy developers or private school managers?

Not only is CPS disrupting the lives of these students, it is also skewing important data coming from this school. McCorkle is part of the Chicago Targeted Assistance Program – a $27.5 million federally funded initiative to improve underperforming schools. The Teacher Development Program is a collaborative effort between CPS and CTU and involves the school staff voting, 75 percent or more, to participate in this comprehensive school reform model.

By merging McCorkle with another non-TAP school, CPS is distorting the program’s results. In addition, the decision to consolidate without a doubt will affect student progress – these kids are being disrupted and distracted by the Board’s action.

The CTU is working on legal action to have McCorkle and Deneen, also a TAP school, removed from the Board’s action. But if both these schools ended up on the Ren2010 list how carefully were the others on the list examined?

How can CPS acknowledge that its system is flawed and still make decisions that will so drastically affect our students’ futures?

Our small victories this year tell us we’re making progress – it’s slow but it’s happening. And, as more and more people hear our battle-cry, and join our fight, I know eventually we will win and put an end to Ren2010. Until then, we continue the fight. We must not give up when we know we are fighting for a fair, safe, and successful public education system for Chicago students and the teachers who teach them.

On February 10, President Stewart and the CTU officers held a press conference where they asked for a moratorium on school closings and a summit with CPS officials to discuss alternatives to closing schools.

On the same day, President Stewart participated in the Chicago Teachers Union informational picket outside of CPS headquarters.

President Stewart also testified at the Bradwell hearing held on February 10 at CPS headquarters. The hearing was one of many the President spoke at to oppose the Board’s proposed actions.

On February 23, President Stewart rallied with students and staff at Bradwell, Deneen and McCorkle in opposition to the Ren2010 actions.

President Stewart also participated in a number of media interviews to voice the Union’s opposition. On February 23, she participated in a press conference held at Prescott. Later that day, the school was saved from closure.

On February 24, President Stewart and CTU officers, members and staff picketed outside of the CPS Board meeting. President Stewart also spoke at the meeting.
CPS votes to close, consolidate, phase-out and turnaround schools

(Continued from page 1)

Paderewski, both slated for closure, were all removed on February 18. Then, the day before the Board was to vote on the proposed list, CPS CEO Ron Huberman also pulled Prescott, slated for closure and Marconi, slated for consolidation.

“CEO Ron Huberman’s decision to remove schools from the list as late as the day before the Board’s vote tells me that he acknowledges the process for selecting schools is flawed,” said President Stewart. “It leads one to question whether the district really examined the criteria in the first place.”

CTU members have held a number of events to help protest the Board’s action. On February 10, parents, community groups and students joined members outside of CPS headquarters for an informational picket in opposition of the Board’s proposals.

The event took place just before the last school hearing was held for Bradwell Elementary. President Stewart, parents, teachers, school staff, students, aldermen, and community members spoke on behalf of the school asking the Board to reconsider Bradwell’s turnaround.

“Give us one more year,” the school’s principal asked of the Board. “I’m begging you.”

Students at the hearing spoke of the love they have for teachers and staff at the school and asked that their school be spared.

One teacher told the hearing officer about her background in accounting.

“I tell you this because I understand the need to crunch numbers,” she said. “But I’m looking at these faces and they need us.”

After hearing the Board’s data, and then other people’s testimony, President Stewart told the group, “When you present data like that and then you get data from the people who are in the trenches, and have a commitment to turning a school around, I think it’s a moral responsibility of the Board members that when you learn new information use it... as Maya Angelou would say, ‘When you know better you do better.’”

On February 23, protesters were out again in one last effort to alter the Board’s decision. Teachers, staff members, students and parents stood outside their schools with signs to rally support to save their schools.

The last effort proved effective for Prescott and Marconi but the following day, the decisions affecting the remaining eight schools were solidified.

“I’m extremely disappointed but not surprised by today’s vote. I was hoping new leadership at CPS would have postponed the vote to allow the education stakeholders to come to the table and work collaboratively with the Board to improve these schools,” President Stewart said in a release the day of the Board’s vote.

“Mr. Huberman has indicated he will re-examine the school closing process and he wants to create a task unit to work on it. Why wait until next year to do that and not just start now? What will happen to these schools if new information in the weeks or months to come surfaces?”

Four schools on the original list were Chicago TAP schools — a federally funded collaborative program between CPS and CTU to help struggling schools. Two of those schools were removed but Deneen and McCorkle were among the schools voted on by the Board.

“The Union is currently look-
ing into any legal action that can be taken to remove those schools from the list,” said President Stewart.

“Unfortunately, this is the perfect example of another reform effort done to us, not with us.”

### Chicago Teachers Union timeline of events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 19</td>
<td>CPS releases proposed Ren2010 list</td>
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<tr>
<td>January 20</td>
<td>President Stewart holds meetings with CTU staff to cover hearings/plan for protesting events</td>
</tr>
<tr>
<td>January 26 - February 10</td>
<td>CTU officers and staff attend hearings/ testify on behalf of slated schools</td>
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<tr>
<td>January 27</td>
<td>CTU delegates of affected schools meet with CTU officers and staff to discuss a plan of action for protesting</td>
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<td>February 10</td>
<td>CTU Financial Secretary Mark Ochoa testifies before City Council Education Committee meeting</td>
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<tr>
<td>February 22</td>
<td>CTU officers and staff protest schools outside CPS headquarters; President Stewart addresses media</td>
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<tr>
<td>February 23</td>
<td>CTU holds informational picketing outside CPS on last day of school hearings; President Stewart addresses the media</td>
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<tr>
<td>February 24</td>
<td>CTU files temporary restraining order on behalf of TAP schools on the list</td>
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<tr>
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WIDE OPEN PRIMARY SEASON STILL NOT OVER

By Michael Mannion, Contract Lobbyist

Editor’s Note: This article was written immediately following the February primary election. At press-time for this edition, all vote data are still unofficial and the Republican nominee for Governor is not yet certain.

On February 2, Illinois conducted its most exciting primary election in a generation… and barely anyone voted. With so many wide open statewide races and so many candidates and parties to choose from, anything could happen… and it did. From low voter turnout, to upset victories, to a possible recount, and, yes, issues related to a “massage therapist,” this primary had it all. While the Illinois State Board of Elections will not certify the final vote totals until March 5, with two exceptions, the candidates from each party and each office appear to be set. The two exceptions, as will be discussed, are the Republican primary for governor and the Democratic primary for lieutenant governor.

This article will briefly discuss the matchups for the United States Senate seat, the outstanding Illinois Constitutional Officer races for November 2, 2010, and voter turnout data. The Green Party slate will not be covered.

US SENATE

DEMOCRATIC PRIMARY

In the Democratic Primary for U.S. Senate, there were some tough ads in this race that will no doubt be reincarnated in November. Interestingly, Comptroller Hynes won 88 out of 102 counties, while Quinn won 14 counties, including Cook County, to prevail. Governor Pat Quinn defeated Illinois Comptroller Dan Hynes by a little more than 8,000 votes out of over 910,000 cast. Similar to the Democratic race for U.S. Senate, there were some tough ads in this race that will no doubt be reincarnated in November. Interestingly, Comptroller Hynes won 88 out of 102 counties, while Quinn won 14 counties, including Cook County, to prevail.

REPUBLICAN PRIMARY

In another razor thin margin primary, State Senator Bill Brady currently leads in a seven-person field with 20.3 percent of the vote. Senator Republican colleague Kirk Dillard tails by approximately 250 votes out of a total of over 700,000 cast and is not conceding until all absentee and outstanding votes are counted. Moreover, as of the writing of this article, neither Senator Dillard nor Senator Brady has confirmed whether either would pursue a recount if he comes in second. Again, the State Board of Elections does not certify the results until March 5. A formal request for a recount cannot begin until the results are certified.

GOVERNOR

DEMOCRATIC PRIMARY

In a hotly contested primary, Democrat Art Turner emerged the victor with 26 percent of the vote with his closest competitor being long-time and well respected State Representative Art Turner who received 22.3 percent. Subsequent to Mr. Cohen’s victory, issues emerged relating to a 2005 arrest, his use of steroids, delinquent child support payments, and his volatile relationship with a live-in “message therapist.” After five days of non stop pressure from leading newspapers and Democratic Party leaders, Mr. Cohen announced, on February 7 that he would leave the race. Ergo, the Democratic State Central Committee will appoint a candidate to replace Mr. Cohen on the ticket. As of this writing, none has been selected. The second place candidate, Representative Turner, has already indicated a strong desire to be added to the ticket.

LIEUTENANT GOVERNOR

DEMOCRATIC PRIMARY

In the Democratic Primary for lieutenant governor, Scott Lee Cohen emerged the victor with 43 percent of the vote.
SECRETARY OF STATE

DEMOCRATIC PRIMARY

Three-term Secretary of State Jesse White ran unopposed in the Democratic primary and will be virtually unbeatable in the November general election.

REPUBLICAN PRIMARY

Robert Enriquez of Aurora is the Republican nominee for secretary of state. He also was unopposed in the Primary.

ATTORNEY GENERAL

DEMOCRATIC PRIMARY

Two-term Attorney General Lisa Madigan was unopposed in the Democratic Primary and will be as sure a bet as Secretary of State White in the November general election.

REPUBLICAN PRIMARY

Steve Kim of Northbrook is the Republican nominee for attorney general. He also was unopposed in the Primary.

TREASURER

DEMOCRATIC PRIMARY

In a hotly contested Democratic Primary for Treasurer, current chief of staff to State Treasurer Alexi Giannoulias, Robin Kelly, won with 57.9 percent of the vote over Justin Oberman. It is interesting to note that Ms. Kelly did receive the most primary votes of any statewide candidate in either party.

REPUBLICAN PRIMARY

State Senator Dan Rutherford of Pontiac will be the Republican nominee for treasurer. He was unopposed in the Primary.

COMPTROLLER

DEMOCRATIC PRIMARY

In yet another very close race, State Representative David Miller emerged victorious over former Deputy Treasurer for the State of Illinois Raja Krishnamoorthi by receiving approximately 9,000 more votes in a race that saw a little more than 850,000 votes cast.

REPUBLICAN PRIMARY

Former State Treasurer and former Republican gubernatorial candidate Judy Baar Topinka coasted to victory receiving 59.2 percent of the vote in a three-person field. She will enjoy very strong name identification in the general election.

VOTER TURNOUT

As almost every media outlet has reported, vote totals were dramatically down in the 2010 primary when compared to the 2006 primary and especially when compared to the 2002 primary. While the weather was reasonably good on election day, one of the factors blamed for low voter turnout is the early primary date of the first Tuesday in February. For years, the Illinois Primary was held the third Tuesday in March. In reviewing the total number of registered voters compared to the number of people who actually voted, it is clear that primary voting in Illinois is trending precipitously downward. While more and more people register to vote, fewer and fewer people actually bother to do so.

From 2002 to 2010, almost 500,000 more people registered to vote in the state and yet the 2010 primary saw almost 600,000 fewer people actually vote than in 2002. This represents a swing of more than 1,000,000 voters. For example, in the 2006 Republican primary for governor, about 1.8 million votes were cast. In that race, Senator Brady came in third in a five-candidate field with 135,370 votes. In 2010, only a little more than 765,000 votes were cast in the Republican primary and Senator Brady is currently in the lead with 155,263 votes.

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Early Adolescence through Young Adulthood/Arts, English as a New Language, Health, Career & Technical Education, Physical Education, Music & World Languages other than English (ages 11-18)
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REQUIREMENTS:

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

For further information, or to register, call Lynn Cherkasky-Davis at 312-329-6274 or e-mail LynnCherkasky-Davis@ctulocal1.com

More information can also be found at www.ctunet.com/questcenter_ntl
CTU responds to CEO Huberman’s district deficit warning

On February 25, Chicago Public School’s CEO Ron Huberman released a statement outlining steps the district will take to cope with financial challenges. CPS is estimating a $900 million shortfall.

CEO Huberman has approached Chicago Teachers Union President Marilyn Stewart to request support in asking for additional state funding — something the CTU has been advocating for in the last several years.

“Since becoming your president,” Ms. Stewart wrote in a letter to the Union membership. “I have called on legislators in Springfield to provide more funding for public schools. I intend to continue my efforts in that regard and am encouraged that Chicago Public Schools CEO Ron Huberman has made a commitment to do the same.”

But the CTU acknowledged that new revenue is only part of the solution to today’s financial problems.

“The Board of Education needs to review how it spends tax dollars and make sure every expenditure has a direct relationship to the education of children,” President Stewart said.

Mr. Huberman pointed to increased teacher compensation, local revenue shortfalls and pension contributions as being the key drivers of the expected deficit.

“This year, we put everything on the table with the exception of classroom resources and programs that center on student safety,” Mr. Huberman said. “In FY 2011, we may not have that luxury.”

The CTU has a five-year contract with the Board of Education that runs through 2012. President Stewart explained in her letter that the contract assures students of this city benefit from the services of highly qualified educators. The Union argues that nothing good for teachers, or students, could come from opening that agreement.

CEO Huberman argued that CPS’s financial situation mirrors that of other districts across the country.

But, President Stewart said CPS could have seen where this was headed. The Union has made suggestion on how CPS could improve fiscal responsibility.

“We say, instead, that cuts need to be made in the Board’s millions of dollars of contracts with outside law firms and public relations consultants, in needless layers of administrators, and in costly leases with private real estate owners.”

The Union argued that this financial situation should not be deemed a choice between the teachers’ contract and vital student programs — CPS needs both.

The Board of Education that runs through 2012. President Stewart stated that she was headed. The Union has made suggestion on how CPS could improve fiscal responsibility.

Perhaps one of the side effects of the current financial crisis will be that the Board finally will listen to some of our suggestions,” she said.

As the person who negotiated this current contract between CTU and the Board, President Stewart has promised to do everything possible to protect it. President Stewart asked her members to stand with her to force the Board of Education to meet ALL of its obligations under the contract.

CPS officials stated that they have slashed some $100 million in Central Office and other administrative costs during the current fiscal year. Some 536 Central Office and citywide jobs were cut. They also said an additional $61 million will be trimmed from the FY 2010 budget to replenish its reserve fund.

To do so, CPS said it will cut an additional 500 Central Office and city wide staff positions.

“I ask your help in opposing the cuts in services that Mr. Huberman is suggesting,” President Stewart wrote. “If cuts are necessary in order to make fiscal ends meet, they must occur within the Board of Education bureaucracy but not in services to our students.”

Ms. Stewart explained that Mr. Huberman is pitting students against teachers by suggesting cutting salaries or cutting student services is the answer to the crisis.

“We say, instead, that cuts need to be made in the Board’s millions of dollars of contracts with outside law firms and public relations consultants, in needless layers of administrators, and in costly leases with private real estate owners.”

The Union argued that this financial situation should not be deemed a choice between the teachers’ contract and vital student programs — CPS needs both.
OFFICER VISITS

FEBRUARY/MARCH 2010

Chicago High School of Agriculture

Cooper

Grisson

Dvorak

Franklin

Bogan

Chicago High School of Agriculture

Grisson

Dvorak
AFL-CIO says new book should be required reading

A new book by human rights attorney Lewis Maltby asks one important question – can employers do that?

Lynn Gobbell was fired for having a John Kerry bumper sticker on her car, the AFL-CIO blog said. Teacher Meg Spohn was let go after complaining about her job on her personal blog. At one company in Indiana employees are fired for social drinking because the company president believes it’s a sin.

Can this be legal? In Mr. Maltby’s book, Can They Do That, the author writes that, in fact, yes they can. Right away, in the book, Mr. Maltby covers a common misconception people have when facing unfair treatment at their job.

“The United States Constitution applies to the government, not to corporations,” he explains.

Mr. Maltby is founder and president of the National Workrights Institute (NWI). He formed the organization after leading the American Civil Liberties Union office on free speech and privacy protection in the corporate world.

Before creating NWI, Mr. Maltby spent much time in the corporate world “learning how to run a productive, profitable company without violating employees’ human rights.”

The AFL-CIO says the idea that the Constitution does not apply to workers at corporations comes as a surprise to many. The organization says they get a fair amount of e-mails from workers who have been unfairly fired and are asking what they can do about it. The union says, if you are not in a union and if the action didn’t violate any Equal Employment Opportunity laws, then there’s not much one can do.

Mr. Maltby says, in many cases, even if a company does violate a worker’s legal rights, he or she is covered.

“Almost 20 percent of employers today require all employees to agree in advance not to go to court if the company violates their legal rights...If you don’t agree, you don’t get the job.”

Even joining a union can be a “dangerous undertaking,” the author says.

“Over 8,000 employees are fired every year simply for trying to join [a union]. Technically, this kind of firing is illegal, but the penalties are so trivial that employers just pay the fines and keep breaking the law.”

For this reason, the AFL-CIO has been pushing for the Employee Free Choice Act.

Unionization is covered by the National Labor Relations Act — “an act of Congress and union workers covered by contracts they negotiate with their employers. But the nation’s employment laws have historically been governed by common law (court decisions) and so for those not represented by a union, the primary law of the land is ‘at-will employment,’” writes the AFL-CIO.

Simply put — an employer can fire you at will, with reason or without.

Lewis Maltby also covers high-tech workplace intrusion. Everything from computer monitoring to video spying on women in the company restroom (the author says it’s legal everywhere but California and Rhode Island).

Mr. Maltby predicts a future where employers use GPS and silicon chips to track employee movements.

The author also writes about the Minnesota Multiphasic Personality Inventory (MMPI), a screening psychology test used for job-screening. Two million people have taken the test as part of the employment application process. MMPI has been translated into 115 languages, and 89 of the Fortune 100 employers use it.

Throughout the book, Mr. Maltby tells horror stories of real-life workplace injustices. The AFL-CIO explains that the author’s view of the judicial system’s approach to workers’ rights is also shocking.

“Even when there is a law to protect your rights on the job, you often won’t receive justice,” says Mr. Maltby. “Judges work overtime to find ways to take away or water down, the rights given by the legislature.”

He also shatters the myth of impartial justice.

“Because judges are politicians, they respond to political pressures. They favor prosecutors over defense attorneys in criminal cases because the public wants them to be tough on crime...And they favor employers over employees because employers have more political influence than employees.”

Mr. Maltby ends the book by detailing workplace rights and how we can win them. Simply, he says, we can take back our workplace by joining a union. We must join together because as he says, “There isn’t much you can do alone to protect yourself.”

The AFL-CIO says Can They Do That should be a part of every high school curricula.

“Millions of Americans plunge into the job force with no idea that they leave their constitutional rights at the door,” the AFL-CIO writes on the blog.

AFL-CIO HOSTS WEBSITE FOR WORKERS

Good Jobs Now – a new interactive website from the AFL-CIO — gives workers, people who have lost their jobs and activists a chance to take action, share their stories, find resources and, most important, be part of a grassroots movement to help the nation climb out of its ten million-jobs hole created by the recession.


AFT says firing teachers doesn’t help Central Falls students

Central Falls High School in Rhode Island became national news in February after the school’s superintendent fired all the teachers. But, AFT President Randi Weingarten said the decision ignores the “teachers’ significant commitment to working with others to transform the school.”

President Weingarten said the teachers at the school recognize that there is work to be done. The superintendent’s actions have put them in a situation that makes it impossible to pursue a productive path and collaborate on proven reforms that benefit students.

“We are working closely with the Central Falls Teachers Union and the Rhode Island Federation of Teachers and Health Professionals to get the Central Falls administration to return to negotiations and find a resolution to this crisis,” said the AFT president.

Members from Rhode Island and around the country have been showing support for their colleagues in Central Falls.

“How can any logical person think that firing an entire staff is good for kids,” one person asked on the AFT Facebook page.

Last April, a report was written focusing on the high school’s reading and writing proficiency, which had gone up 22 percent and 14 percent over the last two years. The AFT reported that nowhere in the report are the teachers criticized for their efforts, skills, or dedication.

The report does point out a problem with constantly changing programs and the instability of school leadership. The AFT said the report solidifies the fact that these teachers are being blamed for the school’s problems.

The AFT is calling for the Central Falls school district to reconsider the mass firings and work out a genuine reform plan through a mediator to reach the best possible outcome for teachers and students.
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$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 BEGINS IN FEBRUARY 2010

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

AFT/ER&D Managing Anti-Social Behavior (3 hrs.)
Manual fee required

AFT/ER&D School-Home Connections - New Definition of Parent Involvement - (3 hrs.)
Izetta Washington/Corliss Bell, Instructors - manual fee required

AFT/ER&D Thinking Mathematics I (3 hrs.)
Manual fee is required

Basic Conversational Spanish I (2 hrs.)
Michelle Brumfield, Instructor - book fee required

Creating With Polymer Clay: Discovering the Endless Possibilities (2 hrs.)
Sylvia Cook, Instructor - Please note materials fee - $35 required

Illinois Basic Skills Test Preparation Course
Eulene Carter, Instructor The Chicago Teachers Union Quest Center is offering a test preparation course for the July 17, 2010 Illinois Basic Skills Test. Registration fee is $115 for this course only.

Infusing Technology in the Classroom II (2 hrs.)
Book fee required

Looking Through New Eyes: Exploring the Educational Resources of Chicago’s Cultural Institution Part I (2 hrs)
(Museums in the Park) Judith Gidden, Instructor

Looking Through New Eyes: Exploring the Educational Resources of Chicago’s Cultural Institutions Part II (2 hrs.)
Janis Thomas, Instructor

Making a Difference with Differentiated Instruction (3 hrs.)
Brenda Humphrey, Instructor - book fee required

Middle School Reading and Assessment (2 hrs.)
Lauren Norwood, Instructor - book fee required

NTL 13/Session 1 (3 hrs.) - 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. 
Golden Apple winner dedicated to providing her first graders with a solid foundation

JENNIFER PHARES
Bright Elementary School

“I try to just provide a six-hour haven of learning and fun, and hopefully they take that with them for the rest of their lives.”

By Melani Davis, Editor

J

Jennifer Phares was raised in the suburbs, attended excellent schools where she was lucky to be afforded many opportunities, and eventually enrolled in college at Indiana University as a broadcast journalism major. It wasn’t until her senior year there that she realized she just “wasn’t that passionate” about journalism.

Instead, it was the volunteer work she had been doing, tutoring children, that she found most gratifying. At that point Ms. Phares applied to DePaul University’s Early Childhood Education program, got accepted, and spent the next two years earning her degree.

Her first job out of college was at Bright Elementary where she has remained for the past six years. “I love it,” she says. “I started with second graders, looped with that class to third grade, taught third grade one more year and now this is my third year teaching first grade.”

“Third grade is a tough year,” she says. “I’m such an early childhood believer and there is just so much testing in third grade. I asked if I could come down to more of a primary level and have been very happy here ever since. So that’s the journey so far.”

Jennifer says she never even considered working in the suburbs because she didn’t believe that her services were needed in the kind of schools she grew up in.

“I’m not saying that those teachers aren’t important, they absolutely are important, but for these kids, in this demographic in Chicago Public Schools, there just really needs to be quality education because without it, unfortunately a lot of kids are going to be lost to gangs and violence and things like that. So I knew I wanted to go to a school of need where I really could feel I was making a difference in children’s lives.”

Working for CPS is not without challenges, she says. Parent cooperation is slow to come at times. Meetings she arranges to encourage parent involvement often don’t result in much of a turnout. Last year she tried organizing a monthly book club where parents could come in and read with their children. Out of her class of 30 students, only seven parents attended.

And there are the challenges of classroom management, or the basics of even getting kids to care about coming to school. “At six years old, some of them are already trying to put their heads down, not be involved, so that’s a real challenge. To counter some of that we play games, do team building…I put kids together that I know don’t want to be together and have them work out their problems.”

Another issue can be overcrowded classrooms. This year her class started out with forty students and stayed that way until November until eventually, another teacher was hired and the class was split.

“That was difficult — I felt I was just maintaining — still trying to get them to learn — but it was just so crowded in here. So, that was a challenge, but I like challenges. That’s one of the reasons why I came here.”

There is also the struggle of coping with tensions kids bring with them from home. They come in at the beginning of the day distracted and in bad moods and often she needs to let them unwind for a few minutes.

“I have them write in their journals, talk a bit — do whatever it is that works.”

Ms. Phares worries sometimes that she is not doing every thing for every child — that there’s somebody out there she hasn’t been able to reach. “I don’t think that fear ever goes away,” she says with a smile.

What helps immensely is the strong network of co-workers and administrators at Bright. “It’s a very tight community,” Jennifer says. “The teachers help each other along the way — talk about who to watch out for, who to keep an eye on — we give each other a head’s up.”

She explains that it was difficult for her to accept the Golden Apple award, knowing that her colleagues work as hard as she does. “It’s almost embarrassing to be put on that pedestal because you know that everybody else here deserves it just as equally. We have a very, very, hardworking staff that goes the extra mile all the time.”

The greatest thing about teaching, Ms. Phares says, is the positive impact you can have on a child’s life.

“A lot of these kids just don’t have very many opportunities when they go home, so a quality education is the one thing I know I can give them. They know they can come here and they’re safe and they’re accepted here. That’s what brings me back every day. Because when I have conversations with my kids — the things these kids know now or are exposed to are just horrible. I try to just provide a six-hour safe haven of learning and fun, and hopefully they take that with them for the rest of their lives.”
2009
CTU
FINANCIAL REPORT

ANNUAL AUDIT
Submitted to the Membership by
MICHAEL BALDWIN, Chief Financial Officer

prepared for the CTU by
BAINSLEY AND KIENER, L.L.P.
Certified Public Accountants
Chicago Teachers Union
Chicago, Illinois

We have audited the accompanying consolidated statements of financial position of the Chicago Teachers Union as of June 30, 2009 and 2008, and the related consolidated statements of activities and cash flows for the years then ended. These consolidated financial statements are the responsibility of the Union's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

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

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Chicago Teachers Union as of June 30, 2009 and 2008, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

PANSLEY AND KIENER, L.L.P.
Certified Public Accountants

January 22, 2010

CHICAGO TEACHERS UNION
CONSOLIDATED STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2009 AND 2008

ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT ASSETS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
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<td>Certificates of deposit</td>
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<td>Due from affiliates</td>
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<tr>
<td>Prepaid expenses and other current assets</td>
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<td>187,838</td>
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<td>Total current assets</td>
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<td>8,368,240</td>
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<td>PROPERTY AND EQUIPMENT, net</td>
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<td>1,549,388</td>
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<tr>
<td>Total</td>
<td>$12,037,308</td>
<td>$9,917,628</td>
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</table>

LIABILITIES AND NET ASSETS

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT LIABILITIES</td>
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<td></td>
</tr>
<tr>
<td>Note payable</td>
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<td>$2,925,727</td>
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<tr>
<td>Advance payable</td>
<td>-</td>
<td>92,095</td>
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<tr>
<td>Current maturities of capital lease obligations</td>
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<td>109,124</td>
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<tr>
<td>Accounts payable</td>
<td>1,623,079</td>
<td>1,858,591</td>
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<td>Due to granting agencies</td>
<td>23,444</td>
<td>23,444</td>
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<tr>
<td>Accrued expenses</td>
<td>2,210,342</td>
<td>2,170,843</td>
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<tr>
<td>Deferred income</td>
<td>5,115</td>
<td>-</td>
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<tr>
<td>Deferred grant revenue</td>
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<td>37,571</td>
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<td>Deferred rent</td>
<td>673,635</td>
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<td>Total current liabilities</td>
<td>6,884,653</td>
<td>7,375,757</td>
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LONG-TERM LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
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<tr>
<td>Capital lease obligations, less current maturities</td>
<td>104,419</td>
<td>226,150</td>
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<td>Deferred rent</td>
<td>1,889,473</td>
<td>1,406,753</td>
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<td>Total</td>
<td>$1,993,892</td>
<td>$1,632,903</td>
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NET ASSETS

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<tr>
<th></th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
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<tr>
<td>Restricted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanently restricted</td>
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<td></td>
</tr>
<tr>
<td>Total net assets</td>
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<td>867,968</td>
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<tr>
<td>Total</td>
<td>$12,037,308</td>
<td>$9,917,628</td>
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The accompanying notes are an integral part of the consolidated financial statements.
<table>
<thead>
<tr>
<th>Financial Statement</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
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<td></td>
</tr>
<tr>
<td>Cash and equivalent</td>
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</tr>
<tr>
<td>Marketable securities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receivables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>112,909</td>
<td>117,794</td>
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<tr>
<td>Non-Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant, and equipment</td>
<td>94,620</td>
<td>95,163</td>
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<tr>
<td>Intangible assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Non-Current Assets</td>
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<td></td>
</tr>
<tr>
<td>Total Non-Current Assets</td>
<td>117,586</td>
<td>114,886</td>
</tr>
<tr>
<td>Total Assets</td>
<td>230,495</td>
<td>232,680</td>
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<tr>
<td>Liabilities</td>
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<tr>
<td>Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
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</tr>
<tr>
<td>Interest payable</td>
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<tr>
<td>Other Current Liabilities</td>
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<td>Total Current Liabilities</td>
<td>6,358</td>
<td>6,358</td>
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<tr>
<td>Non-Current Liabilities</td>
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<td></td>
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<tr>
<td>Long-term debt</td>
<td></td>
<td></td>
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<tr>
<td>Deferred liabilities</td>
<td></td>
<td></td>
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<tr>
<td>Other Non-Current Liabilities</td>
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<td></td>
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<tr>
<td>Total Non-Current Liabilities</td>
<td>8,216</td>
<td>8,216</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>14,545</td>
<td>14,584</td>
</tr>
<tr>
<td>Net Assets</td>
<td>215,950</td>
<td>218,096</td>
</tr>
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</table>

*REVENUE* | 2009 | 2010 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues</td>
<td>116,409</td>
<td>116,950</td>
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<tr>
<td>Other Revenue</td>
<td>4,732</td>
<td>4,732</td>
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<tr>
<td>Total Revenue</td>
<td>111,141</td>
<td>111,682</td>
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</table>

*EXPENSES* | 2009 | 2010 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>108,987</td>
<td>110,437</td>
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<tr>
<td>Benefits</td>
<td>12,700</td>
<td>13,160</td>
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<tr>
<td>Supplies and Services</td>
<td>1,180</td>
<td>1,180</td>
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<tr>
<td>Occupancy Costs</td>
<td>5,920</td>
<td>5,920</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>6,172</td>
<td>6,172</td>
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<td>Total Expenses</td>
<td>123,159</td>
<td>125,859</td>
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</table>

Net Income/(Loss) | 2009 | 2010 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>215,950</td>
<td>218,096</td>
<td></td>
</tr>
</tbody>
</table>

*CONSOLIDATED STATEMENTS OF ACTIVITIES* | 2009 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>111,141</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>123,159</td>
</tr>
<tr>
<td>Net Income/(Loss)</td>
<td>215,950</td>
</tr>
<tr>
<td></td>
<td>218,096</td>
</tr>
</tbody>
</table>

*CHICAGO TEACHERS*
### CHICAGO TEACHERS UNION

#### CONSOLIDATED STATEMENTS OF CASH FLOWS

**YEARS ENDED JUNE 30, 2009 AND 2008**

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>调整 to reconcile increase in net assets to net cash provided by (used in) operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>折旧和摊销</td>
<td>236,957</td>
<td>250,201</td>
</tr>
<tr>
<td>Loss on disposal of fixed assets</td>
<td>-</td>
<td>2,128</td>
</tr>
<tr>
<td>deferred rent</td>
<td>944,993</td>
<td>(1,23,502)</td>
</tr>
<tr>
<td>Changes in assets and liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>调整 (increase) decrease in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>被除数可接受</td>
<td>236,957</td>
<td>250,201</td>
</tr>
<tr>
<td>当前收益可接受</td>
<td>(476,211)</td>
<td>803,971</td>
</tr>
<tr>
<td>其他可接受</td>
<td>(942,505)</td>
<td>(69,312)</td>
</tr>
<tr>
<td>租金摊销</td>
<td>-</td>
<td>27,634</td>
</tr>
<tr>
<td>预付费用和其他费用</td>
<td>81,331</td>
<td>(112,796)</td>
</tr>
<tr>
<td>净现金提供 (used in) operating activities</td>
<td>7,083,573</td>
<td>(632,459)</td>
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</table>

#### CASH FLOWS FROM INVESTING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>购买或出售固定资产和设备</td>
<td>(43,256)</td>
<td>(141,309)</td>
</tr>
<tr>
<td>长期债务的当前收益</td>
<td>104,768</td>
<td></td>
</tr>
<tr>
<td>购买或出售的存款证</td>
<td>(2,729,403)</td>
<td>(7,900,101)</td>
</tr>
<tr>
<td>现金流量增加 (used in) 投资活动</td>
<td>3,358,692</td>
<td>7,681,800</td>
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</table>

#### CASH FLOWS FROM FINANCING ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>银行贷款的减少 (used in) 发行活动</td>
<td>(1,925,727)</td>
<td></td>
</tr>
<tr>
<td>银行贷款的增加 (used in) 发行活动</td>
<td>(92,066)</td>
<td></td>
</tr>
<tr>
<td>债款偿还 (used in) 债款偿还</td>
<td>(790,727)</td>
<td>2,925,727</td>
</tr>
<tr>
<td>资本租赁费用的减少 (used in) 债款偿还</td>
<td>(110,486)</td>
<td>(98,904)</td>
</tr>
<tr>
<td>现金流量增加 (used in) 融资活动</td>
<td>(953,308)</td>
<td>901,096</td>
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#### NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>净增加 (decrease) 现金和现金等价物</td>
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<td>(87,610)</td>
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#### CASH AND CASH EQUIVALENTS

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<th>Activity</th>
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<tbody>
<tr>
<td>年初</td>
<td>867,966</td>
<td>955,206</td>
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#### End of year

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<thead>
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<th>Activity</th>
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<th>2008</th>
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<tbody>
<tr>
<td>年末</td>
<td>8,268,662</td>
<td>867,596</td>
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</table>

#### Supplemental disclosures of cash flow information

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<thead>
<tr>
<th>Activity</th>
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<th>2008</th>
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</thead>
<tbody>
<tr>
<td>利息支付</td>
<td>151,130</td>
<td>176,679</td>
</tr>
<tr>
<td>非现金投资和融资活动</td>
<td></td>
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</tr>
<tr>
<td>利息支付</td>
<td>151,130</td>
<td>176,679</td>
</tr>
<tr>
<td>本金和设备的收购</td>
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<td></td>
</tr>
<tr>
<td>终值支付</td>
<td>-</td>
<td>90,963</td>
</tr>
</tbody>
</table>

### CHICAGO TEACHERS UNION

#### NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

#### Note 1 - Nature of Activities and Significant Accounting Policies

**Nature of Activities**

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

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

**Principles of Consolidation**

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

**Use of Estimates**

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

**Cash and Cash Equivalents**

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

**Debts Receivable**

Debts receivable are stated at the amount management expects to collect from the Board of Education. Based on management's assessment of the credit history with the Board of Education, management currently does not provide for an allowance.

**Promises to Give**

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

**Property and Depreciation**

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

<table>
<thead>
<tr>
<th>Years</th>
<th>Property and Equipment</th>
<th>Leasehold Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office equipment</td>
<td>5-7</td>
</tr>
<tr>
<td></td>
<td>Leasehold improvements</td>
<td>15</td>
</tr>
</tbody>
</table>

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

Note 7 – Leases (Continued)

Capital Leases

The Union leases office equipment under contracts qualifying as capital leases. Such contracts have
original terms between four and six years. One of the contracts qualifying as a capital lease contains a
bargain purchase option.

The capitalized leased assets included in office equipment at June 30, 2009 are detailed as follows:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office equipment</td>
<td>$451,228</td>
</tr>
<tr>
<td>Less: accumulated depreciation</td>
<td>321,689</td>
</tr>
<tr>
<td></td>
<td>$129,539</td>
</tr>
</tbody>
</table>

Minimum future rental payments under capital leases having remaining terms in excess of one year as
of June 30, 2009, for each of the next four years and in the aggregate are:

<table>
<thead>
<tr>
<th>Year Ending June 30</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$137,965</td>
</tr>
<tr>
<td>2011</td>
<td>80,739</td>
</tr>
<tr>
<td>2012</td>
<td>25,854</td>
</tr>
<tr>
<td>2013</td>
<td>9,078</td>
</tr>
</tbody>
</table>

Total minimum lease payments

263,636

Less amount representing interest

29,848

Present value of net minimum capital lease payments

223,788

Less current portion of obligations under capital leases

119,369

Obligations under capital leases, excluding current portion

$104,419

Note 8 – Pension Plans

The Union contributes to various defined contribution pension plans that cover substantially all of the
Union’s employees. Contribution expense for the years ended June 30, 2009 and 2008, amounted to
$978,877 and $1,507,368, respectively, and is based on a percentage of each participating employee’s
salary.

Note 9 – Affiliations

The Union is affiliated with the American Federation of Teachers ("AFT") and the Illinois Federation of
Teachers ("IFT"). Major transactions with these affiliates include receipt of organizational assistance
funds and COPE reimbursements from IFT, special assistance and legal fee reimbursements from AFT. The
Union is also required to pay fees to both IFT and AFT based on the number of Union members. The amounts due from affiliates are reflected on the consolidated statement of financial position at June 30, 2009 and 2008.

CHICAGO TEACHERS UNION
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

Note 10 – Designation of Unrestricted Net Assets

The executive committee of the Union provided a designation of unrestricted net assets for selected
purposes. Following is a summary of activity in designated accounts for the years ended June 30,
2009 and 2008:

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balance</td>
<td>Contributions</td>
</tr>
<tr>
<td>Building</td>
<td>$101,231</td>
<td>$ -</td>
</tr>
<tr>
<td>Special loan</td>
<td>21,792</td>
<td>33</td>
</tr>
<tr>
<td>Deaf and hard of hearing</td>
<td>97,246</td>
<td></td>
</tr>
<tr>
<td>Student special assistance</td>
<td>-</td>
<td>2,500</td>
</tr>
<tr>
<td></td>
<td>$220,234</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

Note 11 – Temporarily Restricted Net Assets

A summary of temporarily restricted net assets and net assets released from temporary restriction for
the years ended June 30, 2009 and 2008 follows:

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balance</td>
<td>Additions</td>
</tr>
<tr>
<td>RAPP Memorial</td>
<td>$ 9,163</td>
<td>$ 356</td>
</tr>
<tr>
<td>Financial assistance grants</td>
<td>232,645</td>
<td>484,071</td>
</tr>
<tr>
<td>Political action committee</td>
<td>(38,469)</td>
<td>679,781</td>
</tr>
<tr>
<td>Thomas H. Reece Scholarship Fund</td>
<td>8,065</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>$213,394</td>
<td>$1,164,201</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balance</td>
</tr>
<tr>
<td>RAPP Memorial</td>
<td>$ 8,739</td>
</tr>
<tr>
<td>Financial assistance grants</td>
<td>191,650</td>
</tr>
<tr>
<td>Political action committee</td>
<td>12,944</td>
</tr>
<tr>
<td>Thomas H. Reece Scholarship Fund</td>
<td>11,086</td>
</tr>
<tr>
<td></td>
<td>$213,333</td>
</tr>
</tbody>
</table>
Note 11 – Temporarily Restricted Net Assets (Continued)

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

Following is a summary of temporarily restricted net assets:

RAPP Memorial  – accumulated earnings, which may be used for the benefit of deaf and hard of hearing children attending the public schools of Chicago.

Financial assistance grants  – contributions which have been received from various private foundations to be used by the Union to train teams of educators in fashioning restructured approaches to learning and instruction.

Political action committee  – contributions which have been received from Union members on a voluntary basis to be used by the Union to support candidates in state and local governmental elections.

Thomas H. Reece Scholarship Fund  – Contributions which were received from an affiliate to be used by the Union to pay scholarships

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

Note 12 – Permanently Restricted Net Assets

Permanently restricted net assets in the possession of the Union at June 30, 2009 and 2008 consist of the following:

<table>
<thead>
<tr>
<th>Fund</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAPP Memorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>earnings on the fund may be used to benefit the deaf and hard of hearing children attending the Chicago public schools</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

Note 13 – Conditional Promises to Give

Conditional promises to give at June 30, 2009 consist of promises to support direct and allocated costs under the Nurturing Teachers Leadership Program, the Fresh Start Program and the Continuous Professional Learning Program totaling $200,000 which are contingent on the successful completion of the contract and acceptance by the grantor organizations.

Note 14 – Functional Allocation of Expenses

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

Note 15 – Litigation Settlements

Lawsuits were filed against the Union by former employees for breach of employment contracts they held with the Union. During the years ended June 30, 2009 and 2008, respectively, all of these lawsuits were settled.
Finances Move $3.9 Million to the Plus in Two Years

By John Ostenburg, Editor Emeritus

In 1968, the manufacturer of Virginia Slims cigarettes started a marketing campaign under the theme, “You’ve come a long way, baby.” The phrase soon caught on, and cliché though it might have become, even found its way into the lyrics of a Fatboy Slim recording 30 years later.

Today, the phrase is totally illustrative of the incredible progress the Chicago Teachers Union has made over the past two years in changing its fiscal picture.

It was in the April 2008 edition of the Chicago Union Teacher that CTU President Marilyn Stewart told the membership that the Union was facing financial collapse. She said auditors had told her that spending had to get under control or the Union would be facing bankruptcy. “This is not a situation that developed overnight,” President Stewart said at the time. “It’s been developing for several years. In fact, it results from several decisions that have been made going back to the mid-1980s.”

The CTU audit for the previous fiscal year – FY 2006-07 – showed a deficit of nearly $1.7 million. By contrast, the audit for the fiscal year just ended – FY 2008-09 – shows a surplus of nearly $2.2 million. That’s a positive change of $3.9 million in two years. Indeed, you’ve come a long way, baby!

When she received the warning from CTU auditors in 2008, President Stewart immediately put in place a whole series of fiscal constraints. She removed authorization for officers to use the Union’s credit cards; she reduced pension contributions for officers and administrators; she cut auto allowances and reimbursements for cell phone usage; she tightened the authorization process for travel; and she froze salaries for officers and administrators for one year. Those were tough decisions and not everyone was pleased that they were implemented; President Stewart still is taking heat for some of the changes that were made.

Satisfaction can be found, however, in the realization that the Union of 2010 is in a much more stable financial condition than was the Union of 2004 when President Stewart first came to office.

Satisfaction can be found, however, in the realization that the Union of 2010 is in a much more stable financial condition than was the Union of 2004 when President Stewart first came to office.

Spending during FY 2003-04, for example, resulted in a deficit of more than $2.5 million. The bankbook President Stewart inherited from former President Deborah Lynch showed a balance of $1 million less than it had been when Ms. Lynch came into office in 2001. When Ms. Lynch’s predecessor – former President Thomas H. Reece – began his last term in office in 1998, the balance in the Union’s checkbook was $2.4 million more than he passed on to Ms. Lynch. Indeed, as President Stewart had noted, poor financial decisions over a long, long period had resulted in the Union’s deplorable financial condition by 2007.

Because the CTU had strong reserves – approximately $5.1 million when former President Lynch was elected in 2001 – deficit spending became the norm over an extended period of time. Although the $2.5 million in deficit spending during Ms. Lynch’s last year in office was the highest in the Union’s history, deficits also were common during the initial years of the Stewart administration. In FY 2004-05, it was $1.7 million; in FY 2005-06, it was $850,000; in FY 2006-07, it was $1.7 million again. The accumulated deficit by the close of FY 2006-07 had completely depleted the reserves, thus causing the “wake-up” call to be issued to Union officials by the auditors.

On appeal from President Stewart, the American Federation of Teachers agreed to co-sign for a loan to get the CTU out from under its fiscal burden. The Union was behind in its payment of dues to the AFT at the time, and the national organization made three demands of the CTU in exchange for agreement to co-sign for the loan: (1) all dues payments to AFT must be made on time from that point forward, (2) payments on the loan must be made on time, and (3) the CTU must begin immediately to rebuild its reserves. For the past two years, all the conditions have been met fully. Judging from current the positive effect of current policies, that’s likely to continue to be the case into the future.

The AFT also agreed to provide three years of funding to the CTU for the hiring of a competent financial manager to oversee the day-to-day fiscal operations of the Union. Eventually, Michael Baldwin – a certified public accountant with a master of business administration degree – was hired to fill the position of director of financial operations.

He assumed many of the oversight duties that previously had been the responsibility of Treasurer Linda Porter, whose role was cut back extensively by President Stewart. In November 2009, the Union’s membership approved a referendum to eliminate the elected position of treasurer as of the 2010 elections.

Despite inflationary increases, etc., CTU expenditures for FY 2008-09 were $1.8 million less than they were for the year before President Stewart came to office in 2004. Expenditures were down more than $700,000 from FY 2007-08 to the year just ended.

When the new fiscal year began on July 1, 2009, the CTU had net assets of approximately $3.5 million. That’s the largest bank balance the Union’s enjoyed in the past six years. From all appearances, fiscal responsibility is ruling the day!
Earthwatch provides teachers with exciting travel opportunities

Earthwatch Educator Fellowships provide teachers with an opportunity to head into the field to learn about cutting edge research and conservation efforts and at the same time bring your experience back into your classroom.

The fellowships, provided through the Earthwatch Institute, allow teachers to join one of the Earthwatch expeditions worldwide and work with a team of other fellows or volunteers, and with leading environmental scientists. Participants work to support the work of their lead scientist and learn field research methods while helping to conserve threatened natural and cultural resources.

Earthwatch Educator Fellows receive funding for their expeditions and are asked to share their experiences through developing lessons, giving presentations, and by attending events designed to spread the word to other educators and volunteers.

No experience is necessary to apply and no specific educational background is required.

“You DON’T need to be a science teacher to become an Earthwatch Fellow – all you need is a sense of adventure, a deep curiosity, a love of meaningful work, and a desire to make a difference,” the organization stated on its website.

Any educator currently teaching kindergarten through 12th grade in the United States is eligible for the program. Earthwatch is looking for teachers who are passionate, who want to make a difference, and who are committed to engaging with their communities about their new knowledge.

Those who have received more than one prior Earthwatch fellowship, have received a fellowship last year, or have reserved a seat for an upcoming expedition are not eligible to apply.

Teachers can also apply for the Live From the Field program, which allows teachers to communicate with their students live from their research site. Applicants simply check the box on the application form to be considered for this option.

Earthwatch’s Education Fellowships are supported by a wide range of businesses, foundations, and individuals.

An Earthwatch Fellowship waives the minimum contribution requirement to join your expedition. It also covers the full cost of your expedition, including all research costs, meals, housing, on-site travel, etc.

More information about Earthwatch Educator Fellowships and application forms can be found by visiting http://www.earthwatch.org/edfellfund.
At first glance, Kristin Ziemke Fastabend’s classroom at Burley Elementary has all the makings of the average first grade workspace — a rug made up of brightly blocked colors for the students to converge; small tables and tiny chairs the perfect size for the average six or seven year old; bulletin boards with brightly colored borders. And then there are the iPods.

You see, for Ms. Ziemke Fastabend’s students, technology is all around them — why not use it as a tool in the classroom?

Kristin really embraced this idea after getting an Earthwatch Fellowship for teachers. The program took Kristin to New Orleans for ten days to study sustainable cultures and climate change, specifically, how Hurricane Katrina affected the caterpillar population there. Ms. Ziemke Fastabend worked with scientists from Tulane University and six other teachers from across the country.

One of the goals of the Earthwatch program is to increase awareness of careers in science and technology. So, one stipulation is that teachers blog daily and Skype with their students at least twice during the trip to help kids learn and experience what the teachers are doing.

“Students could see the real scientists I was working with and ask them about their work,” she explains.

“Or, see what it was like to live in a house on stilts in a swampy area and get mosquito bites, and all the details that went into the work.”

Because Kristin was teaching lessons live from the field she was able to show her students actual caterpillars and plant samples.

“So that’s what inspired me to use more technology in my room.”

Kristin says it can be a great tool even for the early childhood grades.

“I think oftentimes we think of the impact it would have on middle school or high school, and people are a little skittish about letting six and seven-year-olds interact.”

But, Ms. Ziemke Fastabend says, her students have flourished. The kids work with her on a classroom website and they are extremely comfortable on computers, both typing their own writing and using interactive reading programs.

Kristin says when she returned from New Orleans she was able to see just how impactful the experience was. By asking questions before, and then asking the same questions after, she was able to evaluate their learning.

“I was able to see how using Skype and blogs impacted them as learners and I found out that it was effective. And, that they did learn a lot.”

That’s when Kristin took it a step further and got the iPods. She uses the devices to help the kids with spelling lists and reading as well as literacy snapshots where they record themselves reading a passage and then play it back.

“They can listen and say, ‘That was my best reading,’ or ‘That wasn’t so good. I probably need to try again.’”

Kristin is currently working on creating a digital portfolio for each student so she can keep tabs on their progress. It works as a tool for students to hear how far they’ve come but also as an assessment piece for Kristin.

“It’s so cool,” she says. “Just to see their face when they hear themselves. They’re just blown away!...Their number one comment is always, ‘That’s not what I sound like!’”

She says fluency is something new they’ve been working on, but already the students are choosing longer passages because they like it so much.

Kristin’s first graders are still getting used to the iPods — figuring out how to maneuver from one screen to the next, or get back to the main menu — but at the time of our visit, she predicted they’d be comfortable in about ten days.

Even as she explained this, one student came up to show her a discovery — iPod games!

“It’s fun,” she says. “I have to say, I think I used to have the mindset that technology was being used gratuitously or to keep kids busy. I can see now how it impacts what they’re doing.”
Blog entry October 28, 2009...

Ms. ZF skypes into 106!

It was so great to see and hear the Friends of 106 today! I miss you guys! I hope you liked learning about my caterpillars. I was VERY impressed with all your questions. You are really learning a lot about climate change and Louisiana...

Today I did a lot of work in the lab. This morning I looked at leaf samples we collected in Ziploc bags. We didn’t know the names of many of the plants, so I had to look for a matching photo on the internet to learn the name. Then I labeled each bag with the name and entered it into a data table for future reference.

Want to act like a scientist? Find a tree near your home and collect a sample of ten leaves. Look at the “area” those leaves cover. Then look at the whole tree and use your sample to make an estimate, or “best guess” for the total number of leaves on the tree. This is what we do in the field every day!
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.

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
Annual School Improvement Conference

Saturday, April 17, 2010
8:00 a.m. - 2:30 p.m.

Holiday Inn Chicago Mart Plaza • 350 N. Orleans, Chicago, IL 60654

During the transition from childhood to adulthood, adolescents establish patterns of behavior and make life style choices that affect both their current and future health. Serious social, health, and safety issues can adversely affect adolescents and young adults. Because many societal factors contribute to adolescent health, safety, and well-being, a collaborative effort engaging multiple partners and sectors is necessary. Such joint efforts can also help to promote a more comprehensive approach to addressing adolescent health—one that views adolescents as whole persons, recognizing and drawing upon their assets and not just focusing on their risks. Join us at our Annual School Improvement conference as we explore strategies in addressing the six critical types of adolescent health behavior that research shows contribute to the leading cause of death and disability among adults and youth—alcohol and drug use, injury and violence (including suicide), tobacco use, nutrition, physical activity and sexual behaviors. Your participation at this conference is vitally important to the global joint effort to “Heal Their World.”

For further information call 312-329-6272

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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)
Saturdays, Jan. 23 - March 27, 2010 • 9 a.m. - 1 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, Jan. 23 - March 27, 2010 • 9 a.m. - 1 p.m. • Instructor: TBD

READING 5310
BEST PRACTICES IN MIDDLE SCHOOL READING (3)
(Prerequisite: Valid State of Illinois Teaching Certificate)
Middle School philosophy and specific reading practices geared to the middle school learner. Emphasis is on best practices in instructional planning and preparation, interactive learning strategies and assessment.
Fridays, Jan. 22 - March 26, 2010 • 5 p.m. - 9 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 to:
CTU Graduate Program
222 Merchandise Mart Plaza, Suite 400
Chicago 60654-1016

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

MAIL IN REGISTRATION FORM

Name__________________________________________________
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School__________________________________________________
Email address______________________________________________

Make checks/money orders payable and mail to:
Chicago Teachers Union Quest Center
Attn: Trisha Raymond
222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

CONFIRMATIONS WILL BE SENT BY EMAIL ONLY!
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.

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.
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:

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- 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

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Time to renew your Illinois Teaching Certificate!!
Deadline: May 28, 2010
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FAILURE TO RENEW YOUR CERTIFICATE WILL MAKE YOU INELIGIBLE TO TEACH IN THE CHICAGO PUBLIC SCHOOLS.

To ensure the process is completed in a timely manner, Statement of Assurance (SOA) must be submitted by April 30, 2010.

To renew your Standard/Master Certificate follow these simple steps:

I. Complete one of the ISBE professional development options.
II. Enter completed professional development activities in the Educator Certification System (ECS) at www.isbe.net/ECS.
III. Submit a Statement of Assurance (SOA) in ECS.
IV. Check back weekly for status of renewal.
V. Register and Pay the renewal fee of $25 online to register your certificate as soon as you confirm your renewed status. Please make sure your certificate is registered in Region 15 City of Chicago.

To move from Initial to Standard Certificate follow these simple steps:

I. Accrue four (4) years of teaching experience and complete one of the ISBE professional development options.
II. Enter completed professional development activities online at www.isbe.net/ECS.
III. Submit a Statement of Assurance online.
IV. Obtain an employee verification letter verifying completion of four (4) years teaching experience. Fax letter to ISBE at (217) 557-8392.
V. Check back weekly for status of renewal.
VI. Apply for the Standard Certificate and pay $30.00 application fee.
VII. Pay the $25 registration fee online. Please make sure your certificate is registered in Region 15 City of Chicago.

TEACHERS WITHOUT 4 YEARS OF TEACHING EXPERIENCE ONLY NEED TO RE-REGISTER THEIR INITIAL CERTIFICATE AND PAY THE $20 REGISTRATION FEE IN APRIL 2010.

For questions or concerns, please contact CPS Office of Human Capital at 773-553-6767 or by email at www.renewcert@cps.k12.il.us for more information.
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THINGS TO DO IN CHICAGO

Soldier Field to Hold 7th Annual Spring Egg-Stravaganza

Adults and children are invited to attend the 7th Annual Spring Egg-Stravaganza, the largest free candy grab in Chicago, Saturday, March 27 at Soldier Field, 1410 S. Museum Campus Drive. A ticketed brunch will be held at the United Club from 8:30 to 10 a.m. and an admission-free candy grab on the field follows at 10 a.m.

Children ages ten years and younger are welcome to participate in this event presented by Dominick’s. The fun will be broadcast on video screens for parents to cheer from the sidelines.

Before the candy grab, children will have the opportunity to brunch with the bunny and take photos at Soldier Field’s United Club from 8:30 to 10 a.m. Admission to the brunch is $17.50 for adults, $12 for children under ten, and free for children under age 3 with a paying adult. Reservations for brunch must be made by Wednesday, March 24 by calling 312-235-7160.

The South Courtyard will feature an interactive show by Radio Disney AM 1300 from 9 to 10 a.m. along with other entertainment. The first 2,000 children who participate in the candy grab will receive a commemorative wooden egg.

Parking is available in the Waldron Garage for $10. Enter the stadium on the south end at Gate O.

For more information, call 312-235-7000 or visit http://www.soldierfield.net/content/soldier-field-spring-egg-stravaganza.

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