Resist. Re-card. Build union power.

Fight Janus

An anti-union ruling is expected in a Supreme Court case that will likely strip away the right to collect agency fees from public workers nationwide. It’s yet another attack on unions, but as always, we’ll be ready.

PAGES 8 AND 9
Giving trans students the support they need

by CAROL HAYSE, LCSW

Let’s say you have a trans or gender non-conforming student in your class, the definition of which is a person whose gender is different from the one they were assigned at birth. You may have observed that they are expressing their gender identity in a way that is not consistent with the gender that they were assigned at birth. You may have noted that their behavior is different from what you expected or what you have experienced before. You may not feel confident when it comes to talking about gender and gender identity. You may not feel confident in your ability to guide the student in their journey.

What do you do then? Luckily, CPS’s official guidance document and its accompanying toolkit are thorough and helpful. If applied, they are able to guide school administrators in working with students in a way that is non-discriminatory and supportive. These documents are titled “Guidelines Regarding the Support of Transgender and Gender Nonconforming Students” and “Supporting Gender Diversity Toolkit.” They reflect best practices, and may be aspirational, in the context of CPS’s understanding of gender identity. They can be produced with consultation from notable child advocacy agencies, or may be relied upon.

The documents, however, were not produced without legal struggle. Several cases in Illinois have been litigated, mostly with challenges from adults who believe that bathrooms and locker rooms were used only by students whose gender identity matches that which was assigned at birth. They assert, at best, that transgender students should be assigned a separate bathroom or locker room. Separate but equal? Courts in Illinois have mostly rejected that as discriminatory under various civil rights statutes. Those who are critical of separate but equal have stated that, “It is not really about bathrooms, just as separate water fountains were never actually about drinking water.” The separate bathroom struggle being waged in states and school districts across the country may best be seen as a struggle around male supremacy, as drinking fountains were about white supremacy. Although their histories and effects have been profoundly different, systems of white supremacy and male supremacy share the fact that they are maintained in order to keep non-whites and non-males in restricted and subordinate roles. Gender non-conforming folks explode those assumptions.

Let’s return to the educator in the original scenario. You have discovered that you are not very knowledgeable about transgender issues, but you wish to do the right thing. How can you now start to support all of your “gender creative” students? After referring them to your school social worker or counselor, you may need to approach the administration to establish a student support team and follow CPS guidelines to shepherd all stakeholders through a process. If the administration seems reluctant, you will want to work with your Professional Problems Committee (PPC) to encourage the administration to fulfill its responsibilities. You can also refer your PPC to the CPS guidelines for guidance document and its accompanying toolkit.

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**The people, united**

**Sisters and Brothers,**

You know, it seems like I say this every year, but once again, I’m struggling as we have chosen to fight for Black History Month and move onto Women’s History Month. But this year is different due to the impact of the #MeToo movement and its significance for women all over the world. We are no longer just celebrating the contributions women have made and continue to make to the betterment of humankind, but demanding that they be respected and not subject to objectification and harassment. I thank Tarana Burke and every woman, male, non-binary and transgender who work under our contract and benefit from collective bargaining, contract administration and grievance handling—to retain union benefits without paying union dues. The right-wing tilt of the Court has been reinforced by Gov. Bruce Rauner that threatens to allow “agency fee” payers—non-members who work under our contract—to simply walk away with the money that is due to the CTU and our hard-working union staff.

As we go to press, the U.S. Supreme Court has heard arguments in Janus vs. AFSCME Council 31, the case jumpstarted by Gov. Bruce Rauner that threatens to allow “agency fee” payers—non-members who work under our contract and benefit from collective bargaining, contract administration and grievance handling—to retain union benefits without paying union dues. The right-wing tilt of the Court virtually guarantees a vote against us this spring, which is the reason we’re asking every member to re-card and take a stand to support your union.

A Janus victory would eliminate funding for union battles against attacks on our wages and benefits, and in states that have already passed versions of the case, this is exactly what has happened. When Wisconsin public sector workers lost their union rights in 2011 under Act 10, which stripped them of both agency fees and collective bargaining rights, union membership fell 38 percent and teachers in Milwaukee were forced to take an immediate $10,000 cut in pay and benefits.

If there is a positive to be found in the Janus case, look no further than West Virginia, where teachers recently took the nation by storm by striking not just for better pay, but to protect their health insurance. Strong labor movements cannot be defeated if we organize democratically and fight collectively for our rights and dignity.

Strong labor movements cannot be defeated if we organize democratically and fight collectively for our rights and dignity. Similar actions are taking place in Chicago charter schools, where teachers are standing in the face of forceful management opposition to unionize and join the CTU family. These union drives at charters are part of a long-term strategy to undermine school privatization by forcing an increase in wages and benefits, leveling the playing field at persisting charters and taking away the profit motive behind opening new charters—a strategy that undermined UNO’s expansion plans and has vastly slowed down charter expansion in recent years. Union drives continue at charters across Chicago at the same time the CTU is planning to battle any additional CPS “district initiatives” set to be unveiled later this spring.

Spring also means another evaluation season, and we welcome for this issue the annual installment from our friends at the National Center for Fair & Open Testing (FairTest), as well as a recap of an Illinois Raise Your Hand forum on school ratings from the CTU Testing Committee. Student (and teacher) evaluation issues are a central focus of both our strategy in Springfield and negotiations with the Chicago Board of Education, and it is critical that we use the protections in our contract to support your union.

Finally, in late February, the mayor’s handpicked school board ignored the parents and students of National Teachers Academy and Englewood’s public high school communities by voting to close their schools. We were able to buy time for those schools by staying off closure long enough to allow current students to graduate, but the root problem is the utter lack of agency for parents, students and teachers in our appointed school board. This is why we continue to fight in Springfield for an elected, representative school board that brings our communities democratic control over public education.

As always, while I work on my recovery, know that I am with you and that I remain as committed today to support and strengthen our union and the day-to-day work that elected your president. I want to again extend my gratitude to all of you who continue to reach out to ask about my health and recovery. I’m doing better every day—in no small part thanks to your love and support for me, my fellow CTU officers and our hard-working union staff.

In solidarity,

Karen GJ Lewis, NBCT

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**The president’s message**

Strong labor movements cannot be defeated if we organize democratically and fight collectively for our rights and dignity.

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Karen GJ Lewis, NBCT
math teacher, and all kinds of medical careers. Further, there is a push for students to take more STEM courses in high school, such as engineer, lab tech, science or math. This push is to prepare students for high school physics and chemistry, and perhaps even some form of higher education such as engineering or the sciences. In my opinion, every high school student should take at least a basic science course, regardless of their interests or abilities. However, for above-average students, it would be wise to take additional science courses, especially if they are interested in pursuing a STEM career. These courses can help prepare students for college-level science courses and potentially even contribute to their college admissions applications.

However, there are also concerns about the quality of science education in many high schools. Many schools are struggling to attract and retain qualified science teachers, and many students are failing science courses. This is a concern because science education is crucial for preparing students for college and career opportunities. The Chicago Teachers Union Latinx Caucus has been working to address these issues and fight for more science in the classroom. They have organized a five-week class for teachers to plan for and teach their at-risk students, and they have partnered with the Federación de Maestros de Puerto Rico to teach a Puerto Rican history class to high school students. They have also organized a brigade to Puerto Rico during spring break to teach and learn about Puerto Rican history and culture.

In conclusion, there is a push for more science education in high schools, but there are also concerns about the quality of science education in many schools. The Chicago Teachers Union Latinx Caucus is working to address these issues and fight for more science in the classroom. They have organized a five-week class for teachers to plan for and teach their at-risk students, and they have partnered with the Federación de Maestros de Puerto Rico to teach a Puerto Rican history class to high school students. They have also organized a brigade to Puerto Rico during spring break to teach and learn about Puerto Rican history and culture.

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Solidarity with Puerto Rico

The members of the Chicago Teachers Union Latinx Caucus stand in solidarity with Puerto Rico. Hurricane Maria hit Puerto Rico on September 20, 2017. In its wake, it left the island devastated and, in some cases, destroyed. The hurricane affected more than 70 percent of the population, as well as infrastructure and businesses. In the weeks and months following the hurricane, the island continued to suffer from power outages, lack of water, and food shortages. The hurricane caused many Puerto Ricans to leave the island, and many of those who stayed were left with very limited resources.

In response to Hurricane Maria, members of the CTU Latinx Caucus partnered with the Chicago Boricua Resistance and U.I.C. College of Education to plan a brigade going to Puerto Rico during spring break. The Puerto Rican Solidarity Brigade is a six-week intensive program consisting of five weeks of classroom time and one week of service in Puerto Rico. The five-week classroom component aims to introduce participants to Puerto Rican history, culture, policies and resistance, and post-Hurricane Maria. We will be partnering with the Federación de Maestros in Puerto Rico and mutual aid centers in several communities deeply impacted by the hurricane.

Again, the Chicago Teachers Union Latinx Caucus stands in solidarity with the students and teachers of Puerto Rico. We also support the hurricane victims as an excuse to profit off of tragedy and close schools. The students of Puerto Rico deserve the human right to an equitable and just education. We stand firmly with the Puerto Rican people and will fight the corporate agenda and defend the public good.

Victoria Rosario, Rogers Elementary, and Marlena Ceballos, Saucedo Elementary, of the CTU Latinx Caucus

Puerto Rican residents walk in flooded streets in Condado, San Juan, Puerto Rico, Sep. 22, 2017. Following Hurricane Maria. (Photo: Sgt. Jose Ahiram Diaz-Ramos, Puerto Rico National Guard)
Here’s what Trump’s words actually mean to my students

If the saying “words hit harder than a fist” is true, then the president is doing a lot more damage with his mouth than his tiny hands ever could.

BY GINA CANEVA

As a Chicago public high school English teacher and teacher-librarian for the past 14 years, I often give my students famous speeches to analyze. As I listened to President Donald Trump’s first State of the Union address, I couldn’t help but think of the many students that his speeches left out and even acted against.

I teach at Lindblom Math and Science Academy, a school situated at the historic 100-year-old building in Englewood, one of the most impoverished neighborhoods in Chicago. Ninety-five percent of our student body is either African American or Latino, and 60 percent of our students qualify for free and reduced-price lunch. In listening to the State of the Union, it was consistently clear to me that students like mine, who are part of a major city across America, are not on President Trump’s agenda.

He began his speech by lauding his party’s accomplishments on jobs, the economy, and the tax cuts. He referenced the American Dream as an effect of these accomplishments. “No matter where you have been, or where you come from, this is your time,” Trump said. “If you work hard, if you believe in yourself, if you believe in America, then you can dream anything, you can be anything, and together, we can achieve anything.”

Immigration
This may sound like standard-issue presidential rhetoric, except for Trump’s recent remarks that people from ‘[expletive] countries’ shouldn’t immigrate to the United States.

For our Brown and Black students who sit in front of me daily and are forced to write the words “no matter where you come from” serve not as an apology for that statement but as a blatant cover-up.

Trump chose to alienate African Americans and other groups who have protested the national anthem by calling it Americans’ civic duty to stand for the national anthem. I had students who protested the national anthem at their homecoming pep rally. Even at the national anthem at their respective schools.

Our students hold up metal detectors each morning, as do many students across the nation, but they are proving to be no match for weak gun control laws.

Infrastructure
When Trump moved on to the topic of infrastructure, he painted America as “a nation of builders” and pronounced that “we can reclaim our building heritage.” However, he failed to mention the building of new schools in his infrastructure package.

In early January, The Washington Post reported that students in Baltimore were in classrooms without heat for days at a time. Students in our most vulnerable areas desperately need schools to be part of any new infrastructure package.

School funding
Despite the fact that both of his predecessors, President Barack Obama and President George W. Bush, touted education plans in their State of the Union speeches, Trump mentioned education just once—to champion vocational education. Vocational schools were a theme of the night, as Rep. Joe Kennedy spoke from a vocational school in his Democratic response to the same speech.

But the statement came without details of how to do this in a nation that has abandoned vocational education for college preparedness. It also came without a guarantee of funding; in fact, Trump’s last proposal on education funding was a 14 percent cut (that’s $9.2 billion) which was, thankfully, voted down.

DACA and Dreamers
Perhaps the most divisive statement of the night, but one that showcases Trump’s true feelings of nativism, came near the end.

In talking about helping every American out of poverty, Trump drew a direct connection to securing our borders, saying that, “My duty, and the sacred duty of every elected official in this chamber is to defend Americans…Because Americans are dreamers too.”

I have taught many Dreamers (also known as Deferred Action for Childhood Arrivals (DACA) recipients), and I know they will take that statement for what it is—a direct negation of their identity in this country.

As a teacher, I worry deeply about so many of my students whose cultures and identities were slighted ever so slowly. But make no mistake, they can read between the lines. And when they do, it is my hope that they come to the solutions that this country greatly needs.

Gina Caneva is a National Board Certified high school teacher and librarian. This article was originally published in Education Post on Feb. 8, 2018.

CTU stands tall against Janus

With the U.S. Supreme Court poised to hear arguments in the Janus v. AFSCME Council 31 case, the Chicago Teachers Union joined union workers from across the state for the Feb. 24 Working People’s Day of Action

BY CTU COMMUNICATIONS

The day started at Federal Plaza with a noisy and feeder march before making stops at some of the city’s biggest facilitators of school privatization and attacks on workers, including JPMorgan Chase, one of Chicago Public Schools’ biggest lenders; hedge fund Citadel, run by billionaire school privatizer Ken Griffin, one of Mayor Rahm Emanuel’s biggest donors; and the Chicago Board of Education, a rubber stamp for a mayor who has closed dozens of schools, shortchanged special education students and brought disruption and neglect to neighborhood public schools that educate one of the country’s overwhelmingly low-income Black and Brown students.

The march connected the dots between Emanuel’s racist school closings, predatory lending that undercuts the solvency of public agencies like CPS, and the pivotal role that hedge funds and big finance play in promoting—and bankrolling—attacks on working people and their unions, including the Janus case.

Speakers and marchers included students and union teachers from Hope, Robeson and other Englewood schools slated for closure; Elisabeth Greer, the local school council chair of National Teachers Academy, also slated for closure by Emanuel in a takeover bid by wealthy south Loop investors; Amisha Patel, executive director of the Grassroots Collaborative; and Tony Johnson, president of Cook County Teachers Union Local 1600.

The march ended in a statewide labor rights rally at Daley Plaza, where Yates Elementary School teacher Jhoanna Maldonado told the crowd of thousands, “[Gov. Bruce] Rauner, Griffin, the Koch brothers, Education Secretary Betsy DeVos and their allies hate unions. They want to strangle our voices because they know that we block their grab for more power and public dollars.”

“I know which side my union is on. We say no to Bruce Rauner, no to Betsy DeVos, no to [President Donald] Trump and no to Janus. And we’re proud to stand here today with each and every one of our fellow union members to take the fight to the houses—and win.”

The Working People’s Day of Action came just days before the Supreme Court began hearing arguments in Janus v. AFSCME Council 31, a case initiated by billionaire Gov. Rauner which is designed to intensify a rigged system that undercuts workers’ rights to organize and sustain strong unions. Some of the nation’s wealthiest dark money think tanks, right-wing foundations and conservative mega-donors are bankrolling these parallel initiatives, part of their sustained assault on workers’ rights, labor unions and living wage work.
SEXUAL HARASSMENT: Learn more, take a stand and help create a safer workplace for all

Enormously popular hashtags #MeToo and #TimesUp reflect the determination of women and other victims of assault and harassment to say, “We’ve had enough...more than enough. This has to stop.”

By DEBBY POPE

The #MeToo movement started a little over a decade ago in the early days of Twitter, initiated by an African-American activist named Tarana Burke. The hashtag has gone viral in recent months, sparked by revelations about abuse by many rich and powerful men. Burke was recently named one of Time magazine’s persons of the year.

But what is harassment? The U.S. Equal Employment Oppor-
tunity Commission (EEOC) defines it as, “unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.” It runs the gamut from unwelcome flirtation and pressure for a date, to unwanted and, at its most extreme, rape and other sexual violence.

Statistics on sexual harassment show that 60 percent of American women voters say they’ve experienced sexual harassment, according to a Quinnipiac University national poll released in November of 2017. According to a survey by the American Association of University Women, approximately 48 percent of high school students report being victims of sexual harassment, and nearly 50 percent of these students say it has affected them and their school work.

While a lot of attention has been paid to women in high visibility roles in Hollywood, the vast majority of sexual harassment targets are working women in low wage, low prestige jobs, according to analysis of EEOC data by the Center for American Progress (CAP). The group most affected are hotel maids, restaurant workers and others in the hospitality industry, which files more sexual harassment complaints than any other, according to EEOC analysis of EEOC data.

Who are the harassers? According to a Cosmopolitan magazine survey of more than 2,000 women, approximately three-fourths of victims cite harassment by male co-workers, with nearly half experiencing harassment from customers or clients, and more than one-third who said they were harassed by their supervisors or managers. As the numbers show, many have been harassed more than once by different people.

What about educators? “Many schools all over the country fail to take sexual harassment seriously, opening themselves up to lawsuits, poor morale and high employee turnover,” writes James Stovall for Little Bird, an online human resources center for schools. “Even though it’s common, sexual harassment is routinely misunderstood by school employees, managers and school leaders.” As educators, we have both a legal and moral responsibility to speak up on behalf of our students if we believe they are being harassed. Support and solidarity with colleagues who have been harassed is vital to making our workplaces safer for all.

What should you do if you or a co-worker is being harassed? Contact your field representative to report the situation and fill out grievance and Equal Opportunity Compliance Officer violation forms. While the Union does not file grievances against your fellow members, Article 44-25 of our contract holds your principal responsible for providing you and your colleagues with a safe working environment.

The EEOC estimates that about 75 percent of all workplace cases of sexual harassment are never reported. The major reason for not reporting is clear—a not-unfounded fear of retaliation. Often, given society’s “blame the victim” approach, victims are not sure if what has happened is “bad enough” to report, or in some way may be their fault. Additionally, many victims, especially women in low-wage work, are afraid they won’t be believed, especially if the offender is a boss or paying customer.

Reports indicate that unionized employees fare somewhat better, experiencing both lower rates of harassment and higher rates of incidents being reported. Likely reasons for this include a union’s ability to provide at least some measure of protection against retaliation, representation in reporting and to hav
ing someone “on their side” that the victim can talk to initially.

If you encounter an emergency of severe harassment or sexual assau
tault, either for yourself or someone else who has just experienced a traumatic situation, please contact the National Sexual Assault Hotline at 800-656-HOPE.

The CTU Women’s Rights Committee is actively working on this issue. We are planning a forum with other unions and worker groups about sexual harassment in the workplace, what our rights are and how we can fight back. Stay tuned.

Debby Pope is a CTU retiree and part-time grievance writer.

Strong schools have strong Local School Councils

By SARAH ROTHSCHILD

The landmark Chicago School Reform Act of 1988 brought a tremendous amount of democracy to the school level through the Local School Councils (LSC). Even though we will continue our fight for an elected school board to govern Chicago Public Schools, LSCs are a key component of community control of our schools. For Chicago Teachers Union members, LSCs also provide an incredibly important opportunity to have a strong voice in making sure that the budget is developed collectively and is reviewed regularly, and to advocate for the staffing and programs your specific school community needs.

The CTU is proud to announce that LSC training in nine different modules will be offered at the CTU office on the third Saturday and third Wednesday of each month, starting in February. Attending these trainings will be a great opportunity to gain important skills to lead effective LSCs, and also to network with other LSCs at other schools. Since each LSC is unique for a variety of reasons, learning what works and what doesn’t at different schools is very beneficial for improving your own LSC.

Sarah Rothschild is a CTU education policy analyst.
In union, there is strength

Some news and notes related to enforcement of our contract with the Board of Education

**By THE CTU GRIEVANCE DEPARTMENT**

Arbitration is the final step in our contract that can be used to resolve a grievance or dispute, and defined as the private, judicial determination of a dispute by an independent third party. There are several recent arbitration and ISBE cases of interest.

**PB Day Arbitration**

We recently received an arbitration decision that will help clarify the lay of the land in our ongoing dispute with the Chicago Board of Education over the use of personal business (PB) days. The good news is that one of our members received back pay for being improperly denied the right to use her PB days. An arbitrator also decided that CTU members can use PB days for virtually any reason, and the Board may no longer restrict the purposes for which PB days can be taken.

Members should also know, however, that the arbitrator also held that principals have a managerial right to deny PB day requests in order to ensure there is adequate classroom coverage or provide staffing for key events like report-card pick-up. This decision has overall opened the door to clarify these rights and potentially push for banking PB days again.

**Religious holiday pay**

An arbitrator has rejected paying religious holiday pay for PSRP's, but members were handed a powerful victory in a similar case related to clinicians and counselors. In the PSRP case, the arbitrator said that since the language in Board Rules concerning paid religious holidays specifically mentioned teachers, and since there wasn't a history of PSRP's receiving religious holiday pay when Good Friday was a working day (due to Good Friday always falling over Spring Break in the years immediately prior to 2015), PSRP's are not entitled to take the day as a paid holiday—though they could use a PB day or take a zero day for it. We attempted to argue discrimination, but the arbitrator held that different job categories receiving different benefits does not constitute “discrimination.” Good Friday falls over Spring Break this year, but the issue of religious holiday pay for PSRP's going forward is one we'll address in our next contract, which we'll begin bargaining over this summer.

**Victory for clinicians and counselors**

We won a powerful victory for clinicians and counselors on the PB issue—one that produced thousands of dollars in back pay for members—so many thanks to all of the members who testified in this case. The CTU filed a grievance in 2015 on behalf of clinicians and counselors who utilized the provision for religious holidays but who were never provided substitutes. It's been a long haul in this battle, but CPS has finally settled the case for more than $50,000. More than 200 clinicians and counselors just received pensionable checks as part of the settlement. In addition, CPS has agreed that it will not deduct substitute pay for clinicians when there are no substitutes provided.

**REACH ratings**

The Union recently won an important grievance related to REACH ratings, where CPS has been responding to many grievances by dismissing the procedural violations they raise as “de minimis”—too minor to warrant granting the grievance and overturning the rating. We strongly disagreed, arguing that if our contract requires it, the Board must do it, pointing to the word “should” in our contract as a mandate. The arbitrator in this case agreed that where the principal gives the teacher hard copies of evaluation feedback, but fails to enter information into RLS, this indeed violated our contract and warranted overturning the teacher's rating.

A veteran tenured teacher who was laid off out of seniority for an unsatisfactory rating returned to work with full back pay and benefits. This case should also help us with future REACH grievances where procedural violations hurt our members’ ratings.

**Sick day abuse**

As you may be aware, Chicago Public Schools has increased its scrutiny and enforcement of possible sick day abuse, and has been performing numerous audits of our members. We recently received two Illinois State Board of Education (ISBE) dismissal decisions on alleged sick day abuse—two positive and one negative.

ISBE ruled against a tenure teacher who did not request Union representation during the CPS investigation that led to her dismissal charges, and did not use available CTU legal assistance for her ISBE case, to which she was entitled. She instead chose to retain private counsel. The Board accused her of using sick days for a series of religious holidays over a period of many years. The ISBE hearing officer found that the evidence supported the Board's allegations that she had engaged in fraud. She has been terminated and is currently appealing through the courts.

ISBE ruled in favor of a tenured teacher who was arrested on serious charges but never convicted, and whose wife put in for his absence on AESOF for a day while he was in jail. He used PB days for subsequent court matters, and was not convicted of the charges that led to the arrest. The CTU represented the member in the ISBE hearing, where we argued—and the hearing officer agreed—that the teacher had worked for more than 20 years with no prior disciplinary record, there was insufficient evidence that the teacher's conduct with respect to the sick day constituted an intentional misrepresentation and the evidence did not support the Board's claims that the allegations that led to the teacher's arrest were conduct unbecoming a CPS employee. Our member has successfully retained his position.

Our Grievance Department, field representatives, organizers and legal and support staff are here to help delegates and members challenge contract violations through school Professional Problems Committees, the grievance process and our organizing strategies. Talk to your field rep to learn more about how to use your contract and union resources to protect your rights, your classroom conditions and your school community.
Janus: The latest weapon in assault on unions

After a string of state-level attacks on unions across the country, a U.S. Supreme Court decision in the coming months is likely to bring the most significant nationwide rollback of workers’ rights in years

By MATTHEW LUSKIN

The Supreme Court began hearing arguments in a case called Janus v. AFSCME Council 31 in late February, and public employee unions across the country have spent the last year bracing for the impact of an expected ruling this spring. The case challenges unions’ ability to collect agency fees, or “fair share” payments, from non-members in public sector workplaces that they represent. With President Donald Trump’s appointment of Justice Neil Gorsuch tipping the court’s balance, the Janus case is almost guaranteed to result in a decision against our union, changing the lay of the land for all public employee unions nationwide.

“Fair share,” or agency fees, are payments collected from workers who are represented by a union, but choose not to join that union as members. When public sector workers choose to form a union, any contract they negotiate with their employer is required by law to apply to all workers they represent, regardless of an individual’s membership status. Public employee contracts are prohibited from mandating union membership, but for decades, Illinois, like many states, has permitted unions to negotiate language allowing them to collect a “fair share” payment from the non-members they represent. Non-members in a unionized workforce benefit from the union’s representational work, contract bargaining and campaigns to win improvements on the job. Fair share fees are meant to cover the costs of those activities.

The conservative majority on the Supreme Court will almost certainly end these arrangements with its ruling on Janus. Although unions like the CTU would still be required to represent and bargain for non-members in bargaining unit positions, the Court will likely ban any requirement that they contribute their fair share to union expenses. Public employees with union representation will no longer have the right to decide as a group to bargain these protections into their contracts. Instead, each employee can choose to pay nothing in dues while still receiving the same benefits and protection of our hard work and union contract.

Janus v. AFSCME Council 31 is just one of a number of legal cases winding its way through the country’s state and federal courts, and taking aim at workers’ union rights. A network of far-right, pro-business organizations have played a major role in advancing these at both the state and national level. These groups have been highly coordinated and well-funded by billionaires and big business interests, providing legal backing, resources and public promotion. As Democratic Party politicians grew increasingly bold in their willingness to abandon traditional union supporters, openly aligning with Republicans against public employees (with a special venom reserved for teachers unions), the door opened for this offensive. Organizations such as the Illinois Policy Institute and the National Right to Work Committee seized the opportunity to advance their funders’ interests—and profits—by expanding language designed to imply they are an attempt to weaken the rights of workers and cut into the strength of our organizations. This project has produced results. A 2014 Supreme Court decision has already ended fair share payments nationally for specific groups of public sector workers, including hundreds of thousands of home care workers and childcare providers whose organizing drives were a rare bright spot for U.S. union growth in recent decades. State-level efforts to limit public employee bargaining produced Wisconsin’s Act 10 in 2011 (and the uprising that unsuccessfully attempted to block it), thwarted Missouri homecare workers from winning a first contract and, of course, brought new limitations on our union’s bargaining and striking rights.

In the private sector, the expansion of so called “right-to-work” laws has been stunning. Twenty-eight states have adopted these rules, banning workers from negotiating “union security” language into their contracts to require their employer to only employ fellow union members. Illinois is now surrounded on all sides by states that have chipped away at their private sector unions under the guise of right-to-work, paving the way for further political shifts to the right in the Midwest, a region that has long been a union stronghold.

In Illinois, two of the largest unions still standing in the U.S. come workers, are key institutions in moving toward immigrant rights, and constitute most of the movement against school privatization and for union security” language into their contracts to require their employer to only employ fellow union members. Illinois is now surrounded on all sides by states that have chipped away at their private sector unions under the guise of right-to-work, paving the way for further political shifts to the right in the Midwest, a region that has long been a union stronghold.

Rebranding what was once called the “open shop” as right-to-work and the corporate-funded Freedom Foundation’s slogan claiming to be “Freeing workers from union tyranny!” are examples of these campaigns use language designed to imply they are an attempt to protect workers. The Washington-based Freedom Foundation, its local Illinois Policy Institute counterpart and other groups affiliated with the State Policy Network are libertarian “think tanks” and conservative policy shops that have led the charge in developing anti-union lawsuits and legislation.

These organizations have continued their attacks, even after changes in the law where courts or politicians have already ended fair share for public employees, and unions already face the conditions we expect from the Janus case. They’ve funded ads, launched websites and even adopted some of our own organizing techniques such as large-scale phone banking and house visits to press workers to drop their union membership and weaken unprepared unions. Their funding and direction has come from some of the wealthiest business, banking and finance executives in the nation, so they are far from being credible advocates for the rights of working people. Billionaires and school privatizers such as Gov. Bruce Rauner, billionaire Richard Uihlein and foundations funneling money from the Koch, DeVos and Walton families have been their major funders in Illinois. These groups never defend workers’ rights when retaliated against for union activity, actively oppose minimum wage campaigns and have called for cuts to our pay, benefits and retirement plans, despite acting under the pretense of caring about the unions and supporting our right to free speech.

Throughout history, the houses have always used campaigns for the right-to-work laws that the Janus case is modeled on as an opportunity to divide workers, weaken our organizations and guard against higher wages while claiming the opposite. Pro-right-to-work efforts from the 1940s were littered with racist claims that whites should not be forced to join the same organizations as Black workers, “whom they will have to call ‘brother’ or lose their jobs,” according to 1944 campaign literature. The real motives behind Janus are found in the fact that unionized public employees are disproportionately people of color and women, have been a major force for organizing low-income workers, are key institutions in move-
A n anti-union ruling is expected this spring in the Janus vs. AFSCME case, which would likely strip away the right to collect from public worker unions “agency” or “fair share” fees, which is the amount that non-members must pay to the union. Right now, there are more questions than answers circulating about Janus, so here is some background to get you started.

Who is Janus?

The Roman god of doorways and new beginnings, who gave his name to the month of January. He is known as a protector of doorways, entrances, and new beginnings, who gave his name to the month of January. He is also associated with change and transformation.

A major reason for taking up the Janus case is the powerful role that teachers unions play in advocating for teachers' rights and interests. Teachers unions are often seen as a source of collective bargaining power for teachers, as well as a way to provide support and resources for teachers. The Janus case has the potential to significantly impact the power and influence of these unions.

Why should I care about the Janus case?

Janus could weaken our union's power in collective bargaining, or at least force us to work harder to maintain that power.

Who is Janus?

The Roman god of doorways and new beginnings, who gave his name to the month of January. He is also associated with change and transformation.

Seriously? What does ancient mythology have to do with our issues now?

The U.S. Supreme Court will soon rule on a case that was brought by a State of Illinois employee named Mark Janus. Janus can be accused of being two-faced in a couple of ways—one, because he says he is fighting for the rights of workers, but if he wins, unions' power in fighting for their rights at work could be weakened. Second, the case is known as Janus, but it's not just about him—he is the face of powerful, well-funded anti-union forces such as the National Right to Work Legal Defense Foundation and Gov. Bruce Rauner.

What is this Mark Janus asking for?

Janus wants to stop paying anything to the union that represents him—the American Federation of State, County, and Municipal Employees. That is why the case is called Janus vs. AFSCME.

Why do unions collect dues from workers who don't want to pay?

Unions are formed by workers and members of a collective bargaining unit. By becoming a member of a union, workers agree to pay dues as a way to support the union's activities and services. The dues are used to cover the costs of running the union, such as employee benefits, representation services, and political advocacy. It is important to note that workers who are not members of the union are not required to pay dues, although they may still be required to pay an “agency fee” to cover the cost of collective bargaining and administrative expenses.

Are unions likely to win or lose this time?

In principle, courts are supposed to follow established precedents from earlier cases, but the Supreme Court is allowed to change its mind.

What is the Janus case about?

Janus wants to stop paying anything to a union that represents him—the American Federation of State, County, and Municipal Employees. That is why the case is called Janus vs. AFSCME.

What might happen if AFSCME loses?

That would be a loss for all public sector unions, including the CTU. The Chicago Board of Education would stop deducting money for the union from employees' paychecks unless the employee has signed a union card. To maintain its membership and funding, the union would need to “re-card” members every year. If the number of paying members goes down, those who remain would need to pay more to maintain union services, such as field reps and lawyers to represent us at grievance hearings. The more members a union has, the stronger its voice is in collective bargaining.
What makes a school great? And do school-level rates always reflect the quality of education that children are receiving? At the "What Makes a Great School" forum sponsored by Illinois Raise Your Hand, More Than a Score, the National Center for Fair & Open Testing (FairTest) and the Chicago Teachers Union, folks who attended the forum are the same people who have long argued that education is impacting teachers, students and schools.

What makes a school a great school? The CTU, along with educators and scholar Jack Schneider, has long argued that great schools are well-funded and serve diverse populations with greater needs. This makes assessing great schools far more complicated. The CTU and many education scholars have long argued that the school ratings system hinders the ability of teachers and staff to foster great schools. If your child attends a Chicago public school, then that school's rating is based on test scores, attendance, and the 5 Essentials Survey that teachers, parents, and students fill out each year. Like many other approaches developed to hold workers accountable, this configuration of data sounds good, in theory. It is similar to the dogma that created No Child Left Behind or Race to the Top legislation, with its heavy emphasis on testing and data to evaluate schools. These indicators do not tell us what makes for a great school.

We do need to evaluate schools. But we all know that data can be manipulated to show all sorts of results for all sorts of purposes. Take, for example, the ever-changing rationales offered by Mayor Rahm Emanuel's school board during the mass school closings of 2013. At one point it was failing scores, then it was overcrowding, then it was — my favorite — underutilization. This misuse and manipulation of data was not proposed for the altruistic question of whether or not our children are getting the best services they can get. It is clear to many who follow this topic that the school closings in Chicago were strategically done to target specific populations in poor Black and Latino neighborhoods.

Chicago public school teachers are being asked to spend large amounts of precious preparation time to analyze test scores on a regular basis. Instead of spending time preparing for classes that can actually help students learn in a positive, enjoyable learning environment, teachers waste endless hours in what some call "data dives." Another troubling trend is the emphasis on perfect attendance. If students are not on time and present each day, success is obviously a bigger challenge, but many schools have made it a regular practice to either post attendance percentage or make the regular public address announcements of the percent-ages. Teacher attendance is also made public. Students and teachers who stay home ill are made to feel as though they are responsible for a negative impact on the school's overall rating.

There are better ways for a great school to encourage strong attendance than shaming. And low stu- dent attendance is not an indicator that the school is failing, or that the teachers and staff are doing a poor job. Low student attendance is much more an indicator that students have greater need for increased wraparound services. Unfortunately, this data is often used to point toward the need to close a school or deem it less worthy, rather than increase resources for a school's students who are more in need.

What if communities created a rating system designed to actually help schools, students and families? At the February forum, attendees heard from College of the Holy Cross Assistant Professor of Education Jack Schneider about an alternative ratings system used in Massachusetts that puts students and teachers' needs first. Schneider made a strong case for looking at schools from within rather than using a prescribed formula that might simply churn out a list of schools that indicates which neighborhoods are more prosperous than others based on test scores from biased assessment tools. Folks who are accepting this as the best way to iden-tify where to send their children are missing out on some amazing things that are happening in their own neighborhood schools. Students who were asked to describe what was great about their school did not mention test scores, but rather the services they had access to, a wel-coming and safe environment, and an encouraging and accepting com-munity within the building. Schneider also explained that in Massachusetts, they are work-ing to look across a wide range of data to evaluate multiple aspects of a school, and that data is analyzed in such a way to indicate success in areas that parents and students can look at in terms of what is important to them. He posed the following questions, "Let's consider all of the things we want a school to do, does the test score show that? Where is the school achieving and where does it need support? What is important to you in a school?"

"How the data is presented is important," Schneider said. "If there are stakes they will be manipulat-ed." In other words, if you are rey-ing on a website such as Niche.com, GreatSchools.org or SchoolDigger.com, you may be looking at data that has been manipulated to make a school in an undesirable neighbor-hood look desirable even though it may have issues ranging from old and broken equipment, low staff morale, issues of cyber-bullying, etc.

Not everyone has the luxury of visiting the school their child will spend six or seven hours in every day, so they look at rankings based on "rigorous analysis of key statis-tics and millions of reviews from students and parents," according to Niche.com. "Ranking factors in-clude SAT/ACT scores, the quality of colleges that students consider and teacher-student ratios.

Theoretically, all schools can be good and asking the people they serve is important in determining whether a school is good," Schnei-der said. "Working with figures that have nothing to do with reality is not a healthy way to evaluate a school.

Schneider went on to tell the group that we should stop labeling schools as "good" or "bad," as those leaving a lasting reputation even if there is growth and change in stu-dent scores, or success in turning student morale around. If you do not have an actual relationship with the school community, it is hard to as-sess what that school is offering and what constitutes success.

He closed with the following:

What makes a school great? Not demographics. Not just scores. Not ranking. [What makes a school great is] The ability to help young people develop their full human potential. Go to the school and then tell me about your last visit there…not what the website told you.

If you would like to see Jack Schneider’s speech and the panel discussion from the "What Makes a Great School” forum, it is available on the CAN-TV YouTube channel.
CTU contract opens door to less testing
Led by Chicago parents activists and our union, the push is on around the nation to reduce standardized testing

By MONTY NEILL, ED.D.

The Chicago Teachers Union (CTU) has won an important first step in its effort to reduce the overuse and misuse of standardized tests. The union contract paves the way for teachers to cut back standardized testing required by their school or network, but not the district, state or federal government. It says teachers and principals will decide by a vote what, if any, additional tests the school will administer. That means teachers must agree to use of TRC/DIBELS, mCLASS Math, NWEA MAP for Primary Grades (MPG), PSAT 8/9, PSAT 10 and many other tests. (See below for contract details.) Some school districts, mostly in the suburbs, have cut back because teachers concluded they were not helpful, so it’s important for CTU members to utilize this contract language to increase instructional time and reduce standardized testing.

Illinois has used the to-be-replaced PARCC and also has reduced the number of students required to take the Illinois Science Assessment. It did not use the to-be-replaced PARCC. Every Student Succeeds Act (ESSA) mandates to test all students in English Language Arts and math in grades 3-8, once in high school, plus science in three grades. The state uses ACCESS tests for English language learners, but also requires the use of student test scores to judge teachers, hence REACH and NWEA spring, and, for young children, KIDS. The CTU is continuing the fight to end this test misuse, and Chicago Public Schools should lend its support.

UICdual standardized tests eat up far too much time. Too often, they dominate curriculum and instruction, and therefore what students learn. The tests are mostly multiple-choice and short answer. They do not assess vital areas of English or math. When conceptual understanding, critical thinking, the ability to apply knowledge, and creativity are not considered important enough to measure, they are all downplayed.

This year’s test is a test of how much teachers can appreciate, the federal government evaluated the TRC/DIBELS, mCLASS Math, and NWEA MAP for Primary Grades (MPG) tests, PSAT 8/9 and PSAT 10 do not fit into the Illinois Science Assessment, ACCESS for English Language Learners, Dynamic Learning Maps Alternative Assessment, and IB Assessment.

Which tests are not required?

The TRC/DIBELS, mCLASS Math, and NWEA MAP for Primary Grades (MPG) tests, PSAT 8/9 and PSAT 10 do not fit into any of those categories, but CPS erroneously listed them as required tests in the Assessment Calendar. CPS has told us that they will clarify this to principals.

What does this mean at my school?

If you and your co-workers do not wish to give non-required tests, you should have a PCC discussion with your principal to discuss this new contract language. Please contact Norine Gutekanst@ctulocal1.org and your field representative if, in spite of PCC discussion, you believe the testing schedule at your school violates the contract.

What is the process for setting my school’s testing schedule?

The 2015-2019 contract provides that your faculty and principal may elect to administer additional non-mandated tests by making an assessment plan in the spring. Also, each school is required to make a school testing calendar available to parents for the school year by Sept 30, 2017, according to the Transparency in Testing law which was signed into law in June 2016. 

New testing contract language 2017-18

In our new contract, we won strong language to limit over-testing. The following FAQ is intended to help clarify the new language.

What tests do I have to give?

Under the contract, CPS can only require tests that are mandated by state or federal law, REACH tests, and tests required for particular programs (e.g., IB). This includes PARCC, NWEA Spring, REACH Performance Tasks, KIDS, SAT (grade 10), NAEP, Illinois Science Assessment, ACCESS for English Language Learners, Dynamic Learning Maps Alternative Assessment, and IB Assessment.

Library Information & Technology Leadership

July 2018 Launch

Designed to meet the needs of teachers, the Master of Arts in Library Information and Technology Leadership (LITL) at Roosevelt University offers a flexible, summer-to-summer schedule featuring a series of courses in face-to-face and online formats. Online tuition rates apply. Program completion leads to Illinois library information and technology specialist endorsements.

Featured courses:

- School Media Leadership In an Age of Innovation
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- Organization & Management of Information in the School Media Center

Learn more

roosevelt.edu/LITL-CTU
Chi_cago Public Schools has long maintained that the stark and persistent school-level segregation that many of our schools’ experience is “inevitable” and the result of housing choices that the district claims it has no influence over. A new report published by the Poverty & Race Research Action Council through the Joint Center for Housing Studies of Harvard, “Disrupting the Reciprocal Relationship Between Housing and School Segregation,” shows otherwise, and authors Philip Tejedor and Michael Hilton provide many policy solutions that the district and the city can take to combat the socio-economic and racial segregation that creates separate and unequal educational opportunities for children across the city.

Chicago schools have been segregated for many decades. In 1980, a federal judge imposed a consent decree to force CPS to integrate the school system. This overlap along racial and socioeconomic lines closely mirror the city’s racial segregation geography: the wealthiest areas are the predominant white communities of the northwest, southwest and mid-north waterfront while the poorest are the predominantly Black communities of the South and West sides. This overlap along racial and socioeconomic lines is a relatively common phenomenon in cities where segregation is pervasive, and is also the main reason why separate is never equal, as CTU has written about extensively for the last seven years. Schools that are segregated by race and class are bereft of the resources the students need to thrive academically. Schools are a major selling point for real estate. Using a reductivist method of school evaluation—such as the SQRP with its color-coded summary—recreates segregation by making certain communities more or less desirable through the promotion of schools. Realtors and real estate websites can show people apartments and houses within the attendance boundary of specific schools, steering people towards or away from certain communities.

“Wide variations in perceived school quality are a major driver of racial and economic segregation across school districts, particularly in highly fragmented metropolitan areas,” according to the report. The key concept in that sentence is “perceived” school quality—there are so many wonderful successes happening in schools that serve low-income students of color that are completely hidden behind the simplistic SQRP rating system.

There are policy solutions, however, that are relatively simple but require political will from the top:

• Create student attendance boundaries that promote integration

• Base per-pupil funding on student need

• Make school rating systems more robust by considering factors such as diversity, school climate and parent reviews

Create housing policies that promote racial and economic diversity

• Make sure that housing/school policy discussions are occurring; stop working in silos!

While housing, transportation, public health and community development are listed as departments in City Hall, CPS is considered a “sister agency.” Under mayoral control in Chicago, the school district is completely at the behest of the mayor. Nothing happens at CPS without his blessing, which unfortunately includes hiring corrupt CEOs.

The residents of Chicago and their aldermen need to stop pretending that schools are not the center of our communities, or that they are somehow separate from the politics of City Hall. Our schools are directly affected by what happens in our communities and vice versa. Ending school segregation needs to be an intentional city policy and it needs to start with City Hall. Our students’ academic opportunities should not be subjected to the whims of free-market forces.

Sarah Rothschild is a CTU education policy analyst. To read the full “Disrupting the Reciprocal Relationship Between Housing and School Segregation” report, please visit the Poverty & Race Research Action Council website at PRRAC.org.

Students can’t afford to lose net neutrality

Internet providers now have the ability to limit access to certain websites, creating restrictions for progressive movements and low-income communities

Gina Caneva

As a library media specialist at a public high school in Chicago, I shuddered when the Federal Communications Commission voted 3-2 to end “net neutrality” last December. As a result of that decision, Internet providers now have the ability to limit users’ access to certain sites. Some critics of the reduction are afraid it will impinge on the speed at which many people navigate the Web, meaning those who pay more for services will have more—and faster—access.

Why should this matter to educators? In our current inequitable education system, students across the country may have different levels of access based on what their school or district can afford. I have worked in three public high schools in Chicago, all of which have varying degrees of technology available for students to use. At my current school, the number of functioning computers pales in comparison to the resources in well-to-do suburbs nearby. Although it’s true that many of my students don’t have a computer or device to take home, once students are online, Internet access and content has been more or less equal—until now.

In mid-January, several groups filed lawsuits against the FCC in an attempt to restore net neutrality, with results pending. Dozens of Democratic senators are also working on restoration. It’s hard to predict exactly how the ruling could change our lives, but if Internet providers begin selling internet packages and websites the same way cable TV companies do, students in wealthier districts will most likely have access to a wider array of content and tools to aid them in their learning at a faster speed than students in low-income districts. Future users of social media sites like Facebook and Twitter could have to pay in order to post or read information.

But what is equally troubling is the fact that such a system may have the power to limit students’ voices.
Segregation at Amazon

The bidding frenzy of public tax dollars for Amazon headquarters jobs has drawn significant attention to the spectacle of economic winners and losers across America’s cities.

by PAVLYN JANKOV

Mayor Rahm Emanuel and Gov. Bruce Rauner, along with the rest of the business and political establishment, are eager to fork over billions in tax credits and other subsidies in Chicago’s bid for Amazon’s second headquarters in North America. But while Amazon’s warehouse and logistics footprint expands across the country in search of the help of millions in tax dollars, scholars have found their promise of job growth to be empty. And despite the narrative about the battle across cities, recent research shows how the larger divergence in income and rising inequality in our society has occurred within metropolitan areas, rather than between.

Much of the increasing inequality is linked to the shift towards technology and the knowledge economy. This trend is already well established in Chicago, where the benefits of high-paying jobs are distributed inequitably, reinforcing the cycle of segregation. Signs of these inequalities are present all throughout the tech economy. The lack of diversity in tech has drawn scrutiny from the federal Equal Employment Opportunity Commission, while ever-increasing rent has brought gentrification and displacement throughout the Bay Area, threatening social mobility there. And within Amazon, inequality thrives. Jobs at its warehouses, or “fulfillment centers,” are low-paying and require rapid, high-stress work. Innovation by Amazon will allow them to track and surveil their warehouse workers to push the pace even further. Yet for their relatively better-paid headquarters work, employees are sent to new downtown amenities and a public transit network, presumably for access to affordable, safe, middle- and upper-class suburbs and “good” schools.

The inequities found in the tech sector are translated into deep, generational, racial and class inequalities through the same institutions of segregation erected and developed through public policy in the 20th century: schooling and housing. And just as the business elite seek to cement Chicago’s status as a global city uniquely situated to host the next wave of tech sector growth, the city is elsewhere doubling down on policies that exemplify how racism and segregation are perpetuated as Chicago changes.

This year, Mayor Emanuel’s Board of Education has voted to shutter all neighborhood high schools in Englewood, sending current students to other underfunded schools, miles away. The district also plans to close National Teachers Academy (NTA), a successful predominately African-American elementary school, and convert the building into a high school for the North Loop area.

Since the inception of Chicago’s public schools, corporate interests have used their influence to erode public trust in its schools, ensuring that schooling matches up to the expectations and logic of dominant industries and business trends. Hedge fund billionaire Ken Griffin, who sits on the Amazon recruitment panel along with a long list of whos-who in Chicago business, has called for an aggressive sweep of Chicago’s public schools, saying that even 30 closures in 2013 were nowhere near enough.

Closing NTA will deepens racial and class inequities, and signals how responsive City Hall and the school district are to a community registering one of the greatest increases in population and high-income earners in the city. In recent years, CPS has spent hundreds of millions on building annexes and new schools—a significant amount of which has gone to predominantly white communities—even where the neighborhood schools are not overcrowded, or where there are nearby schools that are under-enrolled, according to analysis by WBEZ. For example, CPS last year broke ground on a $320 million annex for Skinner West Elementary in the heart of the West Loop, where the development boom and new tech jobs are located, to add another 500-seat capacity to the school. Yet just under a mile to the west, another CPS elementary school, William H. Brown, sits with room for an additional 500 students, according to CPS facility data. And Otis Elementary, a school just three blocks north of the Skinner West attendance boundary, has room for another 300 students.

There are a multitude of ways in which Chicago is being remade for the benefit of corporations and high-income new residents. Years before the explosion of private investment and building in the West Loop, the City had spent millions handing public tax money to wealthy developers in the area through tax increment finances (TIFs). More than 60 percent of all TIF dollars spent between 2011 and 2017 went to the larger downtown area, including the Loop, Near West Side, Near South Side and Near North Side. And much of the current development boom in the West Loop resides inside the Kinzie Industrial Corridor TIF. That TIF is now generating more than $32 million a year in TIF funds, an increase of 75 percent in just three years.

City Hall may not be running the development boom in Chicago, but its choice of public policies help carve its segregated path. Whether Amazon arrives in Chicago or not, we need to put an end to the everyday policies and corporate subsidies that re-encode that path.

The threat to inclusive movements

In recent years, many of my lessons for students about the Internet have had to do with flagging and understanding its bias. Trusting sources for reputable information has been a challenge for students to analyze their online content. Too movement.

The concerns of individual consumers have been put at the forefront of the debate. But teachers, who are preparing the adults of tomorrow, should have more say. Our students also deserve a voice in this conversation, and it shouldn’t have to come from a hashtag. Future generations deserve equal access to platforms that amplify all voices, not just those who can afford to pay the most.

In a recent nationwide poll conducted by the University of Maryland, 75 percent of Republicans, 80 percent of Democrats and 86 percent of independents stated that they were in favor of net neutrality. We as educators should seize this moment to advocate fair access for our students by writing letters and calling senators and representatives.

Gina Caneva is a National Board Certified teacher, librarian and writing center director at Linwood Math and Science Academy. This article was originally published in Education Week on Feb. 7, 2018. Follow Gina on Twitter @GinaCaneva.
Delegates present: NETWORK 1A - De La Pena, Alejandro; Milos, Dana M.; Villa, Mary - NETWORK 3A - Anderson, Grace - NETWORK 4A - Bushell, Steven C.; Coskey, Jessica L.; Happy, Stacy; Yunis, Peter A. - NETWORK 6A - Adler, Ana J.; Baker, Jessica A.; Schneider, Zach L. - NETWORK 4G - O'Neill, Terrence J. - NETWORK 5A - Mansfield, Rosemary S. - NETWORK 5B - Georgopoulos, Stills S.; Jeanson, Susan M. - NETWORK 5C - Greevo-Sowah, Sandra M.; Moore, Danielle A.; Watson, Joyce D. - NETWORK 2A - Lists of deceased members of the Chicago Teachers Union (CTU) are provided to the Chicago Union Teacher by the office of the Chicago Teachers Pension Fund (CTPF) and are printed as received. If you notice an error or omission, please first contact the CTPF at 312.641.4464 or via email at memberservices@ctpf.org to report the information. Please contact the CTU Financial Dept. as well by phoning 312.329.9100. Both the CTPF and CTU disburse death benefits to a member's designated beneficiaries.

Rules-Elections Committee will put names in a hat and list them in order of selection. Elected members of the Executive Board may vote within their functional group. Non-voting members of Executive Board may vote unless they are a delegate.

- Delegates will be called to the voting area to pick up the ballots, have their badges checked and sign the voters’ signature list.
- Voters will place cast ballots in boxes at the designated locations.
- Pre-printed ballots will be provided by the Rules-Elections Committee. To prioritize the order, the Rules-Elections Committee.

Election to fill vacancies on the CTU Executive Board

By MARIA MORENO

There are two vacancies on the CTU Executive Board for Elementary School Teacher Functional Vice President. All voting members of the functional group of the House of Delegates may vote for one candidate for each vacancy, no matter how many are nominated.

The procedure is as follows:

1. Nominations for vacancies shall be advertised on the Chicago Teachers Union website, via email preceding the nomination meeting, in the Chicago Union Teacher magazine and in the meeting notice bulletin for the month of the election.
2. Only those members of the House of Delegates who represent the functional group to be voted on may nominate, second the nomination and vote. Only persons in the functional group may be nominated. Associate delegates may vote.
3. Nominations will be taken from the floor and seconded from the floor at the April House of Delegates meeting.
4. Voting will take place at the May House of Delegates meeting following the nomination meeting.

To prioritize the order, the Rules-Elections Committee will put names in a hat and list them in order of selection. Elected members of the Executive Board may vote within their functional group. Non-voting members of Executive Board may vote unless they are a delegate.

- At the meeting where the voting will take place, each nominee, if they so desire, shall have the opportunity to speak for one minute in the order in which they appear on the ballot.
- Delegates will be called to the voting area to pick up the ballots, have their badges checked and sign the voters’ signature list.
- Voters will place cast ballots in boxes at the designated locations.
- Pre-printed ballots will be provided by the Rules-Elections Committee. To prioritize the order, the Rules-Elections Committee will put names in a hat and list them in order of selection. Elected members of the Executive Board may vote within their functional group. Non-voting members of Executive Board may vote unless they are a delegate.

11. Up to two representatives per candidate may be present during the counting. The candidate may be one of the representatives.
12. The CTU President will announce the results by the end of the meeting.

- Either candidate receives 50 percent plus one will be automatically seated as functional vice president. In the case that a candidate does not receive a majority (50 percent plus one) of the votes cast, there will be a run-off for the position at the next House meeting. Candidates in the run-off election will be those who received the greatest number of votes. The number of candidates in the run-off election will be equal to twice the number of remaining vacancies for the position. Runoff ballots will list candidates in order of the number of votes received and beginning with the highest number of votes. For example, if one elementary school functional vice president vacancy remains after the initial election, the two candidates who received the greatest number of votes (excluding the candidate who received 50 percent plus one of the votes cast) will participate in the runoff. In the case of a runoff, each remaining nominee will be given one minute to speak in the order in which they appear on the ballot, at the meeting where the runoff voting is taking place.

14. Rules-Elections committee recommends that the voting take place as early in the meeting as possible.

Maria Moreno is the CTU Financial Secretary.
the Quest Center coordinated professional teachers to develop its technical, cultural, and pedagogical competence to determine the impact of the IAAM professional development model in 2018. All of this planning is leading to the CTUF’s official apprenticeship program with the U.S. Department of Labor where the Instructors Apprenticeship will have relevant learning and on-the-job experience. This will ensure all advanced manufacturing educators have authentic and relevant training experience, and our students are learning the trade from highly accomplished teachers. The Instructors Apprenticeship will implement this innovative model of professional development across all CTE sectors with the goal of growing career-ready opportunities for students in Chicago. In 2018, this program is seeking to support instructors in other CTE areas such as construction and solar energy. The CTUF Quest Center will continue to support CTE programs throughout the district in coordination with the CTUF PAVE committee.

Michael Moriarty, NBCT, is a CTUF professional development facilitator. For updates and more information about the IAAM program, please visit www.ctuf.org/iaam.

CTUF Professional Development Facilitator Michael Moriarty, IAAM principal Brince Turner, Anita Ramirez, Jackie Moore, Tim Hall, Isaiah Rowsey, Nick Angoa and Mark Ferguson, CTUF Executive Director Carmen Decal, photo credit: Jppelin Photography (photo, Jeff Opinsky)

CTU member Megan Calderon was inspired to write her award-winning debut children’s book by her daughter Gabriela, who loves to have a children’s book by her daughter at Ortiz de Dominguez Elementary. "This sweet and fun book with features one of the most loved ocean mammals,” Calderon says. “Its calming refrain is perfect for bedtime, while the rhyming text and predictable counting pattern engage young readers.”

Megan Calderon is a first grade teacher at Ortiz de Dominguez Elementary.

Put your kids to sleep counting orcas instead of sheep

CTU COMMUNICATIONS