Building political power

Our strike breathed new life into our fights for an elected school board and restoration of full CTU bargaining rights.

To win, we must build a campaign that unites our buildings, our parents and our community and legislative allies in the fight for justice and equity.

Pages 8 and 9
Delegates, school leaders training zeroes in on organizing at the heart of CTU wins

Bessie Watts, a school clerk, found the training particularly helpful because she is new to her school. “I got an understanding of how early childhood works, some of the provisions that are made for it, and I can take that back and share with my teachers,” she said. “Even though we’re in a great school, I know we can be better and this training gives us the ability to communicate with each other and be stronger as a union.”

Jill Sontag, a third grade dual language teacher at Volta Elementary, wanted to learn best practices for her school’s new Professional Problems Committee (PPC), the topic of one of the day’s workshops. “I really want to learn how to make our PPC fully functional and effective,” she said. “And long-term, how to engage and develop really active members.”

Union field representative Lisa Pattara-McGrane offered members some concrete tips for organizing the campaigns that are at the heart of many contract victories.

“Read your contract cover to cover because all the articles work together.”

Attend Local School Council meetings and bring your parents, who are some of your best and loudest allies.

Reach out to parents through the LSC, Bilingual Advisory Committee and Parent Advisory Committee.

Join your school’s PPC.

Wear CTU red on Fridays to show your strength and unity and join CTU committees.

CTU Vice President Stacy Davis Gates summed up the goal of the day’s training. “If you’re a school leader and you don’t have three or four ride-or-die people in your building, we’re not organizing enough,” she said. “You need a team... This is too much work for any one person to do by themselves.

“We’re here today to help you develop a strategy to build that team, because, when we work together, there’s no stopping us.”

By CTU COMMUNICATIONS

Ain’t no stopping us now

The Chicago Teachers Union has filed an appeal following a ruling by a federal judge dismissing a 2012 class action lawsuit against Chicago Public Schools that alleged discriminatory layoffs.

U.S. District Judge Jorge Alonso found the district’s procedures to be “reasonable and practical,” but acknowledged that the layoffs negatively affected Black educators.

Alonso disagreed with a CPS argument that things turned out “fine” for the 335 Black educators who found full-time jobs at new schools, as well as others who became substitute teachers or retired. Many CPS students of color today will never have a single Black teacher during their time in public school, despite extensive research showing that both Black and white students benefit from having Black teachers.

In a district that is more than one-third African-American, the presence of Black teachers is needed to increase education outcomes for Black students, and the layoffs CPS has imposed over the last decade has clearly had a negative impact on many school communities.

For example, during layoffs in 2011, Black teachers comprised 28 percent of the teaching force, but only 43 percent of the laid off educators. In 2012, Black teachers made up just 27 percent of the tenured teaching force, but only 52 percent of the teachers terminated from the turnarounds.

Over the last 20 years, turnovers, school closings and layoffs have pushed 5,000 Black educators from the system and evidence presented by CTU in both lawsuits has documented the discriminatory effect of those policies.

“This lawsuit is about decades of City Hall stacking the deck against Black communities, and a natural consequence of policies that have disenfranchised Black people,” CTU Vice President Stacy Davis Gates said. “Instead of hiring and retaining experienced educators from places like Chatham, Austin, South Shore and Garfield Park to teach and nurture Black and Brown students, CPS chose to fire them, close and turn around their school communities, and then hire a less experienced and cheaper labor force.

“There are entire school communities today that do not have a single Black teacher in the building. CPS is under the control of City Hall, with Mayor Lori Lightfoot in charge of everything in Chicago—from housing policy, to transportation, to economic development. The loss of Black teachers and para-professionals is the result of the same racist plans that razed public housing, closed more than 100 schools and imposed turnaround on many others.

As the Union appeals the judge’s decision, we dare the mayor and CPS CEO Janice Jackson to allow Donald Trump’s federal court system to decide if Black educators—who look just like them—should be able to work in Chicago’s public schools. It is shameful for a school system run by Black women, who know the impact of racism on a personal level, to carry out this antiquated plan to continue to destabilize Black Chicago at the same time they claim to want more Black educators in CPS.

In addition to seeking monetary awards for the displaced educators, the Union is pushing the district to reestablish a hiring pipeline through Chicago State University and retain Black educators in communities and schools of need. A separate case involving turn-around layoffs is still pending in federal district court.

CPS on trial: Protecting Black educators

Displaced Black teachers call on CPS to settle federal civil rights lawsuits, re-establish pipeline and retention for educators of color

By CTU COMMUNICATIONS

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Sisters and Brothers,

Happy Black History Month. For the remainder of this month and beyond, the Union will continue our efforts to uplift Black students, families and educators to ensure a Black future in Chicago. Over the last two decades, Chicago Public Schools has lost half of its Black teachers. The percentage has fallen from 41 percent to 21 percent—a loss of more than 5,000 Black educators—with some of the direct causes being decades of school closings, terminations in Black and Brown schools as a result of turnarounds, and annual layoffs targeting high-need schools with predominantly Black student populations and declining enrollment.

This isn’t by accident. There have been two decades of school policy in Chicago that have erased Black teachers at a time, when, due to high poverty, crime and the lack of affordable housing, our students need them the most. So we accept the challenge of not letting Black educators become Black history, and as one of our sisters stated in her own reflection on what it means to be a Black teacher: “That we keep showing up for school, family and community every day speaks to ourundyng hope in a future of prosperity and justice.”

Another challenge is our demand that CPS and the mayor honor the agreement they made to our veteran teachers. The mayor’s commitment to increase veteran pay helped land our contract and settle the strike. Soon after we returned to work, however, the city and CPS re-registered on that part of the deal. We are confident that our most experienced educators will eventually see the increased pay they have earned, and we have filed a complaint with the Illinois Labor Relations Board to ensure that.

Unfortunately, this is the kind of maneuver we’ve come to expect from CPS, which is why all members need to be familiar with the rights we won during the strike, and vigilantly help the Union enforce them. Keep track of your class sizes and the number of homeless students at your school. Ensure your IEP teams know they have the right to stand up to pressure from the administration or district reps. Make sure counselors have the space and time they are owed to do their jobs, and that our five-year-olds get their naps. Yes, we had to wage an 11-day strike in order to have our youngest students nap.

Our strike also won us respect in Springfield. Both the Illinois House and Senate committed during the strike to consider an elected representative school board and the full restoration of our bargaining rights, which are critically important to our members. A large number of Illinois legislators also recognize the injustice of student-based budgeting, which has caused a death spiral at neighborhood schools on the South and West Sides. These schools are already struggling to provide basic educational programs, let alone the extra services and supports the students need, and student-based budgeting turns these challenges into a fatal blow in many cases. A bill in the legislature requires CPS to use the evidence-based funding model used by the state to provide critical new funding for schools most in need. We support this bill and will be working hard for its passage.

Over the years, our Union has increased its political strength by organizing our members, building alliances with community organizations and parents, and supporting progressive candidates for elected office who share our vision for the schools Chicago’s children deserve. CTU’s electoral strategy won huge victories in the 2018 elections, with six new progressive members of the Chicago City Council and other progressive state legislators taking their seats.

The 2020 election cycle provides us another opportunity to bolster progressive voices at the state level, and we have endorsed 17 candidates for state legislative races whom we believe will advance our vision. Thanks to our strategic political work, coupled with effective organizing campaigns, candidates now covet a nod from the CTU. They know such an endorsement comes with expectations—that they stand up for justice and equity in our schools and communities.

But remember, our strength in the political and legislative arena comes from you—our members. Whether it’s in City Hall, the state legislature or U.S. Congress, elected officials know what our Union stands for and that our 28,000 members stand together and speak with one voice. It is a powerful voice that is not just being heard, but listened to, in the halls of power.

As the new year unfolds, we need you to be involved in the Union’s political and electoral activities. Contact your elected officials on a regular basis. Visit their offices wearing your CTU red, and bring parents and community members with you. Speak out whenever you can. Contribute to the Union’s Political Action Committee (PAC).

Remember, when we stand and fight in unity, we win—whether those fights are at the bargaining table, in the streets or at the ballot box.

In solidarity,

Jesse Sharkey

President
When we fight, we win!

A strong contract is only as good as its enforcement, and that process is what ensures our safety and security long after a strike.

THE CTU GRIEVANCE DEPARTMENT

Here are some recent victories from the CTU Grievance Department, plus some information on advanced step placement for outside experience.

Personal business days

Prior to 2012, there were contractual restrictions on when and how PB days could be used. Those restrictions were eliminated in 2012. The Union’s position has been that this meant that employees could use their PB days freely without restrictions. Partially in response to their self-created crisis of substitute coverage, the Board attempted to re-impose restrictions through the backdoor of principal/school handbooks. This resulted in numerous cases that progressed from grievances to arbitrations, and resulted in a number of wins for CTU members. The arbitration decisions have established the following precedents:

• PB days cannot be denied based on the nature of your personal business (e.g., your cousin’s wedding vs. traffic court) but only on the needs of your specific school to maintain safe and adequate staffing.

• Principals can set up a justifiable maximum number of teachers that can use PB days each day, but they cannot make that number so low that it creates difficulty for teachers who wish to utilize all three of their benefit days. The maximum must allow for possible last-minute emergency use in situations that cannot be anticipated.

• Bargaining unit members must be notified of any PB day use restrictions in writing, and restrictions cannot be arbitrarily or disparately enforced.

Religious holidays

Two recent cases have supported teachers who were denied religious holiday benefits. The arbitrators ruled that the Board cannot maintain an unpubished “secret” list of religious holidays that qualify for such pay. In the settlement of a separate case, CPS agreed that clinicians will no longer have the costs of a substitute deducted when they use a religious holiday if no substitute is provided in their absence.

Dirty schools

The Union had two recent grievance wins regarding clean and safe schools—both for Swift Elementary School. One was for severe water damage in the school that caused mold and peeling paint. We contended that there was active and persistent water leakage in the school’s book and laundry rooms that created a toxic and harmful work environment.

Article 14-1 of our contract with the Board of Ed states that bargaining unit employees shall work under safe and healthful working conditions. The Board is required to ensure that employees are secure and not unreasonably exposed to risks to their personal health on the job. Over the course of a year, we were able to secure increased resources and staffing from Aramark to address the water damage, CPS ordered and completed repairs to the roof, which included testing for lead paint.

The other grievance contended that live mice and droppings were found in areas around the school, including five classrooms, the security desk and the main office. The infestation was due to unclean and unhealthy conditions, and included video evidence of a mouse running around the classroom as well as several pictures of the crumbling walls and rodent fevers.

An additional custodial position was created, and all custodial workers were retrained on cleaning processes. Aramark also contracted with a pest service that visited Swift weekly to eliminate pest activity. The Swift principal confirmed that all classrooms were cleaned and all droppings removed prior to the 2019-2020 school year.

The Swift delegate and other members did a great job taking pictures and organizing. The members also signed a petition demanding action. This school also has a very active Local School Council, and no doubt the Board knew we could escalate this issue easily.

Even dirtier schools

The Union had a case at Simeon High School where the building was dirty and contractually mandated cleaning was not taking place on a regular basis. While the Board has a legal right to select a contractor or sub-contractor for cleaning, the Board has an obligation under our contract to ensure that required daily cleaning is done. The cleanliness has improved at Simeon, and, per the arbitrator’s order, there will soon be daily charts posted in each room at the school for the custodian to sign confirming that the work has been done. If your school has an ongoing cleanliness issues, contact you field rep about filing a grievance.

Advanced step placement

CPS is still considering the 10 years outside experience policy change. The district delayed the vote until a meeting in late February, which indicates that something is in the works but, of course, we don’t know what. What we do know is that for years, we have been advocating for CPS to give credit for more years of outside teaching and relevant work experience. The current policy only allows for two years of credit.

CPS is considering changing this policy now because we won in our contract additional social workers, nurses, case managers, English Language Program Teachers and more. The district is concerned about attracting new candidates to work in CPS, but we know that the best way to make CPS attractive is to make schools supportive and positive places to work, and that competitive salaries that account for outside experience help too.

While we wait for the district to make up its mind, you can email the Board of Education directly and demand the following:

● That credit be given for outside experience, and for that credit to be retroactive.

● If not retroactive, insist that the Board at least phase in the higher steps so that teachers new to CPS don’t leapfrog over someone who’s been teaching longer.

Members, understandably, don’t like the idea of other members receiving an incentive that they don’t get. While that may be how policies change, sometimes we want to make sure that—if passed by the Board—this policy is as fair as possible. We have an opportunity to advocate that any policy change is fair to members already working in schools. So we encourage you to send a message to the Board (details at https://www.ctulocal.org/posts/fair-outside-years-policy/) and advocate for the two above criteria regarding the policy change.
Fighting for our special education students

Our strike brought historic wins for SPED educators and students, but we must continue to fight for the services we need.

By THE CTU SPECIAL EDUCATION COMMITTEE

Special education teachers—and their students—reaped some of the biggest wins from our strike. Our newly ratified contract will improve working conditions for educators and learning conditions for students, but our task now is to understand how to enforce this new language and the first stage in that knowledge of both our contract and special education law.

The union structures of the Professional Development Committee (PPC) and grievance procedures will be vital to ensuring enforcement of many of our new and continuing special ed provisions. The special ed team should meet first and review the following articles one by one and agree on requests/solutions to be presented to the principal via the PPC.

In addition, organizing with your SPED team, your building, and alongside parents and community allies also will be pivotal to enforcing our contract. Our special ed parents/guardians are some of our best allies in holding CPS accountable to following sped law and our contract. Lastly, we will continue to run union-wide campaigns led by our rank and file members around special education issues.

We encourage all members to join in these ongoing fights, but for now, let's take a look at some of the most important special education wins from our new contract and big news regarding compensation for thousands of students illegally and improperly denied special education services by the district.

Case management

Winning case manager positions was the special ed bargaining team's number one demand. For the first time in our union's history, case management is listed in our contract as a separate, dedicated position and is no longer only considered an extra "duty" members must take on in addition to other full-time work. This win was major.

Unfortunately, though we fought as hard as we could, the ratios of the case management language are not where want them to be. The district has until 2023 to roll out these new positions. That leaves us with advocacy we need to continue. We were able to get the district to agree to including 504s and Speech-only IEPs into their formula at a 1:1 ratio. This will help with the allocations. Overall, this new language will affect 387 schools and add 170 case managers. Here are the allocation numbers:

- In addition to the 30 case manager positions added in fiscal year 2020, the Board agreed to the following staffing by July 30, 2023:
  - .5 Case Manager position for 50-104 students with IEPs
  - 1.0 Case Manager position for 105-174 students with IEPs
  - 1.5 Case Manager positions for 175-299 students with IEPs
  - 2.0 Case Manager positions for 240-299 students with IEPs
  - 2.5 Case Manager positions for 300+ students with IEPs.

Special education law

There is new language in our contract (21-5) which includes following special ed law: "Decisions on the development of the IEP shall be made solely by the IEP team, pursuant to state and federal law, and reflective of the continuum of services." We know that CPS continues to break special education law. But often, school workers are not able to stand up to these violations. The law is often designed to empower parents and guardians more so than school staff, but with this new language, we can now grieve legal violations.

This provision gives us more protections to report illegal actions and a clear process to follow when violations occur.

IEPs are legal documents and you have the right to be given directives in writing to protect yourself. Use the IEP Notes page to record any directives that come from the meetings and use the IEP Dissent page if you disagree with any directives. Thanks to this language, you may now file grievances when illegal directives are given outside the IEP process. The IEP team solely decides on the best education plan for each child. Any outside coercion should be documented and grieved.

During bargaining, CPS tried to remove the legal language that protects the 70/30 class size ratio for general education settings—that a general education classroom can have no more than 30 percent of students with IEPs—but we were able to defend that language.

As you develop IEPs, be sure to consider all of the student's settings, including non-core subjects such as world language, art, or music. Be sure to check the Areas of Needs page for any subject that the IEP team can demonstrate the student struggles with. In order to defend the 70/30 ratios, those needs should be documented in the IEP. Then, be sure that principals and scheduling coordinators are following this law. Use your PPC to intervene and then file grievances if the principal refuses to comply. This also applies to upholding ISBE guidelines for class sizes in the separate class setting.

Compensation for illegally denied services

As we neared press time, the district announced that it would earmark millions of dollars to compensate more than 10,500 students illegally and improperly denied special education services.

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Black history, Black teachers, Black futures

Education has long been a battleground for civil rights struggles, and Black History Month is a perfect time to reflect on past struggles so we win more in the present and future.

BY ERIC RUDER

The idea that racial justice and economic justice must go hand in hand, and that without both, the force of each is greatly diminished, is still one of the most radical ideas that the Rev. Dr. Martin Luther King, Jr. helped popularize in the 1960s. Our struggle is for genuine equality, which means economic equality,” King told striking sanitation workers in 1968. For we know that it isn’t enough to integrate lunch counters. “What does it profit a man to be able to eat at an integrated lunch counter if he doesn’t have enough money to buy a hamburger?”

During the civil rights struggles of King’s era, education was a key battleground. A series of titanic struggles against Jim Crow schools in the South eventually led to the prohibition of “separate but equal” schools, and Black children began attending school alongside their white peers.

While national outrage focused on the South, however, the segregation of Northern cities like Chicago was just as pernicious. For example, the U.S. Commission on Civil Rights issued a 1961 report with a section on Chicago schools that read, “The [CPS] administration has made no effort to aid in integration; indeed, to the extent that it has recognized the existence of the problem, its policies probably have impeded rather than promoted integration.”

In 1963, anger at the indifference of Chicago’s political establishment to the demands of Black students and teachers boiled over. During the summer, there was a rising arc of militancy in opposition to the “Wil- lis Wagons”—mobile classrooms named for Chicago Public Schools Superintendent Benjamin Willis that were installed next to school buildings overflowing with Black students, even though predominantly white schools had ample room.

In the fall, Willis was still setting up his wagons, so organizers called for a massive CPS boycott on October 22, hoping that perhaps 75,000 students would stay home and that 10,000 would go to a downtown rally. When the day finally arrived, every school across the South and West Sides was eerily quiet. By late afternoon, thousands were pouring into the streets outside of CPS headquarters. The boycott had succeeded beyond organizers’ wildest dreams. More than 224,000 Black students stayed home that day, and more than 224,000 filled the streets around the Board of Ed, according to the Chicago Defender.

The 1963 Chicago school boycott: Marching downtown (photo: Kartemquin Films, organizing leaflet (most photo: Chicago History Museum)

Black teachers, Black future
Confronting white nationalism in our classrooms

As teachers, this is our fight. CPS isn’t waging it.

By NORA FLANAGAN

I have a really idiosyncratic area of expertise: I know a lot about white nationalism. This is not a specialization one puts on a teaching resume and it’s not comfortable dinner party chatter, either, but here I am.

After growing up in Chicago’s Beverly neighborhood, very nearly ground zero for America’s neo-nazi movement in the late 1980s and early 1990s, I have followed and organized against white nationalist groups for decades, especially as their efforts involve youth recruitment and the co-opting of youth subcultures. Historically, I’ve kept my work quiet and mostly anonymous, but a 30 percent increase in hate group activity over the past three years left me unable to deny the urgency of this work.

A little over a year and a half ago, at a fundraising event for Western States Center, educators were comparing notes about what we were seeing and hearing. A staff manager from Western States Center, Lindsay Schubiner, to get it done.

We also wrote supplementary sections to support the concerns of a student, teacher, parent, or community member.

In January 2019, we released Confronting White Nationalism in Schools: A Toolkit, and we have been busy supporting it ever since. The response has been massive, which both validates our work and breaks our hearts that it has proven to be such a vital, necessary resource. The toolkit has been featured on NPR, PBS NewsHour, in The New York Times, The Washington Post, The Chicago Tribune, American Libraries Magazine, and more.

The toolkit, Confronting White Nationalism in Schools, is available as a free PDF or as a hard copy for a small fee from the Western States Center, https://www.westernstatescenter.org/schools. If you need any support around this issue, don’t hesitate to reach out to the organization or to Nora personally. If you see her at a Union meeting, she usually has a few copies of the toolkit in her bag and says she’s happy to share.

I’ve kept my work quiet and mostly comfortable, so we built it around actual scenarios we had collectively encountered in our schools and communities: graffiti, flyering, invocation of white nationalist ideology in class or in schoolwork, iconography on clothing or as online avatars, and more.

Suggestions range from immediate responses—document the incident, involve wellness staff—to longer-range responses and preventative measures. Those include: establish a culture and climate team, as well as a student voice committee; explore restorative justice; and reach out to anti-racist nonprofit organizations.

As teachers, this is our fight. CPS isn’t waging it. One reporter covering the toolkit asked CPS for data around incidents of racial hostility and was told no such data exists. There isn’t an organized program or even an approach to addressing white nationalism in CPS that I can find. It is also our fight because our demands on the picket line included many of the most vital resources needed to respond to hate in our schools: counselors, social workers, librarians, and smaller class sizes, for starters.

Chicago’s history of segregation and racial isolation played a role in what we saw develop in the late 1980s, and we’re seeing it again now. A group of school and community leaders in the 19th Ward bravely has called for conversation around this issue, and I’ve been proud to facilitate. Some of our most integrated schools often see higher rates of white nationalist ideology manifesting because students find themselves in a diverse environment for the first time, and they don’t always adjust smoothly.

And while some of our predominantly African American or Latinx schools may not face a white nationalist presence, they often encounter hostility at inter-school events. Everywhere we have spoken about the toolkit, educators and community members have shared similar experiences and high levels of concern for the safety of their school communities.

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Chicago Teachers Union

VOTER GUIDE
Illinois Primary, Tuesday, March 17, 2020

STATE'S ATTORNEY
Cook County: Kim Foxx

ILLINOIS HOUSE OF REPRESENTATIVES
1st District: Rep. Aaron Ortiz
2nd District: Rep. Theresa Mah
3rd District: Nidia Carranza
4th District: Rep. Delia Ramirez
9th District: Lakesia Collins
10th District: Rep. Omar Williams
16th District: Denyse Wang Stoneback
19th District: Rep. Lindsey LaPointe
20th District: Michelle Darbo
21st District: Rep. Celina Villanueva
26th District: Rep. Kam Buckner
27th District: Rep. Justin Slaughter
31st District: Rep. Mary Flowers
40th District: Rep. Jaime Andrade

ILLINOIS SENATE
10th District: Sen. Rob Martwick
13th District: Sen. Robert Peters

Your vote, your voice
Building our power in the Capitol and beyond

By THE CTU POLITICAL DEPARTMENT

The CTU is focused on ending attacks on our pensions, and winning an elected representative school board in Chicago, progressive revenue solutions that will fund our school district and the full restoration of our collective bargaining rights. Winning those key aims requires electing education champions at all levels throughout the state. We also know that our students deserve supports both inside and outside of the classroom. That’s why our agenda goes beyond Chicagoans.

Candidates seeking the CTU’s endorsement participated in an extensive screening process with rank-and-file members that included the completion of a mandatory questionnaire addressing a myriad of issues that affect the lives of educators and students. Recommendations from the rank-and-file Political Action Committee (PAC) were brought to the CTU executive board and ultimately voted on by House of Delegates, a body with some 800 members representing schools throughout the city.

The delegates voted in December and January to endorse the following 17 candidates on the ballot in Illinois’ March 17 primary. Our power comes from our participation in the electoral process. Keep an eye out for more information on how to support CTU-endorsed candidates and please be sure to vote on Election Day.

Strike turns up heat in Springfield
ERSB, bargaining rights top Union’s 2020 legislative agenda

By KURT HILGENDORF

A very interesting, and vital, development occurred during the second week of our strike against Chicago Public Schools. Early in the week, Mayor Lori Lightfoot said she wished she had started to negotiate sooner on key issues related to our contract, including class size and staffing.

Then, on Wednesday of that week, House Speaker Michael Madigan issued a press release stating that two bills—HB2267, the elected school board bill, and HB2275, to restore the Chicago Teachers Union’s full bargaining rights—would receive full legislative consideration in the Illinois House during the upcoming 2020 legislative session.

An hour later, three state senators, Omar Aquino, Bill Cunningham and Rob Martwick, issued a joint press statement saying almost the same thing would happen in the Illinois Senate: HB2267 and HB2275 would receive full legislative consideration in a chamber where the bills have been bottled up for years.

Our strike not only resulted in enforceable class size limits, social workers and nurses in every school, and significant raises for PSRs, it also gave new life to two key pieces of our legislative agenda, freeing them from the mayor’s grip. That is a powerful result of collective action.

One of the most interesting things about a strike, especially one as massive as the one we undertook last fall, is how it reverberates through spheres of power in ways we don’t always anticipate. It was clear after the 2012 strike that our public stature changed. Less clear, but also important, was the way in which our stature changed in forming public policy four our state government.

CTU members staked a claim that had been dormant for too long—that actual educators are the real experts in education policy—and used that claim as a starting point to build up, very carefully and deliberately over the next several years, a powerful political and legislative force in the statehouse, City Hall, and on the Cook County Board.

That force helped us bring more than $1 billion in new revenue to CPS annually; brought an end to racist teacher testing policies; ensured that we could address the substitute teacher shortage by allowing retirees to sub more without risk to their pensions; and ended the state charter school commission, which will put a real brake on charter school expansion. None of those legislative wins happen without a coordinated organizing, political and legislative strategy.

In the most recent case, our strike removed a brick that spanned different mayors. And that is just one immediate impact.

Another impact is turning up real heat on how CPS funds its schools. During the second week of the fall veto session, the Illinois House Education Appropriations Committee held a hearing on HB3917, which would force CPS to abandon student-based budgeting. It would also encourage the spending of Illinois education dollars according to the state’s evidence-based school funding formula—on social workers, nurses, lower class sizes, professional development, education materials and all of the other supports we know schools need.

HB2267, HB2275 and HB3917 are the core CTU’s legislative agenda in 2020. Our strike demonstrated our power and unity and the Illinois General Assembly took note. But passing those bills will require the help of every CTU member.

Contact your state representative and state senator and ask them to support these three bills. Regular communication from constituents is a powerful, persuasive force in moving our agenda. If you don’t know your elected officials, you can look them up on the Illinois State Board of Elections website.

It is also vital that we support elected officials who support us. If you do not already contribute to the CTU’s Political Action Committee (PAC), look for the sign up page in the My Movement section of the CTU website.

Kurt Hilgendorf is an education policy analyst with the CTU.
The decline in the number of Black teachers has been accelerated by the district's chief policies of the last decade: student based-budgeting and School Quality Rating Policy.

**SBB and SQRP:**
Unjust tools for our students and schools

By CTU COMMUNICATIONS

Over the last two decades, Chicago Public Schools, the nation’s third-largest school district, has lost half of its Black teachers. The percentage has fallen from 41 percent to 21 percent—a loss of more than 5,000 Black educators—with some of the direct causes being decades of school closings, terminations in Black and Brown schools as a result of turnarounds, and annual layoffs targeting high-need schools with predominately Black student populations and declining enrollment.

In a district that is more than one-third African-American, the presence of Black teachers is needed to improve educational outcomes for Black students, and the layoffs CPS has imposed over the last decade have clearly had a negative impact on many school communities. Many CPS students of color today will never have a single Black teacher during their time in public school, despite extensive research showing that both Black and white students benefit from having Black teachers.

The decline of Black teachers has been accelerated by the district’s chief policies of the last decade: student based-budgeting (SBB) and School Quality Ratings Policy (SQRP). Both SBB and SQRP have caused an enrollment death spiral in public schools as funding and students flow to better-resourced schools in neighborhoods experiencing increases in population and housing costs.

Student-based budgeting:
the real Hunger Games

Picture every student with a dollar amount floating over their head, and now imagine every school competing to enroll that student so the school can add that student’s dollars to its budget. That’s the crux of SBB.

According to SBB boosters, this approach ensures equal spending per student and gives schools more autonomy over the budgeting process. But in reality, SBB is grossly unfair. The system assigns the same funding to each student regardless of the student’s needs, and this approach has had a disastrous impact on neighborhoods, especially on predominantly Black schools on the South and West sides of Chicago.

Schools that are already struggling with inadequate resources and/or serve a large number of students coming from marginalized communities are hit hardest by SBB funding. Every time a student leaves the school, the school has even fewer resources to accommodate the students who remain.

On the other hand, the schools that are considered “desirable” have an incentive to pack in as many students as possible, so they can add dollars to their budgets—but without regard to overcrowded classrooms and other sub-optimal learning outcomes.

Schools, not soda

In 2013, CPS closed 50 schools, primarily on the South and West sides, citing low enrollment and poor performance as justifications. The following year, CPS implemented SBB—a school budget system that provides dollars instead of positions to schools, with the funding distributed on a per-pupil basis.

SBB’s proponents—such as school privatizers and their civic allies—supported the stratification of struggling schools. After all, they reasoned, what could be better than students exercising consumer choice, “voting with their feet,” and leaving behind their crumbling, low-resource schools? But schools aren’t consumed like cans of soda. SBB punishes a neighborhood school for the exodus of families from the area, even if that exodus is the result of city policies—which, like CPS policies, are set by the mayor—that shut down public housing, place a charter school nearby, or promote gentrification that makes housing unaffordable.

SBB and other supposed accountability programs like the School Quality Rating Program (SQRP) create instability and unpredictability for schools and parents. Rather than continue with the same doomed system, CPS should move to a more equitable way of resourcing schools.

SQRP: racist, punitive and superficial

The School Quality Rating Policy (SQRP) is a CPS rating system that is supposed to provide parents with information about their child’s school. SQRP, however, fails to live up to its promise. SQRP relies heavily on standardized test scores, which are themselves riddled with racial bias. These tests don’t measure student ability, but rather the unequal access to quality schools with adequate resources. As a result, schools with white middle-class and upper-class students tend to receive higher ratings. These schools also tend to hire and retain white teachers. Meanwhile, segregated schools that serve large numbers of low-income students tend to receive lower ratings. So SQRP ratings tell us what we’ve already known for 50 years: students in better resourced schools do better on tests than schools with inadequate resources.

Such a rating system does not reflect what makes a good school, and it creates all kinds of negative incentives to narrow curricula and “teach to the test”, deny students broad and rich educational experiences, and close schools based on unhelpful performance measures.

What’s the alternative?

CPS should provide information that is truly useful to parents, such as summaries of academic and curricular programming, extracurricular activities, after-school programs, STLS supports, and other school offerings that impact students’ lives. Neither New York nor Los Angeles use a single summative rating, and many school districts share information about many activities and performance indicators. The Illinois State Board of Education already produces a report card for every school in Chicago. If the point is to improve school performance, there are better approaches than SQRP so that schools that serve low-income students aren’t penalized. Such an approach requires regular feedback and opportunities to grow by building capacity within schools rather than punishment through a summative rating.

The Chicago Teachers Union proposes that CPS abolish SQRP and reject any rating system that evaluates schools based on test scores, attendance, or other measures that are to a large degree measures of the socioeconomic level of the students rather than the quality of the school. Instead, the CTU proposes that CPS assess schools based on the variety of programs offered at the school and according to the day-to-day needs of the students and staff.
INDEPENDENT AUDITORS REPORT

Chicago Teachers Union
Chicago, Illinois

Report on the Financial Statements

We have audited the accompanying combined financial statements of Chicago Teachers Union, which comprise the \text{null\text{null}} statements of financial position as of June 30, 2018 and 2017, and the related combined statements of activities and cash flows for the years then ended, and the related notes to the combined financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with generally accepted accounting principles in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these combined financial statements based on our audits. We conducted our audits in accordance with the standards of the Auditing Standards Board of the American Institute of Certified Public Accountants (“AICPA”) in U.S. Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the combined financial statements’ preparation and presentation of the combined financial statements. We evaluate the relevant内部控制 with the objective of designing audit procedures that will enable us to express our opinion. The audit includes examining, among other things, evidence regarding the amounts and disclosures in the combined financial statements. We evaluate the results of our audit considering the audit evidence we obtained in forming our opinion about the combined financial statements.

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the combined financial position of Chicago Teachers Union as of June 30, 2018 and 2017, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

BANSLEY AND KIENEX, LLP
Certified Public Accountants
July 18, 2019

CHICAGO TEACHERS UNION
COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018 AND 2017

<table>
<thead>
<tr>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>CONTENTS</td>
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<td>1-2</td>
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<tr>
<td>FINANCIAL STATEMENTS</td>
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<tr>
<td>Combined statements of financial position</td>
</tr>
<tr>
<td>Combined statements of activities</td>
</tr>
<tr>
<td>Combined statements of cash flows</td>
</tr>
<tr>
<td>Notes to combined financial statements</td>
</tr>
</tbody>
</table>

Consolidated Financial Statement of Chicago Teachers Union

We have audited in accordance with auditing standards generally accepted in the United States of America, the consolidated financial statements of Chicago Teachers Union, which comprise the consolidated statement of financial position as of June 30, 2018 and the related consolidated statements of activities and cash flows for the year then ended (notes to the financial statements are a part of these consolidated financial statements).

BANSLEY AND KIENEX, LLP
Certified Public Accountants
July 18, 2019

INDEPENDENT AUDITORS REPORT

Chicago Teachers Union
Chicago, Illinois

Report on the Financial Statements

We have audited the accompanying combined financial statements of Chicago Teachers Union, which comprise the \text{null\text{null}} statements of financial position as of June 30, 2018 and 2017, and the related combined statements of activities and cash flows for the years then ended, and the related notes to the combined financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with generally accepted accounting principles in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these combined financial statements based on our audits. We conducted our audits in accordance with the standards of the Auditing Standards Board of the American Institute of Certified Public Accountants (“AICPA”) in U.S. Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the combined financial statements’ preparation and presentation of the combined financial statements. We evaluate the relevant内部控制 with the objective of designing audit procedures that will enable us to express our opinion. The audit includes examining, among other things, evidence regarding the amounts and disclosures in the combined financial statements. We evaluate the results of our audit considering the audit evidence we obtained in forming our opinion about the combined financial statements.

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the combined financial position of Chicago Teachers Union as of June 30, 2018 and 2017, and the changes in their net assets and their cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

BANSLEY AND KIENEX, LLP
Certified Public Accountants
July 18, 2019

CHICAGO TEACHERS UNION
COMBINED STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2018 AND 2017

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT ASSETS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 3,183,179</td>
<td>$ 8,400,001</td>
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<tr>
<td>Accounts receivable</td>
<td>125,391</td>
<td>239,750</td>
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<td>Merchandise</td>
<td>2,496,274</td>
<td>1,395,734</td>
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<tr>
<td>Due from affiliates</td>
<td>884,701</td>
<td>362,131</td>
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<tr>
<td>Other receivables</td>
<td>987,621</td>
<td>660,249</td>
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<td>Prepaid expenses and other current assets</td>
<td>177,379</td>
<td>201,106</td>
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<tr>
<td>Total current assets</td>
<td>$ 5,049,402</td>
<td>$ 10,677,962</td>
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<td>FIXED ASSET</td>
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<td></td>
</tr>
<tr>
<td>ACQUIRED RENTAL RENEWAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEPRECIATED LEASING COSTS, net</td>
<td>18,174</td>
<td>145,786</td>
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<tr>
<td>PROPERTY AND EQUIPMENT, net</td>
<td>5,499,800</td>
<td>5,152,000</td>
</tr>
<tr>
<td>Total</td>
<td>$11,557,217</td>
<td>$15,984,754</td>
</tr>
<tr>
<td>LIABILITIES AND NET ASSETS</td>
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<td></td>
</tr>
<tr>
<td>CURRENT LIABILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current maturities of capital lease obligations</td>
<td>$ 90,348</td>
<td>$ 92,261</td>
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<tr>
<td>Accounts payable</td>
<td>2,842,298</td>
<td>2,823,358</td>
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<tr>
<td>Other accrued expenses</td>
<td>2,802,290</td>
<td>4,831,677</td>
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<tr>
<td>Total current liabilities</td>
<td>5,599,948</td>
<td>5,588,299</td>
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<tr>
<td>LONG-TERM LIABILITIES</td>
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<td></td>
</tr>
<tr>
<td>Capital lease obligations, less current maturities</td>
<td>233,287</td>
<td>321,641</td>
</tr>
<tr>
<td>Note payable - Foundation</td>
<td>5,921,213</td>
<td>4,812,860</td>
</tr>
<tr>
<td>Deferred rent</td>
<td>1,790,501</td>
<td>1,780,445</td>
</tr>
<tr>
<td>Total long-term liabilities</td>
<td>8,055,001</td>
<td>8,414,946</td>
</tr>
<tr>
<td>NET ASSETS (DEFICIENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>(1,395,435)</td>
<td>(1,517,778)</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>8,280</td>
<td>10,734</td>
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<tr>
<td>Permanently restricted</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total net assets</td>
<td>(956,204)</td>
<td>1,710,894</td>
</tr>
<tr>
<td>Total</td>
<td>$13,557,013</td>
<td>$15,964,132</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of the combined financial statements.
### CHICAGO TEACHERS UNION

#### COMBINED STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2018 AND 2017

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unaudited</td>
<td>Temporary</td>
</tr>
<tr>
<td></td>
<td>Restricted</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td><strong>SUPPORT AND REVENUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support and revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees and fines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IFT organizational and other assistance</td>
<td>$24,570,440</td>
<td>$24,570,440</td>
</tr>
<tr>
<td>IFT representation and special assistance</td>
<td>$2,413,574</td>
<td>$2,413,574</td>
</tr>
<tr>
<td>Contributions</td>
<td>$267,856</td>
<td>$267,856</td>
</tr>
<tr>
<td>Rent</td>
<td>$1,370</td>
<td>$1,370</td>
</tr>
<tr>
<td>Interest</td>
<td>$2,352</td>
<td>$2,352</td>
</tr>
<tr>
<td>Less expense of food assets</td>
<td>$371,747</td>
<td>$371,747</td>
</tr>
<tr>
<td>Other</td>
<td>$18,278</td>
<td>$18,278</td>
</tr>
<tr>
<td>Total support and revenue</td>
<td>$29,083,433</td>
<td>$29,083,433</td>
</tr>
<tr>
<td>(Continued on next page)</td>
<td></td>
<td></td>
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#### EXPENSES

<table>
<thead>
<tr>
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<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unaudited</td>
<td>Temporary</td>
</tr>
<tr>
<td></td>
<td>Restricted</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program services</td>
<td>$3,184,652</td>
<td>$3,184,652</td>
</tr>
<tr>
<td>Salaries</td>
<td>$2,469,613</td>
<td>$2,469,613</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>$700,675</td>
<td>$700,675</td>
</tr>
<tr>
<td>Travel and staff expenses</td>
<td>$330,243</td>
<td>$330,243</td>
</tr>
<tr>
<td>Collective bargaining</td>
<td>$184,275</td>
<td>$184,275</td>
</tr>
<tr>
<td>Meetings</td>
<td>$285,529</td>
<td>$285,529</td>
</tr>
<tr>
<td>Defense</td>
<td>$1,299,265</td>
<td>$1,299,265</td>
</tr>
<tr>
<td>Publications</td>
<td>$264,918</td>
<td>$264,918</td>
</tr>
<tr>
<td>Public service committes</td>
<td>$1,352,677</td>
<td>$1,352,677</td>
</tr>
<tr>
<td>All others</td>
<td>$363,957</td>
<td>$363,957</td>
</tr>
<tr>
<td>Total program services</td>
<td>$7,278,280</td>
<td>$7,278,280</td>
</tr>
<tr>
<td><strong>Administrative and General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$3,863,845</td>
<td>$3,863,845</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>$1,524,930</td>
<td>$1,524,930</td>
</tr>
<tr>
<td>Travel and staff expenses</td>
<td>$132,800</td>
<td>$132,800</td>
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<tr>
<td>Rent and occupancy</td>
<td>$314,092</td>
<td>$314,092</td>
</tr>
<tr>
<td>Telephone</td>
<td>$42,048</td>
<td>$42,048</td>
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<tr>
<td>Office supplies and expenses</td>
<td>$308,959</td>
<td>$308,959</td>
</tr>
<tr>
<td>Meetings</td>
<td>$39,585</td>
<td>$39,585</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>$494,726</td>
<td>$494,726</td>
</tr>
<tr>
<td>Contributions and reimbursements</td>
<td>$71,179</td>
<td>$71,179</td>
</tr>
<tr>
<td>Executive office</td>
<td>$60,170</td>
<td>$60,170</td>
</tr>
<tr>
<td>Professional fees</td>
<td>$260</td>
<td>$260</td>
</tr>
<tr>
<td>Interest</td>
<td>$227,616</td>
<td>$227,616</td>
</tr>
<tr>
<td>Investment</td>
<td>$3,318</td>
<td>$3,318</td>
</tr>
<tr>
<td>Total administrative and general expenses</td>
<td>$10,641,133</td>
<td>$10,641,133</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>$11,708,114</td>
<td>$11,708,114</td>
</tr>
</tbody>
</table>

**Increase net assets:**

- Net assets, beginning of year: $1,315,178
- Net assets, ending of year: $3,009,216

**Net assets transferred in surcharge:**

- Net assets transferred in surcharge: $9,067
- Net assets withdrawn: $9,067

**Net assets, beginning of year:**

- Net assets, beginning of year: $1,315,178
- Net assets, ending of year: $3,009,216

#### CHICAGO TEACHERS UNION

#### COMBINED STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2018 AND 2017

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash flows from operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease in net assets</td>
<td>$(2,021,082)</td>
<td>$(214,691)</td>
</tr>
<tr>
<td>Additions to financial disbursements to net assets used in activities</td>
<td>$2,673,163</td>
<td>$2,673,163</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>$36,356</td>
<td>$36,356</td>
</tr>
<tr>
<td>Net cash used in operating activities</td>
<td>$(1,513,345)</td>
<td>$(1,513,345)</td>
</tr>
</tbody>
</table>

#### CHICAGO TEACHERS UNION

#### NOTE TO COMBINED FINANCIAL STATEMENTS

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

**Names of activities**

The Chicago Teachers Union ("Union") is an organization whose objective is to improve the status of teachers, student and other members of the City of Chicago.

The Chicago Teachers Union Political Action Committee ("PAC") was incorporated on January 6, 1975. The PAC is comprised of the officers and a trustee of the Union. Contributions to the PAC are voluntary from Union members.

The Chicago Union for Economic Security Political Action Committee ("CUSS") was organized on January 16, 2014. CUSS is also comprised of the officers and a trustee of the Union.

The Chicago Teachers Union Local 1 ("CTU") was incorporated on February 14, 2014. CTU Local 1 PAC is also comprised of the officers and a trustee of the Union.

**Principles of Preparation**

The combined financial statements include the accounts of the Union, the PAC, CUSS and CTU Local 1 PAC. An explanation of the significant financial statements.

The Union is affiliated with the Chicago Teachers Union Foundation, Inc. ("Foundation") which is not a defined benefit plan. In May 2014, the Union elected to afford the merchants have a deferred plan that is a defined contribution plan.

The Union has a controlling financial interest in the Chicago Teachers Union Foundation. The Union has elected an interest in the report of the financial statements and the total assets of the Chicago Teachers Union Foundation.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America 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 these 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.

(Continued on next page)
Note 1 - Nature of Activities and Significant Accounting Policies (Continued)

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>Office equipment</th>
<th>Leasehold improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>$2,010,111</td>
<td>($1,058,499)</td>
</tr>
<tr>
<td>7</td>
<td>($51,116)</td>
<td>($91,516)</td>
</tr>
<tr>
<td>Loss allowable depreciation and amortization</td>
<td>($1,058,499)</td>
<td>($91,516)</td>
</tr>
</tbody>
</table>

Note 3 - Cash and Certificates of Deposit Concentrations

The Union maintains cash balances and certificates of deposit at several banks. Amounts of these balances may vary from time to time due to amounts invested by the "Union" Deposit Insurance Corporation.

Note 4 - Debt from Chicago Teachers Union Foundation, Inc.

The Union is affiliated with the Chicago Teachers Union Foundation, Inc. (Foundation). Major transactions with the Foundation include payments by the Union of salaries, taxes, and benefits on behalf of the Foundation. During 2017, the Foundation paid for furnishings and fixtures and computer equipment on behalf of the Union. The amount due from the Foundation on June 30, 2018 and 2017 is $25,073,374 and $1,699,054, respectively.

Beginning in 2018, the Union lent its office space from the Foundation (See Note 5).

A summary of the Foundation’s statement of financial position as of June 30, 2018 and 2017 is as follows:

<table>
<thead>
<tr>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assets</td>
<td></td>
</tr>
<tr>
<td>Cash and investments</td>
<td>$32,505,688</td>
</tr>
<tr>
<td>Property and equipment - net</td>
<td>$28,500,000</td>
</tr>
<tr>
<td>Note payable - CTAU</td>
<td>$219,213</td>
</tr>
<tr>
<td>Other assets</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Total Cash and Investments</td>
<td>$32,505,688</td>
</tr>
</tbody>
</table>

Liabilities and Net Assets

Accrued payroll and accrued expenses | $1,697,175 | $391,398 |
| Deferred rent income | $50,000 | $92,389 |
| Due to CTAU | $4,000,000 | $4,500,000 |
| Net assets | $1,078,007 | $1,078,007 |
| Total | $32,505,688 | $18,952,543 |
CHICAGO TEACHERS UNION
NOTES TO COMBINED FINANCIAL STATEMENTS

Note 5—Leases (Continued)

Operating Leases with the Marquette Charter School

The Union has been occupied in acquiring new tenants to mitigate any potential lease. However, the Union has incurred leases on a space for its former office space after its relocation. For operating leases, the amount of the lease is amortized over the term of the lease. These amounts are accounted for as the amount paid with the property is received. The Union recorded an expense and a liability related to the projected deficit between the rent obligation under the lease and the rent income to be received over the term of the lease. During 2017, the Union incurred a loss of $1,000,000. During 2018, the Union recorded an additional loss totaling $70,000 based on the revised projected shortfall at June 30, 2018. The amount of the loss included in accrued expenses at June 30, 2018 and 2017 was $74,977,000 and $3,842,000, respectively.

Operating Leases with the Foundation

On December 1, 2016, a portion of the building owned by the Foundation was leased to the Union. The lease provides for renewable terms for 15 years at lease inception. Rents are scheduled to increase every five years by 3.0% compounded annually. The lease also provides for the payment of operating lease expenses for the first three months during each of the first five years of the lease. The Union is negotiating office rent expense as a straight-line basis over the lease term.

Minimum future lease rentals under this lease are as follows:

<table>
<thead>
<tr>
<th>Year ending June 30</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$701,689</td>
</tr>
<tr>
<td>2020</td>
<td>$726,700</td>
</tr>
<tr>
<td>2021</td>
<td>$751,713</td>
</tr>
<tr>
<td>2022</td>
<td>$776,725</td>
</tr>
<tr>
<td>2023</td>
<td>$801,737</td>
</tr>
<tr>
<td>Totals</td>
<td>$3,756,619</td>
</tr>
</tbody>
</table>

Rent expense under this operating lease was $701,004 in 2018 and $697,890 in 2017.

As an additional lease incentive, the Foundation agreed to provide the Union with an improvement allowance of $150,000 towards the costs and expenses actually incurred by the Foundation in the design and construction of the Union's premises, including the purchase of the Union's furniture and fixtures, however, the cost exceeded this allowance by $47,737,000. The Foundation has agreed to provide the Union with financing necessary to repay the cost exceeding the allowance. A promissory note was entered into with an interest rate of 4.0% for ten years, payable quarterly over 15 years, subject to a balloon payment of all unpaid principal and accrued interest on the 5th anniversary of the note. The schedule of repayments of the note has not been finalized as of June 30, 2018 and total repayment terms are governed by the Foundation and the Union.

Note 7—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 receipts of organizational assistance from the AFT and IFT and special assistance and legal fee reimbursements from IFT. The Union is also required to pay fees to both AFT and IFT based on the number of Union members. The amounts due from affiliates at June 30, 2018 and 2017 was $549,707 and $524,010, respectively.

Note 8—Temporarily Restricted Net Assets

A summary of temporarily restricted net assets ending the temporary restrictions for the years ended June 30, 2018 and 2017 follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginning Balance</th>
<th>Additions</th>
<th>Net Assets Released</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$3,740,300</td>
<td>$104,930</td>
<td>$3,025,265</td>
<td>$678,530</td>
</tr>
</tbody>
</table>

RAPP Memorial—earnings on the fund may be used to benefit the deaf and hard of hearing children attending the Chicago public schools.

Note 9—Permanently Restricted Net Assets

Permanently restricted net assets in the possession of the Union at June 30, 2018 and 2017 consist of the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$1,993</td>
</tr>
<tr>
<td>2017</td>
<td>$1,993</td>
</tr>
</tbody>
</table>

Note 10—Functional Allocation of Expenses

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

Note 11—Maintenance of Affiliations and Staff Local 4143

On March 1, 2018, the members of the Chicago Alliance of Charter Teachers and Staff Local 4143 (Local 4143) merged with the Union. Local 4143 transferred net assets totaling $799,593 to the Union. The merger of Local 4143 had no significant effect on the Union’s operating activities.

CHICAGO UNION TEACHERS
NOTES TO COMBINED FINANCIAL STATEMENTS

Note 5—Leases (Continued)

Capital Leases

The Union leases certain equipment under capital lease arrangements. The amounts under capital leases terms of four and six years. The contracts qualify as capital leases each contain a bargain purchase option. Some of the leases also provide for a monthly charge for equipment maintenance which is included in the lease payment.

The uncapitalized lease assets included in office equipment at June 30, 2018 and 2017 are detailed as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Equipment</th>
<th>Less: accumulated depreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>$148,730</td>
<td>$57,721</td>
</tr>
<tr>
<td>2017</td>
<td>$166,228</td>
<td>$64,273</td>
</tr>
</tbody>
</table>

Minimum future rental payments under capital leases having remaining terms in excess of one year as of June 30, 2018, 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>2019</td>
<td>$148,730</td>
</tr>
<tr>
<td>2020</td>
<td>$132,000</td>
</tr>
<tr>
<td>2021</td>
<td>$132,000</td>
</tr>
<tr>
<td>2022</td>
<td>$132,000</td>
</tr>
<tr>
<td>Totals</td>
<td>$546,730</td>
</tr>
</tbody>
</table>

Note 6—Pension Plan

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, 2018 and 2017, amounted to $966,477 and $988,695, respectively, and is based on a percentage of each participating employee's salary.
**DAYSHA STRAIGHT**

**Black Bliss**

For years my silence has been a trophy
My suppression an award
Something I had no choice over
The entire 5/5 of me couldn't vote
So why would I, as a whole person chose the same fate
Unless if wasn't at all
Unless I wasn't meant to have a say in who controls me at all
Dark bodies don't get to choose what happens to them
Laws installed to instill fear in minorities
Dark bodies remain still objects
Statues
Never meant to be eye to eye with white skin
Always faced with brick walls and closed minds
Like why do black people need a national anthem
How do they get to own hairstyles and words
Like you don't get a whole a nation
I mean I'm starting to think people are jealous
I just exude too much "black privilege"
Well then why am I still at the bottom of the food chain
Why do I always get eaten first
So I piece together chewed up flesh and put it back on the market
But how do you fix something that isn't broken
But you know it's gonna shatter soon
Repair a system with missing pieces you simply don't have?
They say a poor craftsman blames his tools
But I never got any to begin with
My reparation was not worth 40 acres
Forced to make masterpiece from debris
Forced to make voice with hollow throat
Land built on lies
So why wouldn't the polls reflect that
Why wouldn't we be stuck standing for a country that doesn't stand for us
Maybe we don't know the power of our voice
Can't fathom how black skin on ballad could validate my being
So I don't vote
Chocolate coated voices more hollow than chocolate easter eggs
Melanin soaked souls told that they shouldn't exist
So why even try to live a life we already know the ending to?
brown bodies invalidated
Told that they're asking for too much
When we ask for celebration we are faced with a rebuttal
Like if you get a black history month
everyone else will want one too
Fighting towards liberation is seen as fighting against
America
My passion is anger
My existence is a protest
My protests are protested
**THEIR'S no reason kids should still be saying the n word in February of 2020**
There's no reason I should still be writing poems about voter suppression and vodka soaked slurs
But look where we are now
At what point does ignorance become racism
At what point is my oppression intentional
What makes you think your freedom of speech is more relevant than my respect
Your identity isn't any more valid than mine
I'm tired of having to hold adult duties when I'm still a child
And you should be tired of upholding 300 year old values when you're 17
And I refuse feel unwelcome in a nation that was built on my back
I refuse to carry a burden I didn't create
On my bruised back because you think the scars should've healed by now.

Daysha Straight is a junior at Walter Payton College Prep and a member of the school's Louder Than A Bomb poetry team.

**ERIK YOUNG**

I use rare and grand gestures
From the air of the Ancestors
To prepare and plan "testers"
Like solving a true Math problem. I show work
But I am Black History
I write Black Thought's like Tariq Trotter
And the purpose is to stand with you
Like solving a true Math problem. I show work
And the purpose is to stand with you
'Still I Rise' like Maya Angelou
So the effort, energy and intensity will never vary
I am Black History, and that's beyond February
Activism and artistry are a part of me
They flow through my artery
I teach Black History like Carter G. Woodson. ..Lyrically, I'm a good one
I am Black History.

Erik Young is a teacher at King College Prep and a 22-year veteran of Chicago Public Schools.
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designed and taught by expert faculty,
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need as an educator so you can study with your
• Becoming a better teacher!
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• earn an optional Master's Degree and/or
• qualify for a full scholarship
• advance on the CPS salary scale
to participate in NBC and earn this advanced
teachers can support and nurture their
• teacher self-care to prevent secondary
• identifying psychological and behavioral
depression, adversely affecting their students'
deal with the wide-ranging, long-term impact
of complex childhood trauma. Many
in this course, we will discuss some of the most
provide advice to each other, and troubleshoot ideas for meeting expectations. Participants will
learning and share resources, strategies and ideas for each
ness CORE Standards and the CPS Framework for Teaching Components: 1e, 1d and 2h.
and share forms with collaborators.
attend the “Distinguished” level for each component. Participants will share past evaluation experiences, provide advice to
each other, and troubleshoot ideas for meeting expectations.
her planning, implementation, and assessment. Framing the conversation around the
requirements of the FFT.
The facilitator will provide suggestions, feedback, and support throughout the
conversation. She will also answer general and individual questions about the overall
observation process. The sessions are open only to currently practicing CPS teachers in Pre-K through 4th grade. Each
deal with the impact of complex childhood trauma. Many
many have been exposed to multiple
tragic events, often of an invasive, interpersonal
deal with the wide-ranging, long-term impact of
students’ emotional well-being before, during,
and after traumatic events in order to
mitigate the impact of complex childhood trauma. Many
of our students have been exposed to multiple
tragic events, often of an invasive, interpersonal
nature. This course helps teachers learn to
deal with the wide-ranging, long-term impact of
this exposure that often results in grief and
depression, adversely affecting their students’
learning and social/emotional well-being.
This course will focus on:
• identifying psychological and behavioral
• the role of the teacher after a traumatic event,
• how to develop support systems and safe
• teacher self-care to prevent secondary traumatic stress, and
• the impact school and community culture has had on celebrating life to manage grief
associated with death or loss.
This course will support teachers in creating
a safe and supportive environment in which
students feel nurtured, not only to learn, but also to express their feelings.
Participants will also prepare for
the element level. Participants will collaborate
and analysis of each of the four Domains at
the element level. Participants will participate
and focus on what they are already doing in
the classroom to improve and to determine
best practices to meet the “Distinguished” level for each component. Teachers will share past evaluation experiences, provide advice to
each other, and troubleshoot ideas for meeting expectations.
Participants will learn how to advocate for and justify their practice as
aligned to the FFT. They will also prepare for
future pre-and-post-observation conferences by
discussing their planning, implementation, and assessment. Framing the conversation around the
requirements of the FFT.
The facilitator will provide suggestions,
feedback, and support throughout the
conversation. She will also answer general and individual questions about the overall
observation process. The sessions are open only
to currently practicing CPS teachers in Pre-K through 12th grade. Each session will be aligned to
one of the REACH Domains. Sign up for each separately. This professional development
course aligns to the CPS Framework for Teaching Domain 4.
•Participants must bring a tablet or laptop.

Excited About Early Learning
2 CPS Lane Placement Credits 30 ISBE PD Hours
Early Childhood education plays a vital role in
laying the foundation for a student’s educational
future. As Early Childhood educators, we are
challenged in being some of our students very
first teachers and helping them all achieve their
highest potential, knowing that we are paving the
way for their educational future and attempting
Domain 3 – CPS Framework for Teaching Study Group
3 ISBE PD Credits
The CTUF Quest Center presents CPS Framework for Teaching (FFT) Study Groups, a 3 hour session of FFT round table discussion and analysis of each of the Four Domains at the element level. Participants will collaborate and focus on what they are already doing in the classroom to improve and to determine best practices to meet the “Distinguished” level for each component. Teachers will share past evaluation experiences, provide advice to
each other, and troubleshoot ideas for meeting expectations. Participants will learn how to advocate for and justify their practice as
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The facilitator will provide suggestions,
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conversation. She will also answer general and individual questions about the overall
observation process. The sessions are open only
to currently practicing CPS teachers in Pre-K through 12th grade. Each session will be aligned to
one of the REACH Domains. Sign up for each separately. This professional development
program gives you the opportunity to
learn more about Google Sheets, a free web-based spreadsheet app. Both experienced and inexperienced users will build skills and
experience in Google Sheets to advance student
learning. Participants will input student data, organize and sort, create graphs, and share
sheets with others.
Attend later seminars in this series to pursue
the Google Certified Educator (Level 1) exam. This valuable certification will show
competency with core G Suite apps. This offering is aligned to the CPS Framework for Teaching Domain 1.
•Participants must bring a tablet or laptop.

Domain 4 – CPS Framework for Teaching Study Group
3 ISBE PD Credits
The CTUF Quest Center presents CPS Framework for Teaching (FFT) Study Groups, a 3 hour session of FFT round table discussion and analysis of each of the Four Domains at the element level. Participants will collaborate and focus on what they are already doing in the classroom to improve and to determine best practices to meet the “Distinguished” level for each component. Teachers will share past evaluation experiences, provide advice to
each other, and troubleshoot ideas for meeting expectations. Participants will learn how to advocate for and justify their practice as
aligned to the FFT. They will also prepare for
future pre-and-post-observation conferences by
discussing their planning, implementation, and assessment. Framing the conversation around the
requirements of the FFT.
The facilitator will provide suggestions,
feedback, and support throughout the
conversation. She will also answer general and individual questions about the overall
observation process. The sessions are open only
to currently practicing CPS teachers in Pre-K through 12th grade. Each session will be aligned to
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highest potential, knowing that we are paving the
way for their educational future and attempting

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