



Naperville Unit Education Association (NUEA) 2015 Welcome Packet

October 2015 Update

Mark Bailey, President and Membership Chair
Carol Higgins, 1st Vice President and Negotiations Chair
Joyce Bailey, 2nd Vice President
David Carroll, Treasurer and Communications Chair
Vicky Fischer, Recording Secretary
Dan Iverson, Corresponding Secretary
Lisa Yost, Elementary Executive and Grievance Chair
Anne-Marie Tomek, Junior High Executive
Jen Smith, High School Executive

Naperville Unit Education Association (NUEA)

West Suburban IEA Office
1555 Bond Street, Suite 121
Naperville, IL 60563-0112
(630) 369-1555 (phone)
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www.nuea203.org

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Dates to remember:

Naperville Unit Education Association Representative Assembly (NUEA RA): Last Monday of every month

1555 Bond Street, Suite 121, Naperville, IL 60563

Illinois Education Association Representative Assembly (IEA RA): April 14-16, 2016

Hyatt Regency O'Hare, Rosemont, IL

National Education Association Representative Assembly (NEA RA): June 30-July 7, 2016

Washington, D.C.

IEA Summer Leadership Academy: July 26-29, 2016

Illinois State University, Normal, IL

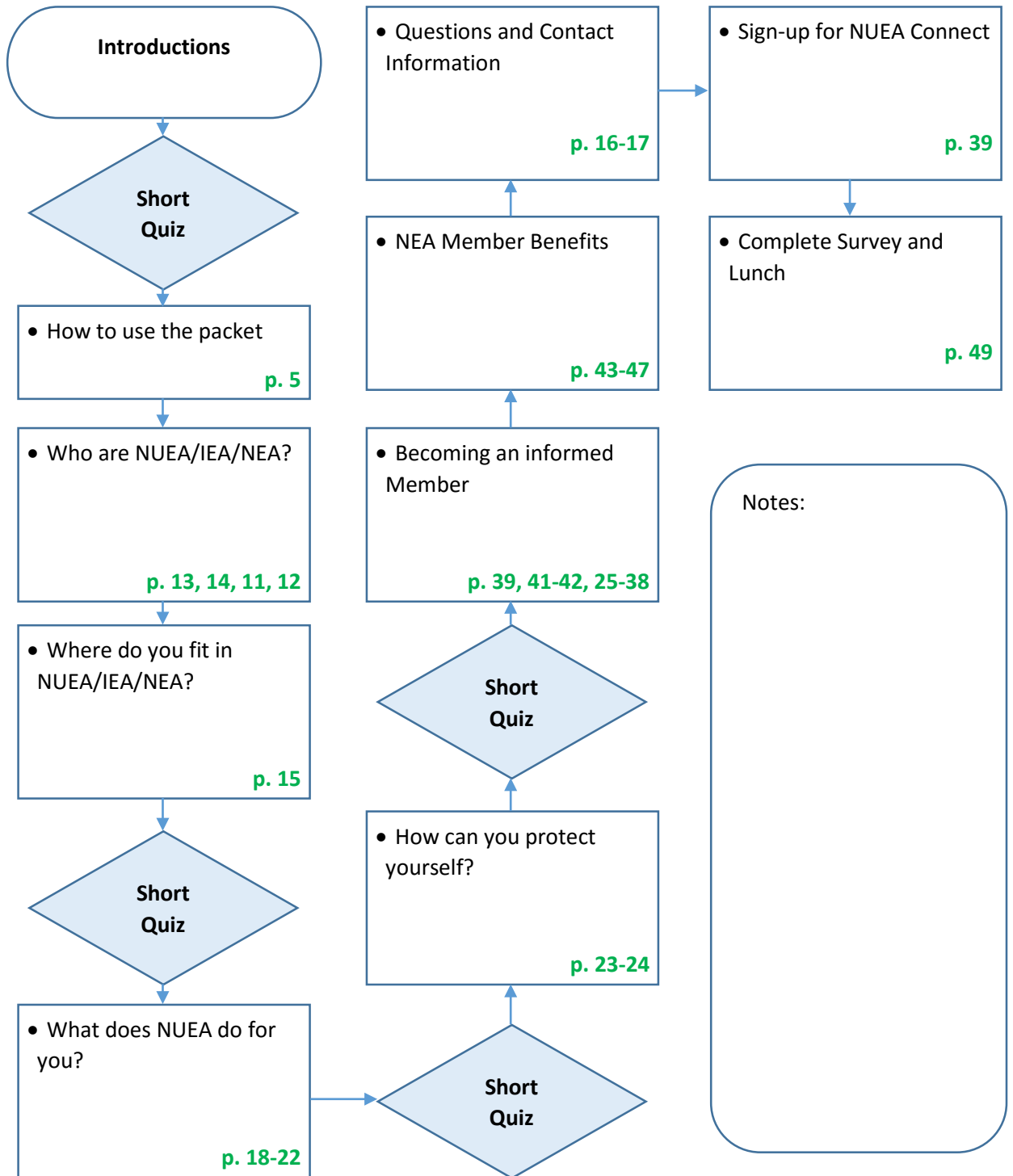
NUEA Welcome Packet

Table of Contents

Graphic Organizer for Presentation	5
Welcome Letter from Mark Bailey	6
District 203 Map	7
District 203 List of Schools, Phone Numbers, Addresses, and Web Sites.	8
District 203 Feeder Structure	9
NUEA Executive Board	11
NUEA Organizational Chart	13
NUEA: Who do I see if I have Questions?	14
NUEA Membership Information 2015-2016	15
NUEA Building Representatives and Executive Board Contact List	16
Illinois Educational Unionism: Giving Teachers a Voice	18
Odds and Ends You Should Know	19
Evaluation Brochure.	20
FMLA FAQ.	22
Weingarten Rights: For Your Protection	23
Common Fallacies and Potential Trouble Areas	23
Issues in Education	
#1: Teacher Accountability/Overtesting	25
#2: Fair Share Rights	28
#3: A Fair Tax	33
#4: Privatization of Education	36
#5: The Tenure Myth	37
#6: Should Public Unions Collectively Bargain?	39
Becoming an Informed NUEA Member	41
Critical Websites	43
NEA Member Advantages	45
Proud Union Member Yard Sign Order Form	49
Survey	51

New Teacher Orientation NUEA Visual Organizer

July 23, 2015



Dear New District 203 Staff Member,

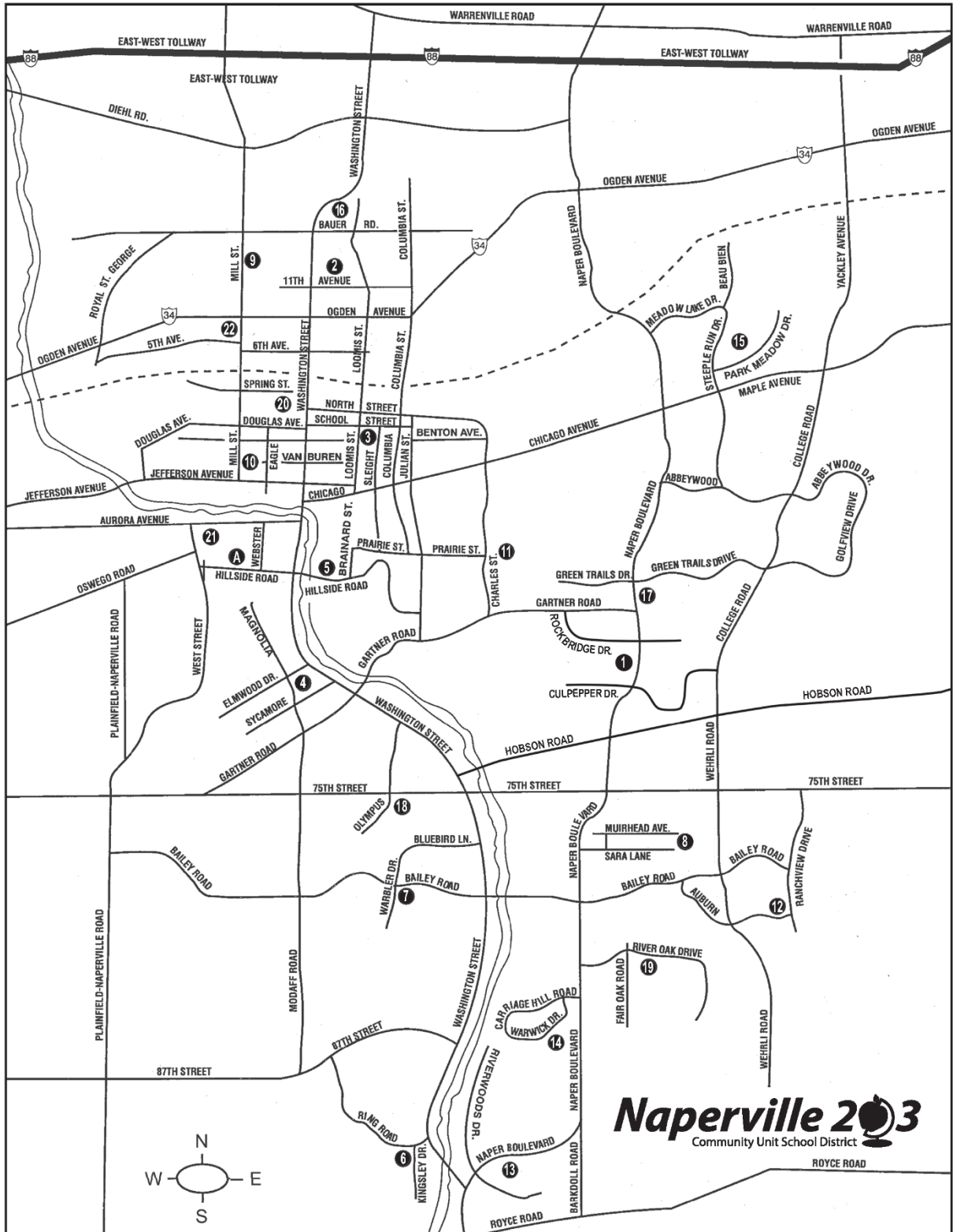
Let me be among the first to welcome you to District 203. As I'm sure you are aware, our district has a long and rich history of academic excellence. This excellence is the result of a wonderful partnership between the school board, district administrators, district staff, and the communities of Naperville, Lisle, and Bolingbrook in which we serve. With every decision we make, our students remain our top priority, ensuring that they have the best educational experience now and in the future.

Once the school year begins, I know that your time will become incredibly valuable. I know as a former band director at Scott and River Woods Schools, the time I spent teaching was dwarfed by the hours I spent preparing to teach. But I hope that you keep aside some time to help support the NUEA by becoming an active member of our association. Meetings are held once a month in your school, and we have many opportunities for professional development, committee participation, and political action that I hope will interest you. When working as one, we can be sure that our students continue to get the best education possible. Thank you!

Sincerely,

Mark Bailey
President, NUEA

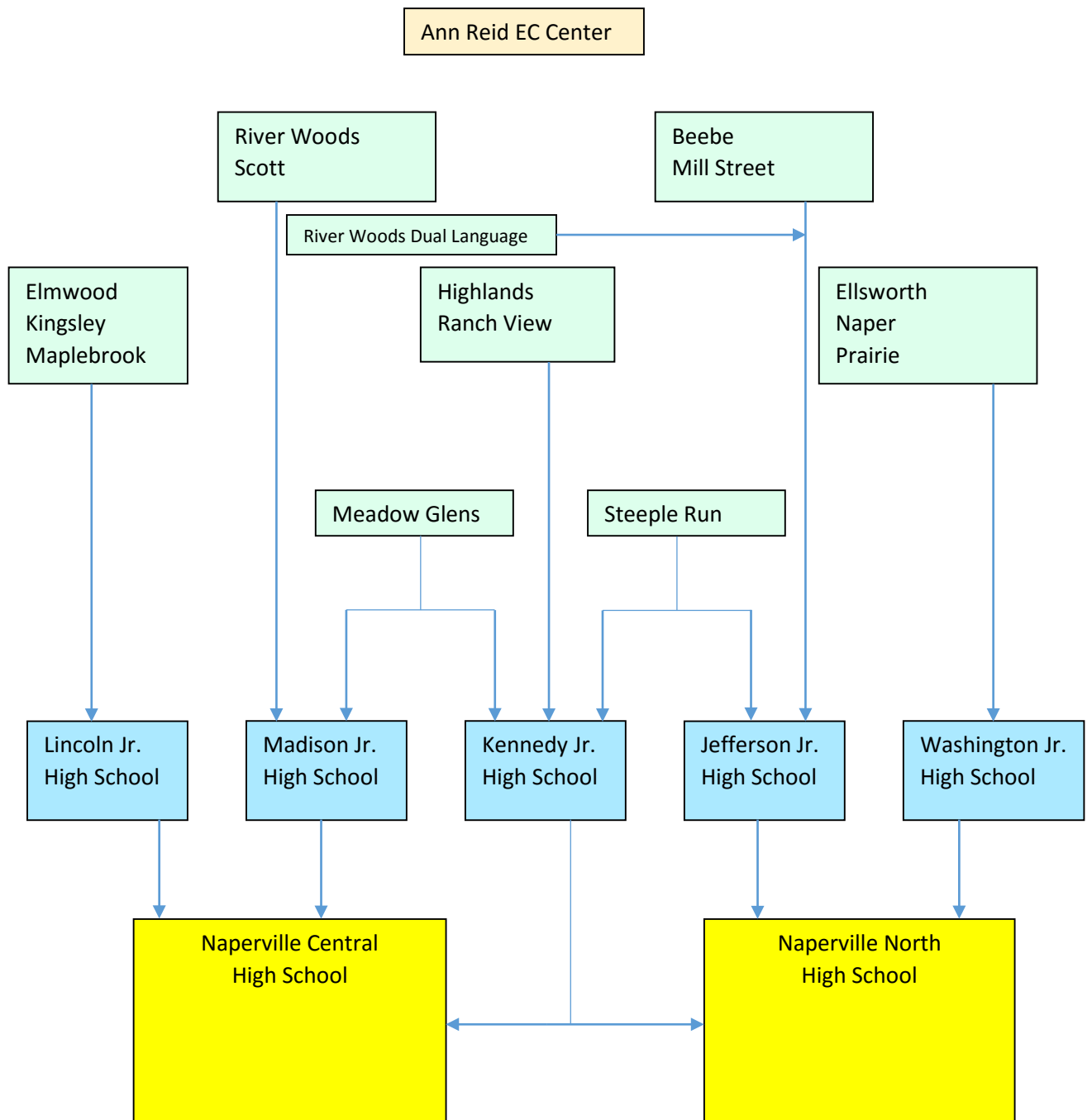
Naperville District 203 Map



Naperville District 203 School Addresses and Websites

- | | | |
|--|---|--|
| <p>A Administrative Center
 Dan Bridges, Superintendent
 203 W. Hillside Road
 Naperville IL 60540-6589
 (630) 420-6300
 Fax (630) 420-1066
 www.naperville203.org</p> | <p>8 Meadow Glens Elementary School
 1150 Muirhead Avenue
 Naperville IL 60565-1690
 (630) 420-3200
 Fax (630) 420-6897
 www.naperville203.org/meadowglens</p> | <p>16 Jefferson Junior High School
 1525 N. Loomis Street
 Naperville IL 60563-1300
 (630) 420-6363
 Fax (630) 420-6930
 www.naperville203.org/jjhs</p> |
| <p>1 Ann Reid Early Childhood Center
 1011 S. Naper Boulevard
 Naperville, IL 60540-8313
 (630) 420-6899
 Fax (630) 637-4033
 www.naperville203.org/annreid</p> | <p>9 Mill Street Elementary School
 1300 N. Mill Street
 Naperville IL 60563-2500
 (630) 420-6353
 Fax (630) 637-4680
 www.naperville203.org/millstreet</p> | <p>17 Kennedy Junior High School
 2929 Green Trails Drive
 Lisle IL 60532-6262
 (630) 420-3220
 Fax (630) 420-6960
 www.naperville203.org/kjhs</p> |
| <p>2 Beebe Elementary School
 110 E. 11th Avenue
 Naperville IL 60563-2797
 (630) 420-6332
 Fax (630) 420-6962
 www.naperville203.org/beebe</p> | <p>10 Naper Elementary School
 39 S. Eagle Street
 Naperville IL 60540-4400
 (630) 420-6345
 Fax (630) 637-7328
 www.naperville203.org/naper</p> | <p>18 Lincoln Junior High School
 1320 S. Olympus Drive
 Naperville IL 60565-6117
 (630) 420-6370
 Fax (630) 637-4582
 www.naperville203.org/ljhs</p> |
| <p>3 Ellsworth Elementary School
 145 N. Sleight Street
 Naperville IL 60540-4700
 (630) 420-6338
 Fax (630) 637-7321
 www.naperville203.org/ellsworth</p> | <p>11 Prairie Elementary School
 500 S. Charles Avenue
 Naperville IL 60540-6897
 (630) 420-6348
 Fax (630) 717-0801
 www.naperville203.org/prairie</p> | <p>19 Madison Junior High School
 1000 River Oak Drive
 Naperville IL 60565-2700
 (630) 420-6400
 Fax (630) 420-6402
 www.naperville203.org/mjhs</p> |
| <p>4 Elmwood Elementary School
 1024 Magnolia Lane
 Naperville IL 60540-7596
 (630) 420-6341
 Fax (630) 637-7348
 www.naperville203.org/elmwood</p> | <p>12 Ranch View Elementary School
 1651 Ranchview Drive
 Naperville IL 60565-1755
 (630) 420-6575
 Fax (630) 420-0915
 www.naperville203.org/ranchview</p> | <p>20 Washington Junior High School
 201 N. Washington Street
 Naperville IL 60540-4594
 (630) 420-6390
 Fax (630) 420-6474
 www.naperville203.org/wjhs</p> |
| <p>5 Highlands Elementary School
 525 S. Brainard Street
 Naperville IL 60540-6600
 (630) 420-6335
 Fax (630) 420-6957
 www.naperville203.org/highlands</p> | <p>13 River Woods Elementary School
 2607 River Woods Drive
 Naperville IL 60565-6336
 (630) 420-6630
 Fax (630) 420-6961
 www.naperville203.org/riverwoods</p> | <p>21 Naperville Central High School
 440 W. Aurora Avenue
 Naperville IL 60540-6298
 (630) 420-6420
 Fax (630) 369-6247
 www.naperville203.org/nchs</p> |
| <p>6 Kingsley Elementary School
 2403 Kingsley Drive
 Naperville IL 60565-3254
 (630) 420-3208
 Fax (630) 420-3213
 www.naperville203.org/kingsley</p> | <p>14 Scott Elementary School
 500 Warwick Drive
 Naperville IL 60565-2600
 (630) 420-6477
 Fax (630) 420-6471
 www.naperville203.org/scott</p> | <p>22 Naperville North High School
 899 N. Mill Street Naperville
 IL 60563-8998
 (630) 420-6480
 Fax (630) 420-4255
 www.naperville203.org/nnhs</p> |
| <p>7 Maplebrook Elementary School
 1630 Warbler Drive
 Naperville IL 60565-2372
 (630) 420-6381
 Fax (630) 420-6638
 www.naperville203.org/maplebrook</p> | <p>15 Steeple Run Elementary School
 6S151 Steeple Run Drive
 Naperville IL 60540-3899
 (630) 420-6385
 Fax (630) 420-6935
 www.naperville203.org/steeplerun</p> | |

Naperville District 203 Feeder Structure



NUEA Executive Board 2015-2016

Naperville, Illinois

The **NUEA Executive Board** is elected by the general NUEA membership, consisting of over 1200 teachers and certified staff in District 203. Between them, the Executive Board has over 153 years of experience teaching within our district, with an average career of 18 years. Three members of the board are National Certified Teachers, and all have graduate degrees in education, including one doctorate completed and one in progress.

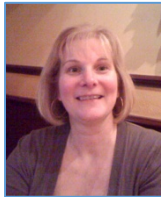
The board members are:

Mr. Mark Bailey, President – IEA Bond Street Office/PSAC - Mark has been president of NUEA since July of 2010.



He is also the Region 39 Chair and a Teachers' Retirement System (TRS) Trustee. Prior to that he was First Vice President, Treasurer, and began his NUEA work in 1996 as a Building Representative for Scott School. He was hired in District 203 in 1994 as Band Director for Scott and River Woods Schools, a teaching position he relished until becoming President. He holds a Bachelors degree in music education from Luther College and a Masters Degree in Leadership and Administration from North Central College. He is a trumpet player who has performed in various Big Bands and Orchestras and has his own Brass Quintet.

Mrs. Carol Higgins, 1st Vice President and Negotiations Chair – Lincoln Jr. High Learning Behavior Specialist –



Carol received her Bachelor's of Science at Eastern Illinois University in Special Education. She served as a director at a home for individuals with disabilities in Arcola, IL, before moving to Naperville. In Naperville, she became an assistant for a student with a hearing disability in District 203, and then decided to go back to school full time to earn 2 more endorsements. Once part of the Lincoln family in 1994, she saw her four nieces and nephews and all three children go through Lincoln. Carol earned her National Board Certification in Special Education in 2006 and her

Masters in Reading in 2008. She loves gardening with her granddaughter and grandson, and is expecting another grandchild this spring.

Mrs. Joyce Bailey, 2nd Vice President – Elmwood School, General Music - Joyce has taught Elementary Music in



District 203 since 1997. She has a Bachelors in Music Education from Illinois Wesleyan University and a Masters in Curriculum and Instruction from Benedictine University. While working for District 203 she has served on various building and district committees including Music Curriculum and the AMPES Initiative. Joyce serves both on the IEA and NEA Board of Directors traveling to Springfield to attend board meetings and to lobby education issues. In her spare time she sings and directs an adult choir.

Mr. David Carroll, Treasurer – Madison Junior High and Maplebrook Schools, Band - David has taught band in



District 203 since 1997. He has a Masters in Music from Northern Illinois University, National Board Certification, and is currently a doctoral candidate in Curriculum and Instruction from NIU. He is a prolific computer programmer, creating music games such as MusicRacer and MusicAssessor, and administrative software such as TheScheduler.org and Fingering-Charts.com. He has taught music technology and music curriculum at ISU, IUPUI, and Lewis and Clark State College (Idaho). For District 203, he has served on several curriculum committees, he directs the District 203 Elementary Honor Band, and he has mentored over 50 National Board candidates.

Dr. Vicky Fischer, Recording Secretary – PSAC, Technology Integration Specialist - Vicky has been in education



for since 1995, with the last 18 years working in District 203. She has a Masters in Public Health from Northern Illinois University and completed her Doctorate in Curriculum Leadership in 2005 from NIU. Her dissertation was entitled "A Case Study about the Perceptions of Effective Building-Based Professional Development." When she was in the classroom her teaching focus was in the area of 6-8 Health Education but has also taught Physical Education, World Cultures, American History, and Reading at the 6-8 level. She is also an adjunct professor for Concordia University and has taught classes on data analysis and innovative technologies.

Mr. Dan Iverson, Corresponding Secretary – North High School, Social Science – Dan is a social studies teacher,



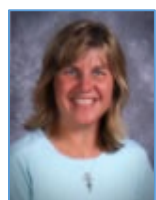
cross country and track and field coach at NNHS. He has taught in District 203 since 1996. He is married to Laura, who also teaches at NNHS. Dan and Laura have two children in the district – Colin and Lucy. Dan is passionate about helping the district provide the highest quality of education to the students of District 203.

Mrs. Jen Smith, High School Executive – North High School, Communication Arts – Jen has taught in District 203



since 2007. Prior to her time at NNHS, she worked as a part time English teacher and Special Education Teacher Assistant in District 211. She holds a Master's Degree in English Studies from Elmhurst College, and she earned her Bachelor's degree from Northern Illinois University. She has been an NUEA Building Representative, and has served on a number of curriculum committees and policy initiatives, always with the intention of serving the needs of District 203 students and staff.

Mrs. Anne Marie Tomek, Junior High Executive – Madison Junior High, Physical Education – Ann Marie has



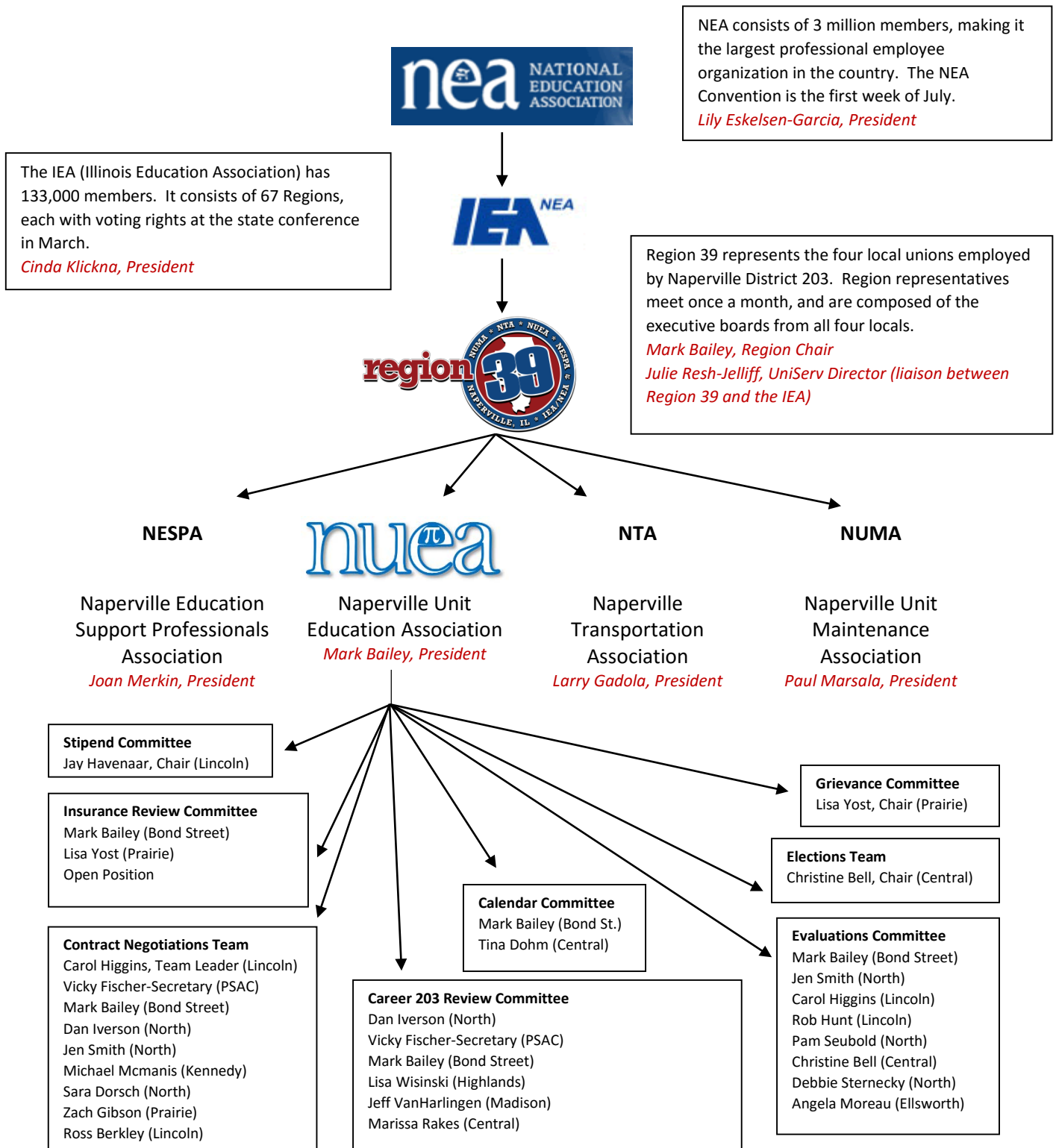
taught since 1998 in the areas of special education, health education and physical education. She holds a Bachelor of Science degree and Masters in Curriculum & Instruction. She has worked at both the high school and middle school levels, and currently works at Madison Junior High School. She is very interested in helping the district the District provide for the physical, emotional, and social development of every student, and she shows her interest with great passion. She connects with her students by coaching intramurals, mentoring, and attending various school functions of current and former students.

Mrs. Lisa Yost, Elementary Executive – Prairie, Learning Behavior Specialist - Lisa has been a special education



teacher with District 203 since 2000, and a general education teacher for 12 years in California, Tennessee, and Ohio. She worked as an educational mathematics consultant for five years with Scott Foresman/Addison-Wesley. Lisa received her Bachelor's degree from Purdue University and holds a Masters in Education from California State University. She is a National Board Certified teacher, participated in District 203 Math Support Project, holds a Wilson Reading Systems Level I Certificate, and was a recipient of Office Max's "A Day Made Better" recognition.

NUEA Organizational Chart 2015-2016



NUEA: Who do I see if I have questions?

Title	Name	Information
Grassroots Political Advocate	Joyce Bailey (Elmwood)	Questions about political candidates, issues, and action. (Use home e-mails.)
Elections Chair	Christine Bell (Central)	Questions about the NUEA or Region 39 elections process
Stipend Chair	Jay Havenaar (Lincoln)	Questions about the stipends review process and related research
Elementary Executive Grievance Chair	Lisa Yost (Prairie)	Questions about elementary-specific issues Questions about the grievance process Questions about insurance Questions about special education
Junior High Executive	Ann Marie Tomek (Madison)	Questions about junior-high specific issues
High School Executive	Jen Smith (North)	Questions about high-school specific issues Questions about evaluations
Corresponding Secretary Career 203	Dan Iverson (North)	Questions about Career 203
Recording Secretary	Vicky Fischer (PSAC)	Questions about the meeting minutes
Communications NUEA Treasurer Region 39 Treasurer	Dave Carroll (Madison/Maplebrook)	Questions about the web site Updated members' home e-mail lists Questions about NUEA/Region 39 finances
NEA Director 2nd Vice President	Joyce Bailey (Elmwood)	Questions about lobbying NEA in Washington NEA (national) , IEA (state), and Region 39 (local) questions
1st Vice President Contract Negotiations Chair	Carol Higgins (Lincoln)	Questions about bargaining or our contract Questions about special education Questions about evaluations
Region 39 Chair Teacher's Retirement System Trustee President, NUEA	Mark Bailey (Bond Street)	Questions about TRS Questions about Region 39 Disciplinary meetings Contract interpretation
UniServ Director	Julie Resh-Jelliff (Bond Street)	Administrative abuses or harassment Legal referral Remediation plans

NUEA Membership Information 2015-2016

NUEA, IEA, and NEA are all quintessentially democratic organizations. All officers and representatives are elected, from building representatives to the IEA and NEA presidents. IEA holds its yearly Representative Assembly (RA) in March/April, all delegates are elected and every delegate has a voice. NEA hold its Representative Assembly (RA) in early July, and again, all delegates are elected and every delegate has a voice. Any teacher (including non-tenured teachers) may be a delegate to the IEA RA or the NEA RA. All expenses will be paid for by NUEA or by Region 39.

You:

- Attend a monthly 10 minute meeting at your school, led by your NUEA building representative
- Pay NUEA-IEA-NEA dues, which amount to roughly \$37 per check (for full time staff) from October through May
- Participate in “Calls to Action” or other educational advocacy events as you see fit

If you wish, the following professional development/leadership activities are available to you:

- Participate in a district committee
- Be a building representative (we’ll provide the training)
- Be an IEA RA delegate (April 14-16, 2016) or an NEA RA delegate (June 30-July 7, 2016)
- Attend the Summer Leadership Academy (SLA) at ISU, Normal (July 26-29, 2016)

Your building representatives:

- Are elected by the certified staff at your school
- Meet once a month at our Bond Street Office (4th Monday)
- Hold monthly 10 minute meetings at your school
- Hold Association elections twice a year
- Assist you if you have questions or need support

Your executive board members:

- Are elected to a 3 year term
- Meet three times a month: once as an exec. board, once at the monthly rep. meeting, and once as Region 39 Council members
- Meet with District 203 administrators (IPC Committee) as needed
- Complete educational and association-based research, meet with members, and plan strategies for moving forward

NUEA Building Representatives and Executive Board

Contact List: 2015-2016

Last	First	School	E-mail
Fiduccia	Rose Marie	Connections	r_santelli@yahoo.com
Hasler	Brenda	Connections	brenda.hasler@gmail.com
Hafer	Megan	ARECC	megan.hafer1@gmail.com
Ortmann	Bridget	ARECC	bpurcell23@gmail.com
Ottolino	Domenica	Beebe	ddottolino@comcast.net
Pajor	Ashley	Beebe	ashley.pajor@gmail.com
Hoehn	Beth	Ellsworth	bdm439@gmail.com
Lueken	Sara	Ellsworth	lueken@wowway.com
Alltop	Jessica	Elmwood	jasippel23@gmail.com
Espinoza	Marlene	Elmwood	mvalenz_88@yahoo.com
Sturgeon	Julie	Elmwood	juliann.sturgeon@gmail.com
Keith	Mary Ellen	Highlands	mekeith29@yahoo.com
Burns	Kathleen	Highlands	kathjb58@gmail.com
Robertson	Ann	Kingsley	aarslp@comcast.net
Craig	Dave	Maplebrook	compass2563@yahoo.com
Vaughan	Pam	Maplebrook	pnvaughan@yahoo.com
Angelos	Kathy	Meadow Glens	kateachkids@sbcglobal.net
Chidley	Cari	Meadow Glens	carichid@yahoo.com
LaFleur	Julianne	Meadow Glens	julianne731@gmail.com
Quigg	Suzanne	Meadow Glens	Suzanne_quigg@hotmail.com
Schmidt	Jayne	Meadow Glens	hsjaynea@aol.com
Trevizo	Vicky	Meadow Glens	vtrevizo@gmail.com
Dahn	Eric	Mill Street	edahn@rocketmail.com
Lehman	Donna	Mill Street	lakeplacid80@ymail.com
Burke	Lisa	Naper	lisakburke@comcast.net
Peck	Rachel	Prairie	rachelkpeck@gmail.com
Ernst	Zach	Prairie	zachernst1986@yahoo.com
Gedz	Susan	Prairie	jjgedz@aol.com
Wales	Courtney	Prairie	courtney.wales@gmail.com
McGovern	Colleen	Ranch View	collmcgovern@gmail.com
Crockett	Jeanine	Ranch View	jmc@crockettco.com
Koral	Michelle	River Woods	mkoral61@gmail.com
Rosso	Debbie	River Woods	pauldeb.rosso@gmail.com
Hudson	Kristyn	Scott	kristynhudson100@gmail.com
Ryan	Jill	Scott	jillryan62@comcast.net
Helberg	Paula	Steeple Run	paulahelberg@gmail.com
Lipkowitz	Robin	Steeple Run	rlipkowitz@sbcglobal.net
Pappas	Michelle	Steeple Run	mpappas883@aol.com
King	George	Jefferson	donquijote99@hotmail.com
Myers	John	Jefferson	vanmyerhoven@comcast.net
Vanacek	Rob	Jefferson	robvanecek@hotmail.com
Madsen	Dave	Kennedy	dmadsen@wowway.com
McManis	Michael	Kennedy	mpmcmnis@gmail.com

Meehan	Kevin	Kennedy	kmeehan67@comcast.net
Robertson	Ann	Kingsley	aarslp@comcast.net
Berkley	Ross	Lincoln	rossberkley@hotmail.com
Hunt	Rob	Lincoln	rnjhunt@aol.com
Eissens	Amy	Lincoln	amyeissens@yahoo.com
Havenaar	Jay	Lincoln	coachhav@gmail.com
Olson	Karen	Lincoln	olsonkaren010@gmail.com
Ceresa	Carmen	Madison	cceresa@wideopenwest.com
Topmiller	Amy	Madison	f8blvr2@aol.com
Kowalkowski	Jason	Washington	jjkteacher103@yahoo.com
Hufferd	Sondra	Washington	sondrahufferd1962@gmail.com
Bell	Christine	NCHS	christinebell37@gmail.com
Cunningham	Stacy	NCHS	lectrix@gmail.com
Dohm	Tina	NCHS	tinasdohm@comcast.net
Dolan	Patrick	NCHS	pdolan8248@aol.com
Franta	Jennie	NCHS	jenniefranta@yahoo.com
Hurd	Kathryn	NCHS	kkhurd@yahoo.com
McGrath	Tom	NCHS	tommcgrath316@live.com
McNeeley	Pam	NCHS	jpmcn@comcast.net
Rogers	Rachel	NCHS	rrogersangels@gmail.com
Steger	Michael	NCHS	mseger320@gmail.com
Dorsch	Sara	NNHS	saradorsch@hotmail.com
John	Yvonne	NNHS	yvonnejohn@gmail.com
Nierman	Brian	NNHS	bniermo@yahoo.com
Ryan	Jason	NNHS	ryanjason@hotmail.com
Smith	Ryan	NNHS	rlsmith@cnx2.net
Smith	Jen	NNHS	jschueme@gmail.com
South	Brian	NNHS	bsouth4@hotmail.com
Sternecky	Debbie	NNHS	dsternecky@gmail.com
Walter	Abby	NNHS	abbyewalter@gmail.com
Williams	Mark	NNHS	titanlb99@yahoo.com
Rouse	Jackie	PSAC	jackierouse@rocketmail.com
Executive Board Contact List			
Bailey	Mark	President TRS Trustee	mbaileynuea@hotmail.com
Higgins	Carol	1 st VP	chigg3@aol.com
Bailey	Joyce	2 nd VP NEA Director	joyce.bailey@ieanea.org
Carroll	David	Treasurer	dave@fingering-charts.com
Fischer	Vicky	Rec. Sec.	drvickyr@gmail.com
Iverson	Dan	Cor. Sec.	iverson.dan@gmail.com
Smith	Jen	High School	jschueme@gmail.com
Tomek	Anne-Marie	Jr. High	bamerdman7@comcast.net
Yost	Lisa	Elementary	lisa.yost2@gmail.com
UniServ Director Contact List			
Resh-Jelliff	Julie	UniServ	julie.resh-jelliff@ieanea.org

Illinois Educational Unionism: Giving Teachers a Voice

(From IEANEA.org “Mission and History):

In December 1853 a group of educators convened a meeting in the town of Bloomington to discuss the educational needs of the state. As a result, the Illinois State Teachers’ Association, later renamed Illinois Education Association, was formed. The ISTA, comprised of school administrators, classroom teachers, and friends of education, met annually to discuss issues affecting schools, exchange pedagogical views, and determine ways to further the cause of education in the state.

With the new century came technological advances, increased urbanization, and a rapidly expanding population creating many challenges for the state’s public schools. Added to this were expanded employment opportunities outside the teaching profession. Attracting and keeping good people in the profession became a priority. Through its annual deliberations, recommendations to the legislature, and in the pages of the *Illinois Teacher*, the ISTA worked to address these concerns.

The Association sought a minimum salary law for teachers, supported equalized state aid to schools, and encouraged the passage of tenure legislation. Some of the achievements during the first half of the century include: improvements in teacher certification, the school year extended to 8 months, establishment of kindergartens and vocational education schools, enactment of a teacher pension system, and support for school district consolidation.

In 1936 the ISTA changed its name to the current Illinois Education Association, and during this period a teacher tenure law was secured (1941), and a minimum salary law was enacted (1945). In the 1960’s teachers comprised the majority of the membership, but leadership came largely from the ranks of the school administrators. A growing number of classroom teachers, frustrated by their lack of input in classroom matters and seeking improvements in salary and benefits, began asserting themselves in the organization.

After a 1970 constitutional convention, classroom teachers assumed control of the IEA. Administrators gradually left the membership ranks, unified dues with the National Education Association were established, and the UniServ system with field offices was adopted. Additional staff were hired to help negotiate contracts with school boards, and in 1971, the Illinois Political Action Committee for Education was created giving public school employees a stronger voice in the political arena. The signing of the Collective Bargaining Bill in 1983, the culmination of a 15-year lobbying effort, stands out among the many legislative achievements of this new era.

Today the IEA has more than 130,000 members. Twenty-two regional offices serve members throughout the state. We continue a long tradition of advocacy on behalf of the state’s public school employees while supporting innovations that will improve our ability to educate children.

Odds and Ends You Should Know

Danielson Evaluation Format: District 203 uses the Danielson framework as the basis of certified staff evaluations. You will receive more training on the Danielson model throughout your new teacher induction and mentoring sessions. The key points to remember are:

1. Evaluations are based on evidence, not hearsay. Provide documentation (records, lesson plans, photos, student artifacts, etc.) whenever possible.
2. Evaluations are holistic, not item-specific. No one item should make or break your evaluation. Don't expect that excellence in a single descriptor means you are an excellent overall teacher. Be sure to read and re-read all of the descriptors and attempt to attend to as many as you can.
3. Evaluations have a strict timeline by law. Do not procrastinate in submitting your paperwork.
4. The final rating on your evaluation cannot be changed or grieved. However, if you disagree with the rating, you have 10 days to write a rebuttal. If there was an issue with the evaluation *process*, contact the NUEA president immediately. (See Page 20 and 21)

Career 203: Career 203 is the professional development incentive framework for District 203. To be eligible to participate, you must have your Master's degree.

Career 203 was jointly developed by District 203 and the NUEA in order to provide a point-based system for advancing lanes through the salary schedule. Prior to Career 203, the only way a teacher could advance was by successfully taking graduate level coursework. Now, staff members may do practically anything that helps them grow professionally, including action research, committee participation, pilot studies, district training, coursework, and more.

Keep in mind that your building administrator can make recommendations to help you determine a successful career path. However, an administrator cannot deny your path. Your path is your choice as a professional educator.

District 203 Insurance: District 203, NUEA, NUMA, NESPA, and NTA operate a self-funded, self-managed benefit program that is administered through Blue Cross Blue Shield of Illinois. A joint committee annually reviews premiums and benefits to best meet the needs of D203 employees. Our plan includes 3 medical/RX plan choices (Platinum, Gold, and Silver), all of which include vision and dental benefits. New employees have 31 days to enroll, and returning employees must re-enroll annually during the open enrollment period (mid-October through mid-November). Members have 31 days to notify the district of an IRS recognized change-of-life event (e.g., marriage, spousal job change, divorce, or death).

Evaluation Brochure

FMLA Information

FMLA Fact Sheet

Family Medical Leave Act (FMLA) only applies to employers who meet certain criteria. Public elementary and secondary schools are considered to be **covered employers**, regardless of the number of employees.

Only **eligible employees** are entitled to FMLA leave. Employees must:

- o Work for a covered employer
- o Have worked for the employer for at least 12 months
- o Have at least 1,250 hours of service for the employer during the 12 month period immediately preceding the leave

FMLA assumes that teachers work at least 1,250 per year. Eligibility of non-certified staff for FMLA is based upon the number of hours that employee works per year.

Eligible employees may take up to **12 work weeks** of leave in a 12-month period for one or more of the following reasons:

- o The birth of a child or the placement of a child with the employee for adoption or foster care (**FMLA explicitly permits either parent to take up to 12 weeks of leave any time within the first year following the birth or adoption of a child, without requiring any documentation from a physician.**)
- o To care for a spouse, son, daughter or parent who has a serious health condition
- o For a serious health condition that makes the employee unable to perform certain essential functions of his or her job
- o For any qualifying exigency arising out of the fact that a spouse, son, daughter or parent is a military member covered on active duty or call to covered active duty status.
- o For a married couple employed by the same employer, the employer can restrict FMLA use to 12 weeks combined, unless the leave is to care for a seriously ill child.

FMLA leave is applied **only during the period in which an employee is scheduled to work**. Winter break, spring break, summer break and weekend are not scheduled work days for the majority of educational employees, and therefore should not be included in the leave.

Under some circumstances, employees may take FMLA leave on an intermittent or reduced schedule basis. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operations.

The employer is allowed to require an employee to use accumulated sick leave (or sick leave bank) concurrently with FMLA leave. Sick leave and/or sick leave bank days cannot be used to extend the period of FMLA leave.

Employers are required to continue group health insurance coverage for an employee on FMLA leave under the same terms and conditions as if the employee had not taken leave.

Employees who wish to use FMLA leave should contact Becky Dill at PSAC for the required paperwork.

Weingarten Rights: For Your Protection

A bargaining unit (NUEA) member is entitled to union representation in an investigatory meeting where the employee reasonably believes that he/she will be disciplined (including a reprimand, letter in your file, loss of privileges, suspensions, deduction of pay, or termination).

- The employee **MUST** request representation. The administrator does not have to “suggest” that a representative be present.
- An employee should never refuse to meet or waive his/her right to representation.
- If compelled to meet without representation, the employee should refrain from answering substantive questions.
- Administrators must tell you the topic of the meeting prior to the meeting.
- An employee is innocent until proven guilty, and the burden of proof is on the administration.
- The employee and the union have a right to all information in which management is basing their discipline (no “hidden letters” or anonymous complaints).
- Employees are highly encouraged to rebut any negative information that is placed in their file within 10 days. Without a rebuttal, no challenge may be made if a termination is requested.

WEINGARTEN RIGHTS

“If this discussion could in any way lead to my being disciplined or terminated, or affect my personal working condition, I respectfully request that my union representative or steward be present at the meeting. Without representation, I choose not to answer any questions.”

Common Fallacies and Potential Trouble Areas

The Social Media Fallacy

Fallacy: Many teachers feel it is within their first amendment rights to post or discuss any topic they choose on Facebook, Twitter, Instagram, Spotify, Blogspot, or any other social media outlook.

Reality: Your first amendment rights only protect you from governmental interference or punishment, not employer interference or punishment. As an employee of District 203, you must adhere to the standards of professionalism as established by your employer and your association. 203 employees have been reprimanded and even terminated because of a negative Facebook post. You are not protected in this event.

Advice: Please set your accounts to “private” and carefully monitor who you allow access to your site. Do not allow parents or students access to your personal social media sites. Do not “friend” your students. Do not talk about your students in your updates. And choose your words wisely if you wish to criticize your employer.



The Sick Day Fallacy

Fallacy: I have 15 sick days. I’d like to use a sick day whenever I want to, even if I’m not really sick.

Reality: Abuse of sick days is unethical and unfair. Only use them when you are actually sick, a loved-one is sick, or when you have a doctor’s appointment. You CAN schedule a sick day in advance for doctors’ appointments. The district has the right to ask for a doctor’s note after three consecutive sick days. If they find you abused a sick day, you can lose your pay for that time period (around \$266/day for a beginning teacher), receive a letter of reprimand, and/or be terminated. Bereavement days are included as sick days, but do not require a doctor’s note after three days.

Advice: Only take a sick day when you are sick, when a loved-one who requires your care is sick, or when there is a death in the family.

The Political Speech Fallacy

Fallacy: I can use school time and resources to promote my favorite political candidate. I send out information using my school e-mail account and the school copy machine!

Reality: You can’t use school equipment, school time, or your personal plan time to promote specific candidates or positions. This includes REPLYING to a political e-mail sent to your school address. It also includes using district mailboxes to pass out political flyers.

Advice: You may wait until after school hours to advocate for your candidates and pass out flyers that you have copied from a shop outside the district. Do not reply to political e-mails. Only use your personal e-mail account, contact lists, and social media if you have a political candidate or topic for which to advocate.

Issues in Education #1: Teacher Accountability/Overtesting

Description: American math, reading, and science scores rank low internationally. Despite continuing calls for educational reform since the 1980's (A Nation at Risk, America 2000, No Child Left Behind, Race to the Top) our ranking has not substantially changed. This low ranking may potentially impact our nation's economic superiority.

Oppositional Viewpoint: Student achievement is poor because students and teachers are not held accountable to higher standards. If teachers were held more accountable (via high-stakes testing, performance-based pay, peer competition, and even termination for low test scores) then teachers would work harder and our test scores would improve.

Our Viewpoint: Most reports concerning international rankings leave out some very crucial information. For example, most nations test only their college-bound students, while the U.S. tests all students. Furthermore, U.S. test scores have remained relatively stable in an environment that is absolutely preclusive to lower scores: greater poverty among children, triple the rate of children living in single parent households, higher crime rates, more teenage pregnancies, and increased gang activity among students over the last 40 years (Tyack and Cuban, 1995, p. 35).

Teachers and teacher unions are absolutely in favor of high standards and always have been. The Common Core standards are very similar to the state and

local standards that preceded them. The real change over the past 10 years is the increased demand for standardized testing as a means to compare students, teachers, schools, and nations, and punish those who fail to make adequate progress (i.e., No Child Left Behind).



But teachers cannot control the “raw materials” with which they work, and basing high stakes decisions on conditions to which teachers have little control is inherently unfair. Teachers have little control over the home-life, health, social influences, or parental support of their students. Most reformers are not interested in providing the comprehensive support needed to address these issues. Firing teachers (and administrators) is far less expensive than providing the resources desperately needed among our nation's most vulnerable communities.

Many see standardized testing as a means to scientifically measure teacher effectiveness. But increased testing leads to narrowing the curriculum and promotes teacher competition, not collaboration

(Eisner, 2002, p. 22). Many excellent teachers have been forced to forego dynamic, experiential learning activities in favor of “teaching to the test.” Some teachers report losing as much as 20% of their instructional time compared to only five years ago because of increased time required for testing and test preparation.

Plus, many standardized tests contain biases, design flaws, inconsistencies, or are simply misused or misreported (Ravitch, 2010). And no standardized test measures some of the most important attributes of successful teaching, such as nurturing a student’s passion for learning, developing the ability to collaborate, or promoting creativity, empathy, critical thinking, and problem solving skills. Standardized tests reflect only a fraction of the qualities expected of teachers by their evaluators and the community in which they serve.



Most school districts already have an excellent teacher evaluation system in place that does not rely on test data. The system used in District 203 (the Danielson framework) has been researched and vetted, and provides a holistic panorama of

effective teaching. State law (Senate Bill 7) has mandated that a portion of student growth measures will be considered in all teachers’ evaluations beginning in 2016. The system will attempt to account for extreme variances in student aptitudes using mostly District- and teacher-developed tests and assessment formulas. NUEA will be working with the District to decide how that system will work.



Lastly, Berliner (1992) notes that U.S. scores on the National Assessment for Educational Progress (NAEP), one of the most widely used benchmarks for education efficacy, have ranked low since the test was first implemented in the 1960’s. However, during that same time period, the United States has consistently produced the world’s leading economy. This finding questions the validity of using the NAEP results to predict economic viability when no correlation remotely exists.

As a result, teacher’s livelihoods should not depend on the results of standardized tests. Standardized tests are statistical

collection methods used for the purposes of comparing various groups using limited and often misleading information. Purposeful evaluation methods are used by teachers every day, and take the form of formative and summative assessments that are embedded into a rich, experiential curriculum.

Further Resources:

Berliner, D. (1992). *Educational reform in an era of disinformation*. Paper presented at the meetings of the American Association of Colleges of Teacher Education, San Antonio, Texas.

Eisner, E. (2002). *The educational imagination*. Upper Saddle River, New Jersey: Prentice Hall.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.

Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia*. Cambridge, MA: Harvard University Press.

Issue in Education #2: Is Fair Share Fair?

Description: The Supreme Court recently decided to hear a California case (*Friedrichs v. Californian Teachers Association*) in which teachers do not want to pay union dues, even though their union negotiates their salary and benefits on their behalf.

Currently, state employees must choose between full union membership and fair share membership. The difference is that a small portion of full dues may help fund political action, whereas fair share fees may not be spent on political action.

If a state employee does not opt out, he or she is automatically enrolled as a full dues-paying member of the union.

This system was established by a 1977 Supreme Court ruling, *Abood v. Detroit Board of Education*.

Fair share fees do support several non-political union activities, such as local contract negotiation, professional development, scholarships, grievances, and community support, without supporting any political activity engaged by the union, such as lobbying or approving a candidate.

In this manner, state employees who object to the political advocacy of the union still contribute their fair share to the costs associated with the non-political functions of the association.

Oppositional Viewpoint: State workers should not be forced to join a labor union.

However, those “non-political” union activities are inherently political because they involve the targeted negotiation and dissemination of tax dollars.

A public union cannot simultaneously bargain in the taxpayer’s interest AND bargain for higher wages and benefits.

Therefore, state workers should have the right to completely opt-out of paying any union amounts in the form of Fair Share fees or regular dues payments.

Our Viewpoint: The oppositional argument assumes that the taxpayer’s interest is solely in paying fewer taxes.

Evidence strongly suggests that taxpayers also favor stronger schools, a solid infrastructure, and quality social services (CTBA, 2015).

Research has continuously shown that the quality of the classroom teacher is the single largest factor in student achievement (Darling-Hammond, 2010).

Yet the best and brightest students often gravitate towards careers with higher pay, more opportunities for promotion, better benefits, and stable pensions than teaching can offer (Apple, 2000).

The most effective means toward improving our schools is by improving the working conditions and compensation of the professionals who make the biggest impact on students: our school staff.

Secondly, the union is legally bound to represent all employees, regardless of whether or not they pay dues or fees. If employees are not required to pay fair share fees, the burden of supporting the union activities unfairly falls on a few individuals. In this environment, the union would cease to function.

If the union ceases to function, all employees and students would be hurt. The scholarships and community events that the association supports would also suffer. The union's ability to advocate for better learning conditions and higher teaching qualification standards would be severely diminished.

Clearly, fair share helps ensure that the union can continue to operate on the behalf of students and staff members who depend on the collective bargaining process.

References:

American Federation of State, County, and Municipal Employees (AFSCME). (2015). Fair share fees explained. Retrieved at: <http://www.afscme.org/action/fair-share-fees-explained>

Apple, M. (2000). *Official knowledge* (2nd ed.). New York, NY: Routledge.

Center for Tax and Budget Accountability (CTBA). (2015). About CTBA. Retrieved at: <http://www.ctbaonline.org/about/about-ctba>

Clawson, L. (2015, June 30). Supreme court takes the next case in Alito's crusade

against unions. *Daily Kos Labor*.

Retrieved from:

<http://www.dailykos.com/story/2015/06/30/1398019/-Supreme-Court-takes-the-next-case-in-Alito-s-crusade-against-unions>

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teacher's College Press.

Fair Share

“Fair share” is a negotiated provision in a collective bargaining agreement that requires all employees covered by the agreement to be either members of the employee organization or to pay their fair share for services rendered. *See*, Appendix 1 for a sample provision. At the end of the 2013-2014 school year, IEA-NEA had 751 local associations with fair share or agency fee provisions in their collective bargaining agreements.

Fair share preserves an individual's right to join or not to join the employee organization. It simply provides that all who receive services from being represented must share in the expenses of such representation. The concept is similar to the idea of an entire community sharing in the cost of public education, as opposed to placing the entire expense burden on just those who have children enrolled in the schools. The argument of those employers that say non-members must be exempt from fair share is a fallacy, because all individuals in the bargaining unit receive services and protection from the employee organization.

Fair share provides an indication of an employer's good faith bargaining posture. Such an agreement represents the employer's willingness to accept the legitimate needs of the employee organization that must be met if the organization is to perform properly its role in collective bargaining and contract administration. Many IEA affiliate locals have specifically negotiated fair share in their contracts.

It is wrong for employers to misuse the law to provide an "out" for freeloaders who simply refuse to pay their fair share for benefits and services. The result of such resistance creates an incentive for employees to receive benefits without contributing to the obtaining of those benefits.

The Association's Duty to Fairly Represent

Under the Illinois Educational Labor Relations Act (IELRA), local associations which are the recognized bargaining agents have the legal responsibility to represent all persons in the bargaining unit, regardless of their organizational membership or non-membership. All employees represented share in the benefits and protections of a collective bargaining agreement. Hence, each individual who benefits from this service has a duty to pay his/her fair share of the costs of such representation.

Of course, all local associations, whether they have fair share or not, have a duty of fair representation to all bargaining unit employees in matters arising under their exclusive representative status and/or issues covered by the collective bargaining agreement. *See Carpenters Local 183*². Even under the duty of fair representation, local associations are not required to negotiate everything any member or feepayer wants negotiated, though local associations are encouraged to provide members and/or feepayers an opportunity to tell the bargaining team what they want negotiated and inform members and/or feepayers about the

² *Carpenters Local 183, Mid-Central Illinois District Council (Reeise)*, 6 PERI ¶ 1026 (IELRB, 1990)

status of negotiations, as well as the outcome of such negotiations. Nor under the duty of fair representation is the local association obligated to process every grievance to arbitration. See *Community Consolidated School Dist. No. 59*³.

Fair Share Statutory Authority

The legal authority permitting local associations to bargain and implement fair share is found in the IELRA, 115 ILCS 5/11. Section 11 of the IELRA allows employers and the exclusive representative to negotiate fair share agreements. Fair share is intended to promote a stable and orderly collective bargaining process that is mutually beneficial to employers, education and employee organizations. The Illinois Educational Labor Relations Board (IELRB), in cases involving both IEA affiliates and IFT affiliates, has found fair share provisions appropriate, reinforcing the various United States Supreme Court cases finding fair share legal. See *DuQuoin/Antry*⁴; *Round Lake*⁵ and *Lake County*.⁶ In addition, in an attempt to relieve some employers' anxieties about lawsuits resulting from fair share provisions, the IEA-NEA is willing, under certain conditions, to hold the employer harmless from any claims, demands or other liabilities that might arise as a result of a fair share agreement. Section 11 of the IELRA provides:

When a collective bargaining agreement is entered into with an exclusive representative, it may include a provision requiring employees covered by the agreement who are not members of the organization to pay to the organization a fair share fee for services rendered. The exclusive representative shall certify to the employer an amount not to exceed the dues uniformly required of members which shall constitute each non-member employee's fair share fee. The fair share payment shall be deducted by the employer from the earnings of the non-member employees and paid to the exclusive representative. The amount certified by the exclusive representative shall not include any fees for contributions related to the election or support of any candidate for political office. Nothing in this Section shall preclude the non-member employee from making voluntary political contributions in conjunction with his or her fair share payment.

If a collective bargaining agreement that includes a fair share clause expires or continues in effect beyond its scheduled expiration date pending the negotiation of a successor agreement, then the employer shall continue to honor and abide by the fair share clause until a new agreement that includes a fair share clause is reached. Failure to honor and abide by the fair share clause for the benefit of any exclusive representative as set forth in this paragraph shall be a violation of the duty to bargain and an unfair labor practice.

³ *Community Consolidated School District No. 59*, 1 PERI ¶ 1158 (IELRB, 1985)

⁴ *DuQuoin Education Association, IEA-NEA*, Case Nos. 85-FS-0002-S, *et al.* 4 PERI ¶ 1064 (IELRB, 1988), *aff'd* 4th App. Ct., *sub. nom. Vern E. Antry. et al. v. IELRB, et al.*, 522 N.E.2d 313

⁵ *Round Lake Ed. Assn. et. al. v. Daniel Christensen, et. al.*, Case Nos. 89-FS-0002-C, *et al.*, 6 PERI ¶ 1084 (IELRB, 1990)

⁶ *Lake County Federation of Teachers, Local 504, AFT, AFL-CIO*, Case Nos. 85-FS-0044-C, *et al.* 4 PERI ¶ 1122 (IELRB, 1988)

Agreements containing a fair share agreement must safeguard the right of non-association of employees based upon bonafide religious tenets or teachings of a church or religious body of which such employees are members. Such employees may be required to pay an amount equal to their proportionate share, determined under a proportionate share agreement, to a non-religious charitable organization mutually agreed upon by the employees affected and the exclusive representative to which such employees would otherwise pay such fee. If the affected employees and the exclusive representative are unable to reach an agreement on the matter, the Illinois Educational Labor Relations Board may establish an approved list of charitable organizations to which such payments may be made.

The Board shall by rule require that in cases where an employee files an objection to the amount of the fair share fee, the employer shall continue to deduct the employee's fair share fee from the employee's pay, but shall transmit the fee, or some portion thereof, to the Board for deposit in an escrow account maintained by the Board; provided, however, that if the exclusive representative maintains an escrow account for the purpose of holding fair share fees to which an employee has objected, the employer shall transmit the entire fair share fee to the exclusive representative, and the exclusive representative shall hold in escrow that portion of the fee that the employer would otherwise have been required to transmit to the Board for escrow, provided that the escrow account maintained by the exclusive representative complies with rules to be promulgated by the Board within 30 days of the effective date of this amendatory Act of 1989 or that the collective bargaining agreement requiring the payment of the fair share fee contains an indemnification provision for the purpose of indemnifying the employer with respect to the employer's transmission of fair share fees to the exclusive representative.

The above information is excerpted from the 2014-2015 Fair Share Handbook for IEA Staff and Local Leaders, as published by IEA Legal. It is available at <http://www.ieaneal.org/resources/fair-share/>

Issues in Education #3: A Fair Tax

Description: Illinois' constitution currently requires a flat income tax. But when all state revenue is taken into consideration (sales tax, property tax, utility tax, service fees, license fees, etc.), lower income earners pay a much greater percentage of their income to the state. Higher income earners also **invest** a greater proportion of their income, thereby avoiding many state taxes while withdrawing money from growing the economy. This presents an unfair tax burden on middle income earners and stagnates consumer spending.

Oppositional Viewpoint: Our state already collects too much tax revenue—Illinois needs to cut services to live within its means. Also, the state's wealthiest earners are likely to be employers, and they will hire more workers if allowed to keep more of their income. Lastly, "punishing" the wealthy by taxing them more discourages economic investment within our state.

Our Viewpoint: Illinois does not live beyond its means. According to the Center for Tax and Budget Accountability we enjoy the 5th highest GDP among all states, yet we rank 49th in education spending (Martire, 2012). The CTBA has outlined four critical state funding categories and their net reductions over the past 14 years:

Pre-K – 12 Education: -9.1%
Higher Education: -34.8%
Services: -28.6%
Safety (fire/police): -27.4%

These are real reductions in state spending, despite an inflation rate of 27.4% during that same time period. Illinois simply cannot cut any more. Our problem is a revenue problem, not a spending



problem.

The state's wealthiest companies often claim to reinvest their income by hiring new employees, but records show that many do not. In fact, one independent study (Klinger & McFate, 2013) showed no correlation between tax credits and job creation. To address this issue, the state created EDGE Tax Credits to incentivize those companies that hire at least 25 new employees and invest in capital improvements. EDGE Tax Credits allow private companies to keep their employee's state income tax withholdings. According to a 2012 EDGE Annual Report, 82 companies have earned over \$628M in tax credits through the EDGE program (Pollet, 2013).

Unfortunately, this tax credit is paid directly from employee state income tax

withholdings at a time when the state needs every penny. And this program is the only tax incentive program that holds corporations somewhat accountable for job creation or capital expenditures. Other tax credits, grants, and infrastructure assistance programs have no stipulations, and cost the state over \$519M in 2013 alone, according to the Illinois Tax Expenditure Report of 2013 (Topinka, 2013). For example, the Chicago Mercantile Exchange reported over \$950M in profits in 2010, but was allowed to keep the \$93M it owed in state taxes without stipulation (Martire, 2012). These are programs that are inconsistent, arbitrary, and hurt Illinois.

Lastly, Illinois is an incredibly desirable place to start or expand a business, respectively ranking #1 and #3 in the nation

in 2013 according to CNBC and the Illinois Department of Commerce and Economic Development. But, according to the Illinois Department of Revenue's 2012 annual report, over 66% of Illinois corporations pay no tax whatsoever. Research by *Good Jobs First (GJF)* shows that Illinois' most profitable corporations, including Boeing, Sears, Google/Motorola Mobility, and Navistar International use gimmicks (like the Single Sales Factor and tax credit subsidies) to claim no profits, and then pay no federal or state taxes (GJF, 2014).

This leaves the burden of funding our essential state services to small businesses and middle class residents. *A Better Illinois* has been working with the IEA to lead the fight to simply ask all businesses and individuals to pay their share. The best way

Rankings

Illinois had the 5th highest Gross Domestic Product (GDP) in the U.S.

Source: *Bureau of Economic Analysis (2013)*

Illinois ranked 19th in the world in total GDP

Source: *Bureau of Economic Analysis*

Illinois ranked #4 in the number of the nation's largest companies on the 2012 Fortune 500 List that are headquartered in a state (32)

Source: *CNN Money*

Illinois ranked #3 among all states and Chicago #1 among all metropolitan areas in locations for new and expanded corporate facilities

Source: [*Site Selection magazine*](#)

Illinois ranked #1 in the Midwest as a destination for foreign investment

Source: *Illinois Office of Trade & Investment*

Chicago has the 3rd largest Gross Metropolitan Product in the U.S., after only New York City and Los Angeles

Source: *Bureau of Economic Analysis*

to achieve this goal without completely eliminating all business incentive programs (like EDGE Tax Credits) is to move the state to a progressive tax structure. Economists are increasingly finding that empowering the middle class is the best way to strengthen the economy (Hanauer, 2014), and a progressive tax does exactly that.

Further Resources/Citations:

A Better Illinois. (2014).

www.abetterillinois.org

Good Jobs First. (2014).

www.goodjobsfirst.org/states/illinois

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Martire, R. (2012). The case for fundamental tax reform in Illinois: Why we need a graduated state income tax. Center for Tax and Budget Accountability. Retrieved from: <http://ctbaonline.org/reports/case-fundamental-tax-reform-illinois-why-we-need-graduated-state-income-tax>

Pollet, A. (2013). 2012 EDGE Tax Credit Report. Retrieved from: www.illinois.gov/dceo/AboutDCEO/ReportsRequiredByState/2012EDGEAnnualReport.pdf

Issues in Education #4: The Privatization of Education

Description: Public school funds are increasingly being diverted towards charter schools, which are publicly funded but privately managed. Charter schools circumvent the local community's school board by making curricular and administrative decisions in private (with private interests in mind). Most charter schools and private schools are non-unionized, most are not held to the same testing requirements as public schools, and most are owned by for-profit parent companies without any public scrutiny.

Oppositional Viewpoint: Parents have the right to choose a school based on the free market. When they go grocery shopping, they go to the store offering the highest quality and the best value. This same business model may be applied to public schools. When charter schools compete with other public schools, the competition drives up the quality and drives down the cost.

Our Viewpoint: There is little doubt that public school funding is fundamentally unfair. By basing school budgets primarily on property taxes, Illinois has ensured that the wealthiest communities will continue to have the most educational resources. Regardless, every community still has an obligation to educate its children to the best of its ability so they may participate in the democratic process as informed citizens and so they may lead enriched and fulfilling

lives that positively contribute to the community and the economy.

When parents elect to send their children to charter schools (and some private schools) the public school district is required by law to pay their average yearly pupil expenditures to the charter. In Naperville's case, that amounts to over \$10,000 per student. That money is not refunded or pro-rated if the student returns to the public school mid-year. Surprisingly, even though charters are funded with taxpayer money, taxpayers have no say in the school's curriculum or policies.

Charter schools strip resources from the public schools in order to provide an alternative educational experience for a select few students. In the meantime, the remaining public school students have less funds for equipment, teachers, and supplies. Plus, in an effort to turn a profit, many charters hire inexpensive and inexperienced teachers, marginalize arts programs, and fail to support students with special needs. We believe school should be about the students, not about profits.

Further Resources:

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.

Issues in Education #5: The Tenure Myth

Description: Many education reformers cite teacher tenure as a reason for low student achievement. They say that tenure laws, which vary by state and which provide job protections for teachers who have seniority, keep unfit teachers in classrooms because they make it extremely difficult to fire teachers who cannot properly do their jobs.

Oppositional Viewpoint: Why should teachers have the right to a “job for life?” Those in the private sector don’t have this luxury. These laws keep bad teachers in schools, and bad teachers are responsible for low student achievement. The recent decision in *Vergara v. California* (2014) supports this claim.

Our Viewpoint: Tenure is *not* a “job for life.” Often confused with the definition of tenure in higher education, pre-K-12 tenure simply means “continued contractual service,” which is earned after a probationary period. Illinois Labor Relations Board laws provide tenured teachers with, among other protections, the right to due process; that is, tenured teachers cannot be fired without being provided a reason for their dismissal and an opportunity to defend themselves. This right is not provided to untenured teachers. Furthermore, teachers are not automatically granted tenure after two or four years of teaching; tenure is granted by school administrators based upon teacher performance in a strict and rigorous

evaluation process. No one wants an ineffective teacher to be granted tenure.

Tenure helps protect teachers and certified staff members from management abuses observed in public schools in the 1920’s and 1930’s (see Jean Anyon’s *Ghetto Schooling*, 1997). Abuses included firing experienced teachers simply because they made more than the median salary or firing teachers because they reported low grades for politically connected students. During this era, men often were paid more than women for doing the same job, and principals frequently hired friends and family over better qualified teacher applicants. Tenure helped to ensure that teachers were not fired for these political or sexist reasons, instead necessitating that teacher firings be based on empirical evidence through a formalized evaluation system.

Tenure also helps support teacher innovation and creativity. John Jacobsen, Social Science Chair at Shorewood High School, WI, wrote the following comment after Wisconsin abolished tenure in 2011:

Here’s the path good teachers take. They work hard to get tenure because tenure ensures academic freedom. Once they have this academic freedom (underwritten by tenure) they work hard because they have it. They teach on the aforementioned ‘edge,’ where all engaging educational practice belongs. This translates into the

teacher being able to take lesson planning risks in order to reach frequently disengaged students. The state of Wisconsin has, all at once, chosen to eliminate the very safety net which allows for this educationally engaging risk taking. [...] The state of Wisconsin has, all at once, lost track of the very reason why its public schools are regarded so highly in the United States of America. Tenure is what provides the underpinning for teaching innovation and creativity. It's a direct result of collective bargaining and has been developed over the course of decades. (2011)

The recent *Vergara* decision incorrectly identifies poor teachers as the sole cause of poor test scores. The decision ignores poor economic and social environments, unequal school funding formulas, poor administrative record keeping, and a lack of educational resources in blighted communities. Education historian Diane Ravitch notes that the *Vergara* decision falsely implies that “low test scores are caused by bad teachers. Get rid of the bad teachers, replace them with average teachers, and all students will get high test scores. You might call it the judicial version of No Child Left Behind—that is, pull the right policy levels—say, testing and accountability—and every single child in America will be proficient by 2014.”

Ultimately, when tenure is challenged, all teachers and students are harmed. If experienced, effective, and—often—more

costly teachers can be fired without due process, and if inexperienced, often less costly teachers can be hired in their stead, more and more students end up being taught by less experienced teachers. Further, those inexperienced teachers lack the resource of more experienced colleagues with whom they might collaborate and hone their craft. Additionally, when teachers are blamed for low student test scores, the real causes of these low scores—poverty, lack of resources, large class size, and so on—are ignored. Teacher termination must be based on their performance evaluation, not on the indefensible whim of their administrator.

Further Resources:

Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York, New York: Teacher's College.

Jacobsen, J. (2011). *Tenure free Wisconsin*. Web log. Retrieved from http://open.salon.com/blog/john_d_jacobson/2011/08/01/tenure_free_wisconsin

Ravitch, D. “What was the Evidence in the *Vergara* Case? Who Wins? Who Loses?” *Diane Ravitch's Blog: A Site to Discuss Better Education for All*. N.p., 11 June 2014. Web. 13 July 2014.

Welner, Kevin. “A Silver Lining in the *Vergara* Decision?” *Washington Post*. 11 June 2014. Web. 13 July 2014

Issues in Education #6: Should Public Unions Collectively Bargain?

Description: Gov. Rauner claims that public unions should not be able to collectively bargain because they are bargaining against the interests of the taxpayers.

Rauner's Viewpoint: Public unions demand inflated salaries and luxurious working conditions, which artificially raise the cost of doing public and private business. These unions also use their power to influence lawmakers, who pass bills favorable to public unions, and pass budgets unfavorable to businesses. They are the reason our state is broke, and they are the reason businesses continue to leave our state.

Our Viewpoint: Public unions know that maintaining high quality standards and competitive compensation packages attract the best candidates toward the teaching profession.

But public unions are failing. Undergraduate teacher prep programs has been steadily declining--down from 7% to 5% since 2010 (Summer 2015 NEA Today, p. 22). Compensation packages are well below the average package of private sector workers with similar educational levels. Clearly, unions are not negotiating extravagant contracts. Furthermore, contracts are mutually agreed upon by School Boards, who represent the taxpayers. This is a balanced system of accountability on all sides.

States that have recently eliminated collective bargaining are facing massive teacher shortages. Kansas had to waive all certification requirements to teach in its 6 largest districts, and Wisconsin nearly passed a law in June that would have eliminated all requirements to teach, including a high school diploma.

Collective bargaining helps maintain a high quality workforce by incentivizing talented individuals to enter the profession. It provides for due process, for safe working conditions, and for reasonable compensation. The number of strikes actually declined when collective bargaining was introduced in Illinois in 1975.

And the influence of NEA lobbyists is actually quite small. IEA makes up less than 2% of total campaign contributions, according to ChicagoBusiness.com.

Public unions are not the reason Illinois is broke. Unequal and unfair taxation is.

Remember this simple axiom: If it is a conflict of interest for public sector employees to bargain collectively, then it is an equal conflict of interest for government entities to grant tax waivers to private businesses.

To put it another way...if teachers are not allowed to negotiate a fair wage because they bargain against the interests of the taxpayers, then the same argument should prevent state and local governments from

rejecting valuable tax revenue from every WalMart store in the state.

Government entities formulate budgets based on a balance between anticipated revenue and expenditures. Included in these budgets are long-term forecasts of population trends. Pension payment plans and annual budgets rely heavily on these forecasts. By waiving the tax liabilities for 66% of Illinois corporations, Illinois has destroyed the base of revenue that makes the short- and long-term budget formulas work.

This is a critical reason why Illinois is struggling with its budget obligations. It is not because teachers' pensions or compensation packages are extravagant. Teachers' pensions are slightly higher than Social Security, and below the national average for public sector pension

benefits. Rather, Illinois fails to collect taxes in proportion to its population.

Until all businesses pay their share of taxes, there will always be a need for public sector employees to bargain for their portion of the state's diminished income. Otherwise, unchecked, corporations will only serve the needs of their shareholders, while ignoring the infrastructural, educational, medical, and sociological needs of the public.

Look no further than the Mitsubishi plant in Bloomington, Illinois, to find a corporation that lived its entire life on Illinois tax waivers and was offered generous new subsidies in 2014, yet still moved their plant to Thailand. This is not a facility invested in the needs of the greater public which sustained it for many years.

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Please attend your school’s monthly 10 minute meeting.

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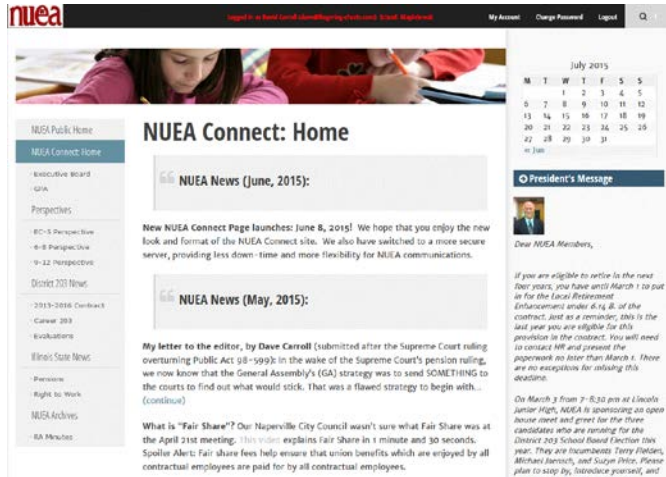
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President, NUEA
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Critical Websites NUEA – IEA - NEA

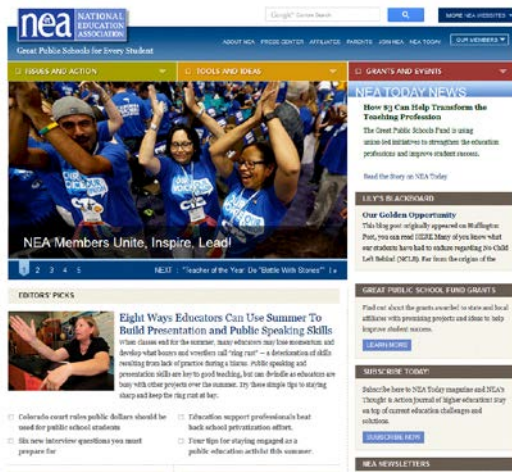
NUEA Connect - nuea203.org/members

IEA - ieanea.org



NEA - nea.org

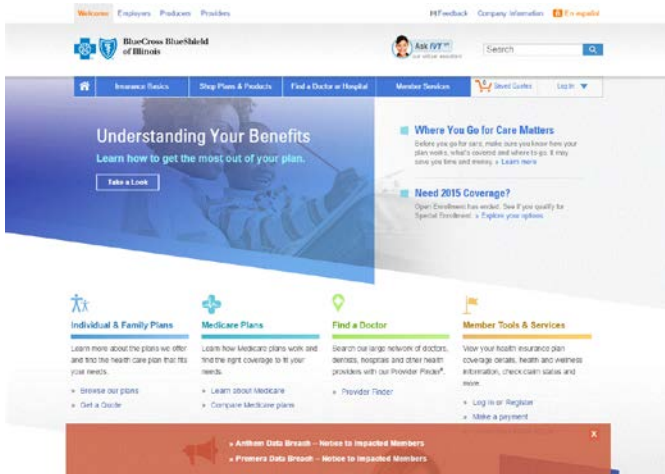
NEA Member Benefits – neamb.org



Critical Websites – Personal

Blue Cross Blue Shield – bcbsil.com

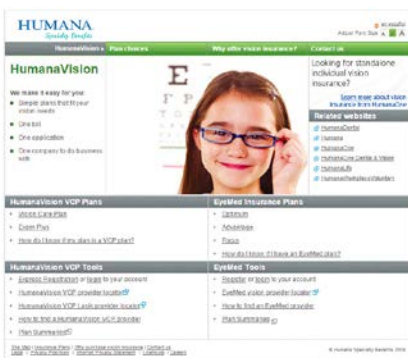
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Delta Dental – deltadentalil.com



Humana Vision Care – humanavisioncare.com



Educator Licensure Information System (ELIS) – isbe.net/ELIS/default.htm



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Your job assignment (grade/subject/etc.) _____

This survey does not obligate you to do anything, but it does let us know to contact you if an opportunity arises that may interest you.

Topic	Description	Rate Your Interest with a Circle
		MI=More information needed 10=extremely interested
Professional development	Would you like information about IEA and NEA led workshops, trainings, and sessions to help you in your classroom?	MI 0 1 2 3 4 5 6 7 8 9 10
Curriculum leadership	Would you like to share your expertise with the district? Various NUEA-D203 committees may need your perspective.	MI 0 1 2 3 4 5 6 7 8 9 10
District financial analyst	Curious about district income and expenditures, taxing policies, CPI, and TIF districts?	MI 0 1 2 3 4 5 6 7 8 9 10
Political action	Are you interested in learning more about local, state, and national politics regarding education?	MI 0 1 2 3 4 5 6 7 8 9 10
CORE Conference	Would you consider attending the CORE conference? Held on a mid-October weekend, it features a series of clinics on relevant topics to Illinois teachers.	MI 0 1 2 3 4 5 6 7 8 9 10

IEA RA Delegate In Rosemont, IL	Would you like to represent Naperville teachers? This event is held April 14-16 (Th-Sa), and determines our IEA budget and legislative platform. All costs are paid.	MI 0 1 2 3 4 5 6 7 8 9 10
NEA RA Delegate In Washington, D.C.	Would you like to represent Illinois teachers? This event is held June 30-July 7, and determines our NEA budget and legislative platform. All costs are paid.	MI 0 1 2 3 4 5 6 7 8 9 10
Summer Leadership Academy	Do you see yourself as a leader? This event is held for 4 days in late July to help strengthen your leadership skills	MI 0 1 2 3 4 5 6 7 8 9 10
Building Representative	Would you like to represent your building colleagues at our meetings? We meet once a month on Mondays.	MI 0 1 2 3 4 5 6 7 8 9 10
Topic	Description	Please rate your level of interest:
Journalism/Reporting	Have you authored an article for a newspaper, magazine, or professional journal?	I need more info Not interested I might be able to help I'd love to help!
Database work	Do you have any experience with any database or spreadsheet type?	I need more info Not interested I might be able to help I'd love to help!
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